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**The co-construction of the social situation of development and its impact on
EFL teachers' thinking and practical activity**

Florianópolis

2024

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Orientadora: Professora Dra. Adriana de Carvalho Kuerten Dellagnelo.

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O presente trabalho em nível de Doutorado foi avaliado e aprovado, no dia 22 de março de 2024, pela banca examinadora composta pelos seguintes membros:

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Florianópolis, 2024.

This is dedicated to everyone who truly takes me as I am and inspires me to be in this world. You know who you are. Thank you!

ABSTRACT

From a Vygotskian sociocultural perspective, second language teacher development is viewed as a continuing, cooperative, dialogical, and dialectical process which hinges on the interactions between teacher educators and teachers as they engage in teacher education initiatives. According to Johnson (2015), it is crucial that studies in the area focus on the dynamics within these initiatives, investigating what teachers learn while participating in them and how this knowledge impacts their teaching activity. In this context, looking into the interplay between the mediation offered by teacher educators and how teachers refract such a mediation through their *perezhivanie* is fundamental to grasp how the environmental structure (i.e., the social situation of development) is created, as well as understand its potential to shape the ways teachers come to know their professional landscape and teach. With this in mind, drawing on Vygotsky's Sociocultural Theory (1978, 1987), the present study is aimed at investigating how a teacher educator's mediation and its refraction by two ESL teachers during a series of dialogic activities forged the social situation of development that promoted robust reasoning teaching and pedagogically informed instructional practice. Data were collected during 8 cycles of dialogic practices that involved narrative writing, video-recording of actual classes and moments of synchronous interaction between the teacher educator and teachers. During these cycles, specific aspects of the teachers' professional activity that they considered troublesome were explored. As interactions progressed and the teacher educator became more familiarized with the teachers' needs, responsive mediation was offered to have them intentionally revisit – through ideal forms (Vygotsky, 1994) – their thinking and practice in order to develop more robust views of the profession. The interplay between the mediation and the teachers' refractions of it resulted in ZPD activity (Holzman, 2018), moments of cognitive/emotional dissonance (Johnson; Worden, 2014; Johnson; Golombek, 2016), and higher levels of intersubjectivity (Wertsch, 1984;1985), which shaped the new environmental structures that pushed the teachers towards expert-like ways of thinking about their teaching and making pedagogically sound instructional choices. Results indicate that both teachers were able to take up the academic concepts introduced as they built upon them to plan and teach their lessons, articulated the reasoning behind their intentions and actions, and ultimately resolved their concerns. The study shows that deliberately capitalizing on academic concepts to have teachers (re)structure their thinking and practice has great potential to foster the development of robust reasoning, which may result in well-founded instructional choices. The interplay between the teacher educator and teachers displays how responsively addressing teachers' concerns may push them ahead of themselves as they experience the mediation offered through the lens of their *perezhivanie*, which shapes the extent to which what they encounter on the social plane is internalized. The data illustrate the value of a Vygotskian approach to teacher education, putting the dialectical relationship between the dyad teacher educator-teacher under the spotlight as it was the very co-construction of the social situation of development that led to robust reasoning teaching and pedagogically informed instructional practice.

Keywords: teacher education; Vygotskian Sociocultural Theory; social situation of development; responsive mediation; *perezhivanie*.

RESUMO

Uma perspectiva sociocultural vygotskiana compreende o desenvolvimento do professor de segunda língua como um processo contínuo, colaborativo, dialógico e dialético que depende das interações entre formadores de professores e professores durante o seu envolvimento com iniciativas de formação. Johnson (2015) defende ser fundamental que estudos na área enfoquem nas dinâmicas dentro dessas iniciativas, investigando o que os professores aprendem ao participar delas e como esse conhecimento impacta a atividade docente. Nesse contexto, analisar a interação entre a mediação oferecida por professores formadores e como os professores a refratam através de sua *perezhivanie* é imprescindível para compreender como a estrutura do ambiente (ou seja, a situação social do desenvolvimento) é criada, bem como o seu potencial em moldar as maneiras pelas quais os professores passam a entender a sua profissão e ensinar. Tendo isso em mente, com base na Teoria Sociocultural de Vygotsky (1978, 1987), o presente estudo tem como objetivo investigar como a mediação de um formador de professores e sua refração por dois professores de inglês como segunda língua durante uma série de atividades dialógicas forjaram a situação social do desenvolvimento que promoveu a robustez do pensar docente e a prática pedagógica fundamentada. Os dados foram coletados durante 8 ciclos de atividades dialógicas que envolveram escrita de narrativa, gravação de aula em vídeo e momentos de interação síncronos entre o professor formador e os professores. Durante esses ciclos, aspectos específicos da atividade profissional dos professores que os preocupavam foram explorados. À medida em que as interações progrediam e o professor formador se familiarizava com as necessidades dos professores, mediação responsiva foi oferecida para que eles intencionalmente revisitassem – por meio de formas ideais (Vygotsky, 1994) – seu pensamento e prática, de modo a desenvolver visões mais robustas da profissão. A interação entre a mediação do professor formador e a refração dos professores resultou em atividades de Zona de Desenvolvimento Proximal (Holzman, 2018), momentos de dissonância cognitiva/emocional (Johnson; Worden, 2014; Johnson; Golombek, 2016) e níveis mais altos de intersubjetividade (Wertsch, 1984; 1985), moldando novos espaços que impulsionaram os professores a pensar sobre sua forma de ensinar e fazer escolhas pedagogicamente informadas. Os resultados indicam que ambos os professores foram capazes de adotar os conceitos acadêmicos introduzidos, utilizando-os para planejar suas aulas e ensinar, articular suas intenções e o que embasou suas ações e lidar com suas preocupações. O estudo mostra que o uso deliberado de conceitos acadêmicos para levar os professores a (re)estruturarem seu pensamento e prática tem grande potencial de promover o desenvolvimento do pensar docente, o que pode resultar em escolhas pedagógicas fundamentadas. A interação entre o professor formador e os professores demonstra como ser responsivo às preocupações dos professores pode impulsionar seu crescimento à medida em que eles refratam a mediação oferecida através das lentes de sua *perezhivanie*, o que impacta o processo de internalização de formas de pensar socialmente construídas. Os dados ilustram o valor de uma abordagem vygotskiana para a formação de professores, salientando a relação dialética entre a díade professor-formador/professor, já que foi a própria co-construção da situação social do desenvolvimento que levou à robustez do pensar docente e à prática pedagógica informada.

Palavras-chave: formação de professores; Teoria Sociocultural Vygotskiana; situação social do desenvolvimento; mediação responsiva; *perezhivanie*.

TABLE OF CONTENTS

1	CHAPTER 1 – INTRODUCTION	1
	1.1 CONTEXT OF INVESTIGATION.....	1
	1.2 MOTIVATION OF THE STUDY.....	5
	1.3 SIGNIFICANCE OF THE STUDY.....	5
2	CHAPTER 2 – LITERATURE REVIEW	7
	2.1 INTRODUCTION.....	7
	2.2 VYGOTSKIAN SOCIOCULTURAL THEORY (VSCT) – SETTING THE SCENE.....	7
	2.2.1 Mediation	9
	2.2.2 Internalization	11
	2.2.3 Zone of proximal development (ZPD)	14
	2.2.4 Situation definition and intersubjectivity	17
	2.2.5 Thinking in concepts	20
	2.2.6 <i>Perezhivanie</i> and social drama	24
	2.2.7 <i>Perezhivanie</i>, the social situation of development and ideal forms	27
	2.3 VSCT AND TEACHER DEVELOPMENT – SETTING THE SCENE	29
	2.3.1 Responsive mediation and the development of true concepts	30
	2.3.2 Emotions and teacher development	33
	2.3.3 Narrative inquiry and teacher professional development	35
	2.3.4 Reasoning teaching	37
	2.3.5 Sociocultural studies on teacher development: some empirical evidence	39
	2.4 WRAPPING UP THE STUDY’S THEORETICAL BACKGROUND..	45
3	CHAPTER 3 – METHOD	48
	3.1 INTRODUCTION.....	48
	3.2 THE GENETIC METHOD.....	49
	3.3 MICROGENESIS.....	50
	3.4 CONTEXT OF INVESTIGATION AND PARTICIPANTS.....	52
	3.5 INSTRUMENTS AND PROCEDURES FOR DATA COLLECTION AND ANALYSIS.....	57

4	CHAPTER 4 – DATA ANALYSIS AND DISCUSSION	61
4.1	INTRODUCTION	61
4.2	GEORGE’S PATH TOWARDS AN INTEGRATED VIEW OF GRAMMAR TEACHING	61
4.3	AMELIA’S TRAJECTORY TOWARDS PREPARING STUDENTS FOR ACTIVITIES	100
5	FINAL REMARKS	148
5.1	INTRODUCTION	148
5.2	MAIN FINDINGS	148
5.3	LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH	153
5.4	PEDAGOGICAL IMPLICATIONS	155
6	REFERENCES	158
7	APPENDICES	164

CHAPTER 1 INTRODUCTION

1.1 CONTEXT OF INVESTIGATION

Second language¹ teacher education (SLTE) has received great attention in the past four decades, different epistemological perspectives informing and transforming the ways teacher development is conceived of. The idea that knowledge is objective, transferable, and generalizable no longer lies at the heart of teacher education; such a positivist perspective has been replaced by others that go against this individualistic view by claiming for the social nature of knowledge. In this vein, teacher learning has been understood as a continuing, collaborative, dialogic, and dialectical process which – among many aspects – depends on the relations between teacher educators and teachers, as well as on the specific activities they participate in within their own contexts.

Johnson and Golombek (2016) state that engagement in the practices of L2 teacher education “[...] shapes how L2 teachers come to think about and enact their teaching within the sociocultural contexts of their learning-to-teach experiences” (p. xii), which brings into light the fundamentally social nature of these practices as well as the importance of empirical studies that aim at investigating them. Moreover, Johnson (2015) contends that these studies need to focus on what happens inside the practices of second language teacher education in order to understand the quality and character of the interactions between teacher educators and teachers, what teachers come to learn as they participate in such practices, as well as how what they learn shapes their teaching activity.

A growing body of research concurs with such a claim by advocating that teacher learning (i.e., the development of robust understanding of the profession) takes place in real sociocultural contexts where teachers have sustained opportunities to look into what they know about teaching and their teaching practices (Johnson; Dellagnelo, 2013; Johnson; Golombek, 2013; Biehl; Dellagnelo, 2016; Johnson; Golombek, 2016; Dellagnelo; Moritz, 2017; Dall’Igna, 2018; Agnoletto, 2020;

¹Although I recognize the conceptual differences between “second language” and “foreign language”, these terms are used interchangeably in the present dissertation since the differences between them are not essential for the discussion presented.

Agnoletto; Dellagnelo; Moritz, 2020; Dall'igna; Agnoletto, 2020). Regardless of the different contexts in which these studies were conducted, they all share the basic premise that social interaction – with peers and/or more knowledgeable individuals – is paramount for teacher development to take place, highlighting the social nature of one's individual world.

Such a premise draws on Vygotskian Sociocultural Theory (VSCT), a theory of mind which seeks to explain the development of human cognition by looking into the ways people interact with the world around them (Vygotsky, 1978; Vygotsky, 1987). According to Vygotsky, human psychological development has its origins on the external/social plane as people interact with other people and culturally constructed artifacts². In this sense, the human mind is socially mediated by artifacts, language being the most pervasive of them all due to its centrality in our lives, which is captured in its dual function: at the same time that language is used for communication – on the external plane – it is also used for organizing and controlling our own mental functioning/thinking – on the internal plane (Lantolf; Thorne, 2006). However, VSCT claims that mental development also depends on the extent to which someone is “ready” to benefit from the interactions with the world around them. This “readiness” is captured in the concept of *Zone of Proximal Development (ZPD)*³, and is tightly related to the concept of *mediation*⁴ since the latter needs to be contingent on one's ZPD if development is to take place (Lantolf; Thorne, 2006). Along with that, a Vygotskian perspective sees intellect and affect as the basic components of human consciousness (Veresov, 2017; Agnoletto; Dellagnelo; Johnson, 2021), therefore, if one seeks to understand how mental development takes place, it is essential to look into the relationship between cognition and emotion.

When it comes to teacher education, Johnson and Golombek (2016) highlight the role of teacher educators (TEs) in fostering the professional development of teachers through mediation. The authors state that learning to teach should be “[...] intentional, deliberate, and goal-directed by expert teacher educators who are skilled at moving teachers towards more theoretically and pedagogically sound instructional practices and greater levels of professional expertise” (Johnson; Golombek, 2016, p.

² This will be further explained in the literature review.

³ Vygotsky's view of the ZPD (as well as a more recent interpretation of the concept) will be presented in Chapter 2.

⁴ A thorough explanation of “mediation” will be provided in Chapter 2.

4). In this regard, it becomes essential to inquire into teachers' practices and provide them with opportunities to externalize their reasoning so that expert/experienced teacher educators can assess what these teachers know and how they feel, which may open up their understandings, emotions and ZPD activity for scrutiny. At this point, the role of teacher educators is paramount, as they must be attentive to the ways the teachers' externalization processes unravel, and offer *responsive mediation* – mediation that is responsive to teachers' responses and emergent needs (Johnson; Golombek, 2016) –, intentionally forging the social situation of development (i.e., the environmental condition) that has the potential to further propel teacher growth.

However, this is not a smooth or linear process. When being inquired into their practices, teachers (especially novice) often experience moments of clash between what they know – more often than not, what they think they know – and their actual practical activity. The literature in the area (Johnson; Worden, 2014; Johnson; Golombek, 2016; Agnoletto; Dellagnelo; Johnson, 2021; Johnson; Verity; Childs, 2023) shows that the realization of such a contradiction often leads novice teachers to experience moments of instability between cognition and emotion, in other words, moments of *cognitive/emotional dissonance*. It is claimed that these moments may foster teacher development if mediation is responsive to them, which reinforces the aforementioned relationship between human cognition and emotion. Moreover, Agnoletto, Dellagnelo and Johnson (2021) highlight the importance of looking into teachers' *perezhivanie*⁵ (Vygotsky, 1994) during these moments – since this concept captures how one “[...] becomes aware of, interprets, [and] emotionally relates to a certain event” (Vygotsky, 1994, p. 345) – in order to understand how teacher development takes place. This becomes particularly interesting as teachers' *apprenticeship of observation* (Lortie, 1975) – i.e., what they learn as students by observing their teachers – has lingering effects on how they come to understand the profession. Looking into teachers' *perezhivanie* of the processes of schooling is essential to orient to how they felt and interpreted such processes since their refractions determine the extent to which their apprenticeship of observation impacts their cognitive development (Agnoletto; Dellagnelo; Johnson, 2021).

Another important aspect in teacher education practices that are based on VSCT is the relationship between theory and practice; briefly speaking, a sociocultural

⁵ Italics will be used for *perezhivanie* throughout the dissertation since it is a Russian term.

perspective on L2 teacher education involves changing L2 teachers and their practices (Johnson, 2009). Johnson and Golombek (2016) state that “[...] developing L2 teacher/teaching expertise takes prolonged and sustained participation in the social practices of both becoming and being an L2 teacher”, which points to the need for merging theory and practice. This concurs with Vygotsky’s (1987) claim that human mental development takes place when everyday concepts (i.e., those formed during practical activity) meet and merge with academic⁶ concepts (i.e., those formed through formal instruction). In line with a Vygotskian sociocultural stance, Johnson and Golombek (2016) assert that:

In essence, teacher education is designed to expose teachers to relevant academic concepts that once internalized will enable them to overcome their everyday notions, possible misconceptions, of what it means to be a teacher, how to teach, and how to support student learning (Johnson; Golombek, 2016, p. 5).

With this in mind – and considering Vygotsky’s view on the powerful role language has in organizing and controlling our thinking activity – it is important for teachers to (re)visit their everyday knowledge and bring it to the fore by intentionally talking and thinking about it, systematizing it through academic concepts. Moreover, when considering Vygotsky’s (1987) claim that every idea contains “[...] some remnant of the individual’s affective relationship to that aspect of reality which it represents” (p. 50), mediating teachers through scientific concepts while they refract the mediation offered and experience moments of cognitive/emotional dissonance maximizes opportunities for teacher development to take place. As the dialectical movement between the TE’s responsive mediation and the teacher’s refraction of it creates the environmental structure for development to take place (i.e., the social situation of development), teacher growth is expected to be enhanced during such an interplay.

All things considered, the present study aims to investigate how a TE’s mediation and its refraction by two ESL teachers during a series of dialogic activities forged the social situation of development that promoted robust reasoning teaching and pedagogically informed instructional practice. In order to reach this general objective, the following research questions guided the investigation:

RQ1 – What was the character and quality of the mediation offered by the TE during the series of dialogic activities?

⁶ The terms “academic concept” and “scientific concept” are synonymous.

RQ2 – How did the interplay between the TE's mediation and the ESL teachers' refraction of it forge the social situation of development?
RQ3 – How did the social situation of development forged promote robust reasoning teaching and pedagogically informed instructional practice?

1.2 MOTIVATION OF THE STUDY

The present study is motivated by my master's thesis (Agnoletto, 2019), in which I aimed to investigate the influence of interaction between a novice teacher of English as a foreign language and a more experienced other (myself) on her development in relation to how she used the textbook and the teacher's manual.

The results were very satisfactory, since it was concluded that the moments of interaction between the novice teacher and I allowed her to move beyond her understanding of the textbook and the teacher's manual, this being reflected in both her practice and speech as she moved from a grammar-oriented approach to teaching to a communicative one. The main concept dealt with during the moments of interaction was *focus on function*, and there is plenty of data showing how the insertion of such a scientific concept during the interactions allowed her to (re)visit her practice, (re)attribute meaning to it, and merge her theoretical knowledge with its practical counterpart. As explained in the previous section, this movement is the very essence of a sociocultural approach to teacher education.

Before my master's study, I was not confident enough to conduct studies with an interventionist approach such as the one proposed back then and the one proposed now. However, the process of mediating the teacher during the study made me walk in the shoes of a teacher educator, providing me with some practical knowledge on the career I have chosen to follow. As the study developed, I got more knowledgeable – both theoretically and practically – which made me become even more passionate about the area than I already was. Besides that, having my participant come to me at the end of the process expressing how grateful she was for having had the opportunity to grow as a teacher inspired me to keep doing research following a Vygotskian-based perspective on teacher education. This has further fed my willingness to work on fostering the professional development of teachers who want to achieve teaching expertise but that do not have enough support and/or opportunity to do so.

1.3 SIGNIFICANCE OF THE STUDY

As a study based on VSCT, the present work focuses on social interaction as the source of human mental development, showing how such a perspective has the potential to foster the sort of teacher education practices that may allow teachers to develop true concepts, as well as move beyond their misconceptions about the profession. Besides that, by looking into the dialogic interactions that take place in the practices of teacher education, the study highlights the paramount role of language in transforming and organizing one's internal world.

Moreover, the study shows the importance of having expert teacher educators guide teachers during their developmental process. At the same time, by focusing on specific moment-to-moment interactions, the study highlights how teacher development is a two-way street, with both teacher educator and teacher being actively involved in the process since it is highly dependent on how teachers experience/refract the mediation offered. In this vein, expert teacher educators are not seen as "holders of knowledge" that pass down what they know to teachers, but rather as well-prepared professionals who are committed to exploring teachers' potentialities in systematic and organized ways.

The discussion drawn here adds to the body of research in the area that claims for practices of continuing teacher education, since it understands teachers as lifelong learners of teaching (Johnson, 2009). By looking into how teachers reason upon their practical activity, the study illustrates the ups and downs they go through, bringing into light the complexities of the profession and the importance of constant self-reflection. Last but not least, seeing how these ups and downs unravel – as well as how responsive mediation is offered to teachers as they go through these moments – may also contribute to the professional activity of teacher educators, since they may develop a more robust understanding of how to appropriately prepare themselves in order to orient teachers under their supervision. The movements described in this paragraph illustrate the theory-practice dialectics VSCT advocates for: as the theory informs teacher education practices, studying teachers take part in them allows us to see what development looks like in the everyday world, which in turn influences how teacher educators mediate these teachers during their developmental processes.

That being said, the next chapter further explores the study's main theoretical constructs and draws parallels among them.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents VSCT's main tenets and explores the ways a sociocultural perspective on human mental development can inform teacher education. To start off, an introduction of the theory is given. After that, some constructs of VSCT are explored: *mediation*, *internalization*, *zone of proximal development*, *situation definition*, *intersubjectivity*, and *thinking in concepts*. Besides that, the concept of *perezhivanie* – which after years of divergent interpretations is considered an essential part of Vygotsky's work by many scholars (Johnson; Golombek, 2016; Mok, 2017; Veresov, 2017) – is introduced and explained, together with the one of *social drama*, in order to illustrate the paramount role Vygotsky attributed to the dialectical relationship between cognition and emotion in human mental development. Then, the chapter discusses how researchers in teacher education have been extending Vygotsky's work to theorize about teacher professional development, a discussion that ends up with a review of empirical studies that show what a sociocultural perspective on teacher education looks like. At the end, a summary of the main ideas discussed in the chapter is presented.

2.2 VYGOTSKIAN SOCIOCULTURAL THEORY (VSCT) – SETTING THE SCENE

As previously mentioned in the introductory chapter of this dissertation, VSCT is understood as a theory of mind that aims to explain human mental functioning by looking into the interactions between one's individual/internal world and the social/external world. In this sense, most of Vygotsky's work focused on the study of the dialectical relationship between natural and cultural lines of development and its impact on human mental functioning. However, he believed that such a relationship is only a part of a bigger picture that is constituted by different interrelated genetic domains (Wertsch, 1985): *phylogenesis*, which has to do with the development of humans as a species; *sociogenesis* (i.e., sociocultural history), which concerns the history of human culture; *ontogenesis* (the most explored domain by Vygotsky), which can be understood as "sociobiological formation", when the social and the biological

mingle with one another; and *microgenesis*⁷ (the least explored domain by Vygotsky), which covers the development of specific psychological processes (Wertsch, 1985; Lantolf; Thorne, 2006).

Vygotsky was interested in the development of higher forms of mental functioning in children as opposed to elementary forms in order to explain how social interaction fosters psychological development. As pointed out by Wertsch (1985), Vygotsky's strategy was to look into how mental functions (e.g. memory and attention) first appeared in elementary forms so as to later on be transformed into higher forms. This happens as individuals interact with the world, which means while elementary functions are biologically endowed (i.e., result from nature), higher functions have their roots in the interactions between one's internal plane and the external plane (i.e., result from culture). In spite of the fact that Vygotsky did emphasize higher mental functions over elementary ones in his studies, this is not to say he did not acknowledge the importance of the latter. Actually, the relationship between these two types of functions illustrates that Vygotsky saw nature and culture intertwined in the genesis of human consciousness, elementary functions serving as the basis for higher ones to come into being.

Based on Vygotsky's writings on the development of memory (Vygotsky, 1978), Wertsch (1985) highlights four different characteristics between elementary and higher mental functions, those which are summarized in the table below:

Table 1 –Differences between elementary and higher mental functions (Wertsch, 1985)

Elementary functions	Higher functions
Control comes from the environment	Control comes from the individual
Absence of conscious realization	Presence of conscious realization
Biological origins	Social origins
Direct relations (i.e., non mediated)	Indirect relations (i.e., mediated)

In order to better understand the differences between these two types of functions, the next subsection brings the concept of *mediation* into the discussion, explaining the importance of mediated activity to the development of human cognition.

⁷ Since the present study is microgenetic, the domain *microgenesis* will be further explored in Chapter 3.

2.2.1 Mediation

Among the varied sources of Vygotsky's ideas, the writings of Engels and Marx stand out since a great part of his work was inspired by them, specifically in relation to labor activity and the use of tools. Vygotsky focused on the essential role of culturally constructed tools in mediating human mental development, these being divided into two main types: *physical/technical tools* and *psychological tools* or *signs*. Lantolf and Thorne (2006) define physical tools as those culturally constructed artifacts⁸ (e.g. a pen) which are inserted between human activity and an external object (e.g. a whiteboard). These tools are outwardly directed, since they are external to the individual and modify the external world (e.g. when one uses a pen on a whiteboard something ends up being written/drawn; therefore, the whiteboard is changed). On the other hand, psychological tools, unlike the former type, can be both outwardly and inwardly directed, something Vygotsky came to call the *reversibility of the linguistic sign*, thus calling for the primary importance of language to human mental functioning. At the same time language is used for communicating (e.g. I can warn someone about a dangerous situation so the person can avoid it) it is also used for organizing and regulating one's internal plane (e.g. I can use language to regulate my own thinking and behavior in response to a dangerous situation). Briefly speaking, at the same time signs can be used to regulate another person's behavior, they are used for regulating our own mental activity, which makes language the most powerful and pervasive mediational means (Lantolf; Thorne, 2006).

According to Lantolf and Thorne (2006), mediation can be defined as “[...] the process through which humans deploy culturally constructed artifacts, concepts, and activities to regulate (i.e., gain voluntary control over and transform) the material world or their own and each other's social and mental activity” (p.79). As shown in Table 1, the presence of mediation is one of the differences between elementary and higher mental functions, which means the latter result from indirect relationships people establish with the world. The following situations may help illustrate such a claim: when someone suddenly jumps and looks at the direction of a door as a response to it slamming, it is a matter of *attention as an elementary mental function* – the person

⁸ “Artifacts” and “tools” are used as synonyms in the present discussion, which has been widely done among Vygotskians.

involuntarily reacted because of a loud noise, such a reaction being dependent on the person's hearing, a situation that matches all the characteristics of elementary functions listed in Table 1; on the flip side, if there is a little girl constantly slamming the door on purpose in order to call her dad's attention but the dad decides to ignore her, he is consciously controlling his own behavior – what allows him to do so are the psychological tools he has internalized and mediate him to control his decision. Therefore, this is a matter of *attention as a higher mental function*. Based on Vygotsky's (1978) representations, the differences between these two situations are further illustrated in the figures⁹ below:

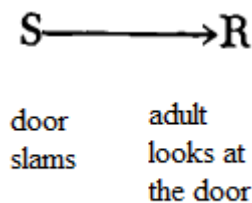


Figure 1

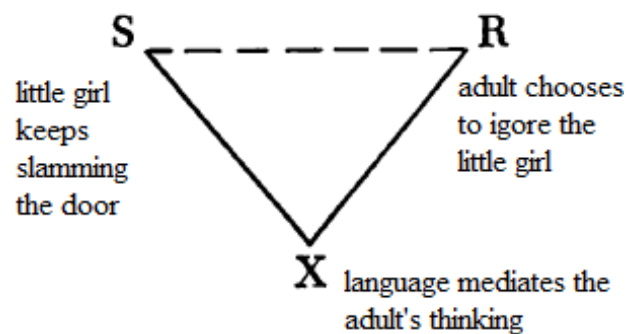


Figure 2

While in *Figure 1* the action of looking at the door is a direct response to hearing it slam, in *Figure 2* the dad consciously chooses to ignore the girl, language being the auxiliary stimulus/means that mediates his behavior. The more sophisticated mental operation illustrated in *Figure 2* shows how the individual is mediated by signs – in this case, language – that organize their thinking and allow them to self-regulate (i.e., control their own behavior). In short:

[...] auxiliary stimulus possesses the specific function of reverse action [i.e. it operates on the individual], it transfers the psychological operation to higher and qualitatively new forms [...] The use of signs leads humans to a specific structure of behavior that breaks away from biological development and creates new forms of a culturally-based psychological process (Vygotsky, 1978, p. 40).

Among Vygotskians, there is no doubt about the essential part language plays in human cognitive development. It is through language that we make plans, revisit our memories, share stories, talk about things that are not present in our immediate context, and do many other things that seem simple. This happens because we are

⁹ S= stimulus; R= response; and X= auxiliary stimulus/means.

exposed to both psychological tools and signs by the people around us from the very moment we are born, and as time goes by, our relations with these artifacts change and become more varied and robust. In order to understand how this takes place, that is to say, how tools that once were only part of the social/external world become part of our own individual/internal world, the next subsection discusses the concept of *internalization*.

2.2.2 Internalization

When claiming for the cultural roots of higher mental functions, Vygotsky (1978) wrote:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, *between* people (*interpsychological*), and then *inside* the child (*intrapsychological*). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relations between human individuals (Vygotsky, 1978, p. 57).

Vygotsky (1978) highlighted the interpersonal origins of higher forms of mental functioning by explicitly stating they originate in the social world so as to later on become part of one's intrapsychological world. There is a series of transformations that explain what the process of internalization looks like: (i) what first was external begins to occur internally – the individual stops being mediated by artifacts that are external to them, these very artifacts being integrated into their mental functioning; (ii) what first was interpersonal becomes intrapersonal – the higher mental functions originate as social relations between people and later on become individual; and (iii) interpersonal processes become intrapersonal due to a series of developmental events, not because of isolated situations – inner processes take place as a result of prolonged development (Vygotsky, 1978). Lantolf (2000) summarizes these transformations as he defines internalization:

Internalization, then, is the process through which a person moves from carrying out concrete actions in conjunction with the assistance of material artifacts and of other individuals to carrying out actions mentally without any apparent external assistance (Lantolf, 2000, p. 14).

Briefly speaking, as one's relations with the world progress, the process of internalization takes place: the culturally constructed artifacts – which once were external to us – become part of our internal world, qualitatively transforming our

thinking activity and allowing us to gain control over our biological endowments. According to Vygotsky (1978), internalization leads humans to reconstruct their psychological functions on the basis of sign operations. Therefore, the ways we regulate our thinking and behavior, as well as think about and act upon the world, qualitatively change since a new robust and complex system is formed as we actively participate in social practices. Consequently, what one internalizes is not a mere duplicate of what they encounter on the outside or separate from it; rather, internalization is about “[...] making something one’s own” (Lantolf; Thorne, 2006, p. 162).

Besides that, Lantolf and Thorne (2006) mention Vygotsky’s recognition of the dialectical relationship between internalization and *externalization*. According to them, mediating artifacts enable “[...] the idealization of objective activity in the material world and the objectification of subjective activity in the mental world [...]” (Lantolf; Thorne, 2006, p. 154), which shows how the external and internal worlds are fused into a unique system. In other words, according to the authors, at the same time the objective social reality becomes idealized through the construction of meaning, the individual’s thinking becomes objectified in speech, which influences concrete activity. For instance, when a teacher has the concept of *focus on function* internalized, this professional can visualize what they want their classroom activities to be like and plan in accordance with such a concept¹⁰ (the individual’s subjective thinking). Moreover, the teacher will be able to actually teach in ways that draw students’ attention to functional aspects of language rather than formal ones, mediating students’ thinking and behavior (the external world/concrete activity).

At the core of making the objective world part of one’s own subjectivity lies a process that is essential to internalization: imitation. To start off, it should be mentioned that this concept has a unique meaning to Vygotsky, not being related to the behaviorist claim that human mental functioning can be explained by examining the direct stimulus-response relations between an individual and the world around them. To Vygotsky, by looking into imitation we may come to understand how instruction influences mental development as the individual actively chooses to recreate (in their own particular ways) what they experience within particular sociocultural practices. As Lantolf and Thorne (2006) explain, Vygotsky sees imitation as a process that is “[...]”

¹⁰ The role of concepts in guiding teachers’ professional activity will be further explored in a section to come.

intentional, goal-directed and entails cognitive activity” (p. 166); it is not reduced to the idea of mere parroting, regardless of means (i.e., how to carry out a specific activity), purpose and volition.

Vygotsky (1987) distinguishes between the widespread view of imitation as automatic copying – which is seen during animal training – and his understanding of imitation, one that sees it as an intellectual and meaningful process, which focuses on what an individual has the potential to imitate, meaning we can only imitate what is within our developmental level (i.e., our intellectual potential). In contrast with simple parroting, Vygotsky contends we must understand – even if minimally – what we are imitating so as to be able to enact imitation; the structures involved within a particular sociocultural context as well as the relations among the objects and people involved need to be – at least – somewhat grasped. In Vygotsky’s own words, “[...] development based on collaboration and imitation is the source of all the specifically human characteristics of consciousness that develop in the child” (1987, p. 210). Therefore, imitation has nothing to do with what happens during animal training – imitation is a uniquely human process that relies on higher mental functions.

When explaining how internalization takes place, Lantolf and Thorne (2006) make it clear that imitation entails understanding both the goal and the means through which one can get to such a goal, which means imitation cannot be carried out if one does not know what they are dealing with and how to deal with it. Having this in mind, Dellagnelo, Agnoletto and Johnson (2022) came up with a concept that is aimed at further exploring the very early stages of internalization, a concept that resembles, relates to, and even sounds like the one of imitation: *reverberation*. As the authors claim, the process of internalization goes through not only imitation; there also seems to be an echolike force that allows individuals to temporarily function – or attempt to function – like an expert, a force that reverberates in one’s thinking and actions, representing an individual’s initial steps towards understanding the nature of a given activity and the aspects it involves.

According to Dellagnelo, Agnoletto and Johnson (2022), reverberation captures the early stages of internalization when scientific concepts that were previously introduced to an individual are brought into focus, reflected and acted upon by this individual, signaling the extent to which previous interactions and experiences started influencing one’s thinking and behavior. By following Vygotsky’s view, the authors contend that imitation can only take place once “[...] and idea, an interaction or a

scientific concept already reverberates in one's mind [... which points to] a starting level of agency and intentionally [...]" (Dellagnelo; Agnoletto; Johnson, p. 47). Therefore, reverberation serves as a window into internalization, a starting point that gives a glimpse of what an individual's future functioning might look like, a sort of echolike force that initiates the transformation from interpsychological to intrapsychological functioning and that has the potential to influence and shape the unfolding of internalization.

It is clear by now that human thinking is mediated by one's social surroundings, these being other people and physical and psychological tools. However, not every sort of mediation has the potential to propel internalization, this also being dependent on the extent to which someone is "ready" to profit from the assistance¹¹ provided. The next subsection explores how the concept of *Zone of Proximal Development* captures this readiness, as well as presents some recent interpretations of the ZPD and how it can be looked into when it comes to understanding the relationship between learning and development.

2.2.3 Zone of proximal development (ZPD)

The ZPD is the Vygotskian concept which has received the greatest attention worldwide. In spite of the different understandings spread about it, there is consensus among scholars that the ZPD was one of the main innovations brought into the educational scene by Vygotsky. The main reason why is because it allows educators to look into development prospectively so that their practices potentialize what learners may accomplish in the near future instead of focusing on "measuring" what has already happened like IQ tests do.

The concept of ZPD is defined by Vygotsky as:

[...] the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86).

In other words, the *actual developmental zone/level* has to do with what an individual has already internalized. Therefore, this person can solve problems without any apparent external assistance (i.e., self-regulate). On the other hand, the *potential*

¹¹ Mediation and assistance are used as synonyms.

developmental zone/level encompasses what an individual is only capable of doing if they are mediated by artifacts (i.e., object-regulation) or more expert others (i.e., other-regulation). As a metaphorical space in between these two zones, the ZPD indicates an individual's maturing capabilities which can be enhanced if mediation is directed at it.

An important fact regarding the ZPD is that it cannot be predicted beforehand (Lantolf; Aljaafreh, 1995; Lantolf; Thorne, 2006). Rather than that, it is during moments of interaction between expert and learner that the former can assess the latter's ZPD, therefore, this is a process of "[...] negotiated discovery that is realized through dialogic interaction between learner and expert" (Lantolf; Aljaafreh, 1995, p. 620). In other words, as expert and learner interact, the latter externalizes their maturing capabilities so that the former can access and assess them in order to offer mediation that is directed at them. This process brings into light the importance of language to human cognitive development, as well as the dialectical relationship between internalization and externalization.

Vygotskians claim that mediation needs to be graduated and contingent on one's ZPD so that development can be enhanced (Lantolf; Aljaafreh, 1995; Lantolf; Thorne, 2006). This means mediation should not be too "easy", so the learner does not need it, or too "difficult", so the learner cannot benefit from it, but "[...] minimally intrusive, allowing the learner greater opportunities to self-regulate and only becoming more explicit when needed to move forward with the task at hand" (Johnson; Golombek, 2016). Therefore, the movement from implicit to explicit mediation becomes necessary so that the expert other assesses the learner's ZPD to be responsive to its ceiling level (i.e., upper limits), which can only be done through constant dialogic negotiation between the parts involved. This points to the fact that one's ZPD is never the same as it constantly changes during their development, concurring with Vygotsky's view of development as a dynamic process.

Vygotsky (1978) did not see the ZPD as static, since different ZPDs are created during one's developmental path. According to him, it is through learning (on the intermental plane) that new ZPDs originate, a point he made clear when discussing the difference between learning and development:

[...] properly organized learning results in mental development and sets in motion a variety of developmental processes that would be impossible apart from learning. Thus, learning is a necessary and universal aspect of the

process of developing culturally organized, specifically human, psychological functions. [...] the developmental process lags behind the learning process; this sequence then results in zones of proximal development (Vygotsky, 1978, p. 90).

To Vygotsky (1978), learning – in the social/external world – precedes intrapsychological development, which is in line with Wertsch's (1985) definition of the ZPD as the “[...] dynamic region of sensitivity in which the transition from interpsychological to intrapsychological functioning can be made” (p. 67). Moreover, this points to the great importance of deliberate and strategic school instruction¹² to VSCT.

Due to the fact that Vygotsky wrote about the ZPD in different ways and varied accounts of the concept have been given, a few comments should be made as regards how the ZPD is understood in the present study. To start off, it is essential to mention that the ZPD is a metaphorical space that emerges during interpersonal activity – i.e., when people interact on the social/external plane. Therefore, it is not seen as a physical “place”, “stage”, or “space” that lies within one’s head – rather, it is conceived of as a highly situated, interpersonal, emergent and dynamic phenomenon that results from joint activity, and that captures the relationship between learning and development Vygotsky claimed for.

When looking at the ZPD as the aforementioned “readiness”, it might sound as if it only pertains to the learner’s individual/internal world. The view of the ZPD adopted in the present study places emphasis on cooperative, collective, and interpersonal relations rather than individual and intrapersonal properties. In other words, the ZPD is conceived of as a process rather than a product, being understood as an activity rather than a space. The ideas here explored stem from Holzman’s (2018) discussion. The author brings to the fore Vygotsky’s view of the ZPD as an interpersonal phenomenon, claiming that different ZPDs are created during joint activity, development being understood as a collective accomplishment. In her own words, the ZPD:

[...] is actively and socially created, rather than it being an entity existing in psychological-cultural-social space and time [... it is] more usefully understood as a process rather than a spatio-temporal entity, and as an activity rather than a zone, space, or distance [...] ZPD activity is at once the socio-cultural activity of people together creating the “zone” (the learning-leading-development environment) as well as what is created (learning-leading-development) (Holzman, 2018, p. 45).

¹² This will be further explored in the subsection “Thinking in concepts”.

Therefore, the ZPD will be referred to as *ZPD activity* in the study's discussion, since I believe that Holzman's (2018) view of the concept captures Vygotsky's emphasis on process over product, his claims for the social origins of development, and his call for a method that is simultaneously prerequisite (a means) and product (what is created).

Since Vygotsky himself wrote about the ZPD in different ways, at times emphasizing its individual properties while at other times highlighting its social nature, it seems important to explicitly explain how I see the ZPD. Although I put emphasis on the cooperative, collective, and interpersonal relations when it comes to creating and expanding ZPD activity (as the parties involved jointly build and modify ZPD activity through collaboration in the external world), I also see it as pertaining to the individual (as one always comes to the interaction with their own intrapersonal world) as well. Therefore, it seems reasonable to think that once ZPD activity is created during dialogic interaction, it keeps exerting influence on the individual after this moment. Consequently, it can be seen as a sort of metaphorical space that originates during interaction, but that continues to exist, expand, and affect the individual's view of the world after this specific moment of interaction. This resonates with Vygotsky's focus on the genesis (i.e. history) of one's development, meaning that it is by looking at a person's developmental trajectory over time and place that we come to understand it. During ZPD activity we can see the individual informing the collective and vice-versa, which points to the concept's dialectical nature, an essential characteristic of Vygotsky's work.

Moving on, it was previously mentioned that the sort of mediation offered needs to be negotiated between expert and learner, being dependent on ZPD activity. According to Wertsch (1984), collaboration in one's ZPDs involves individuals holding different views of the aspects under discussion, which makes the process of dialogic negotiation complex and intriguing. In order to explain the intricacy of this process, the next subsection invokes the concepts of *situation definition* and *intersubjectivity* (Wertsch, 1984; Wertsch, 1985).

2.2.4 Situation definition and intersubjectivity

The concepts addressed in the present subsection are inspired by Rommetveit (1979), who advocates for the important role of human communication in allowing individuals to transcend their private worlds. In this vein, Wertsch (1984) claims that the concept of situation definition is needed whenever a complete account of the ZPD is to be given due to the fact that interaction during ZPD activity typically involves individuals who have different understandings of the aspect at issue. This means that although two individuals are in the same spatiotemporal context, they do not have the same experience and knowledge, seeing what is around them in different ways. However, many times they are still able to interact with one another. Wertsch (1984) defines situation definition as “[...] the way in which a setting or context is represented – that is, defined – by those who are operating in that setting” (Wertsch, 1984, p. 8). As the author explains, the word *definition* emphasizes people’s active role in creating a representation of reality, since they do not passively relate to it, which concurs with a Vygotskian view on human mental development. For instance, when an expert teacher educator and a novice teacher discuss the concept of *focus on function*, the situation definition of the former is more robust than the latter’s, therefore, the discussion is differently developed, experienced, and represented (i.e., understood) by each of the parties involved.

Wertsch (1984;1985) advocates that people who hold different situation definitions interact on the basis of a third shared situation definition, which enables them to understand one another in spite of such differences. The author states the following:

[...] when interlocutors enter into a communicative context, they may have different perspectives or only a vague interpretation of what is taken for granted and what the utterances are intended to convey. Through semiotically mediated “negotiation”, however, they create a temporarily shared social world [...]” (Wertsch, 1985, p. 161).

This temporarily *shared social world* or *shared situation definition* is known as intersubjectivity, being reached when different interlocutors share some aspect(s) of each other’s situation definitions. The author claims that, more often than not, interaction between two individuals who hold different situation definitions requires the novice¹³ to change theirs in ways that it becomes closer to the expert’s. This is a

¹³ Wertsch (1984;1985) draws such a discussion based on adult-child interaction. However, as it is traditionally done in VSCT studies, a parallel is drawn between the pair “adult-child” and “expert-novice” in the present study.

dialogically negotiated process which involves the expert momentarily “giving up” their own situation definition so as to “descend” closer to the novice’s, which in turn allows the novice to “ascend” closer to the expert’s understanding of objects and events. However, this does not mean the expert’s situation definition significantly changes: during dialogic interaction, the expert temporarily chooses to accept a different situation definition in order to facilitate the establishment of a level of intersubjectivity with the novice; on the flip side, the novice goes through a genuine and lasting situation redefinition (Wertsch, 1984). Such movements – the novice “ascending” and the expert “descending” to each other’s level of understanding – is what enables the establishment of intersubjectivity between them.

According to Cerutti-Rizzatti and Dellagnelo (2016), the concept of intersubjectivity captures the dynamics through which development that originates in the interpsychological plane gradually becomes intrapsychological, which concurs with Wertsch’s (1985) claim that different levels of intersubjectivity may exist between individuals. According to the author, intersubjectivity can occur at several levels, which means its existence ranges from minimally shared aspects between two individuals’ situation definitions to a pretty similar shared representation. For instance, a novice teacher may start the academic semester not knowing what *focus on function* means, differently from their teacher educator – in this case, there is no intersubjectivity between them when it comes to the concept. As it is introduced by the teacher educator and classes progress, it becomes clear that both of them know the concept is part of a communicative approach to language teaching, which focuses on function over form. However, the novice teacher is not able to give an example of an activity that focuses on functional aspects of language, differently from the teacher educator. This illustrates there is already a level of intersubjectivity between them, but their situation definitions are still different because they operate in different ways with the concept. As the teacher educator gradually mediates the novice teacher through reading assignments, lectures during class-time, and after class individual conversations, the latter’s situation definition of the concept becomes more similar to the former’s, allowing the novice – eventually – to plan lessons which focus on functional aspects of language. It can then be said they have reached a higher level of intersubjectivity.

An important consequence of reaching higher levels of intersubjectivity is that interaction becomes more abbreviated, since the individuals involved know that not so much needs to be said/explained for them to have a discussion on the same/similar

“levels”. This illustrates Wertsch’s (1984) proposition that intersubjectivity “[...] exists between two interlocutors in a task setting when they share the same situation definition and know that they share the same situation definition” (p. 12).

As Wertsch (1984) advocates, the process of moving beyond their current situation definition in favor of a qualitatively new one is essential if growth is to be fostered. Along those lines, Johnson and Golombek (2016) state that “[...] a learner needs to understand the objects and events in a learning situation from the expert’s point of view in order for their interactions on the external plane to move to the internal” (p. 30), a process that takes place through dialogically negotiated interaction.

Language is central to the present discussion, since it is the most pervasive and powerful artifact developed by humans that enables the sort of dialogic interaction aforementioned, as well as the internalization of higher forms of thinking. It is mainly through language that more and less expert individuals collaboratively establish levels of intersubjectivity that have the potential to foster human mental development. In this sense, it becomes paramount to discuss how language fosters such a process by looking into the importance of conceptual thinking to VSCT. The next subsection addresses the impact of having everyday and scientific concepts meet and merge in order to allow individuals to self-regulate – i.e., to gain control over their thinking and behavior.

2.2.5 Thinking in concepts

As previously discussed, Vygotsky (1978) claimed for the reversibility of the linguistic sign: that is, at the same time signs are used outwardly, they are internally oriented in ways that allow humans to control their thinking and behavior. In his studies of the development of perception, attention, memory, and thinking, Vygotsky (1978) saw the ways language initiates and fosters qualitative transformations in elementary forms of behavior – what is biologically endowed gradually becomes mediated by culturally constructed artifacts that change the functioning of our psychological system.

When studying the development of memory, Vygotsky (1978) suggested that young children lean on concrete recollections in order to think, memory being one of the main psychological functions upon which the other functions are based. This illustrates the biological nature of young children’s thinking since it highlights their dependence on concrete experiences. On the other hand, Vygotsky (1978) saw that

towards the end of childhood, memory becomes “logicalized” in ways that children remember things by establishing and finding logical relations among them, not being dependent on actual experiences anymore. In the words of Vygotsky (1978):

For the young child, to think means to recall; but for the adolescent, to recall means to think [...] In the elementary form something is remembered; in the higher form humans remember something [...] The very essence of human memory consists in the fact that human beings actively remember with the help of signs (Vygotsky, 1978, p. 51).

Such a discussion illustrates the power language has to change our mental functioning as it imbues us with the capacity for abstract thinking and generalization (Oliveira, 2001). To Vygotsky (1987), it is through the word that the child “[...] voluntarily directs his attention on a single feature, synthesizes these isolated features, symbolizes the abstract concept, and operates with it as the most advanced form of the sign created by human thinking” (p. 159). In this vein, Vygotsky (1978; 1987) highlights the importance of naming/labeling to refer to something in the real world – having a specific name for a specific thing changes the ways humans make sense of experience and, consequently, act upon themselves and the world.

The role of naming/labeling in the transformation of human mental functioning can be better understood by looking into Vygotsky’s notions of *everyday concepts* and *academic concepts*. Everyday concepts are understood by Vygotsky (1987) as those which are informally learned through practical activity and everyday interaction, while academic concepts are those which are formally learned through instruction (i.e., school instruction). Besides that, Vygotsky (1987) came up with another criterion for distinguishing these two types of concepts, as he illustrated:

The key difference in the psychological nature of these two kinds of concepts is a function of the presence or absence of a system. Concepts stand in a different relationship to the object when they exist outside a system than when they enter one. The relationship of the word “flower” to the object is completely different for the child who does not yet know the words rose, violet, or lily than it is for the child who does. Outside a system, the only possible connections between concepts are those that exist between the objects themselves, that is, empirical connections [...] Within a system, relationships between concepts begin to emerge. These relationships mediate the concept’s relationship to the object through its relationship to other concepts. A different relationship between the concept and the object develops (Vygotsky, 1987, p. 234).

In other words, everyday concepts originate as one engages in everyday activity, these concepts being dependent on one’s empirical experiences (i.e., on the empirically learned relations between objects in the real world); therefore, there is no

systematization when it comes to this type of knowledge; on the other hand, academic concepts originate through instruction and are related to other concepts that form one's conceptual system, not being circumscribed to any specific actual context. This takes us back to the previous discussion on memory, further explaining the quote "For the young child, to think means to recall; but for the adolescent, to recall means to think" (Vygotsky, 1978, p. 51) – on the one hand, the child recalls in order to think because they depend on previously lived experiences, on everyday concepts; on the other hand, the adolescent/adult thinks by the means of language (i.e., in concepts) in a systematic and organized way, abstracting their ideas and making generalizations because what they know is organized through academic concepts.

As Smagorinsky, Cook, and Johnson (2003) state, Vygotsky did value the academic concept as the height of intellectual activity, however, the authors highlight the inherent relationship between the two types of concepts here discussed. Following Vygotsky's (1987) ideas, the authors state that instruction alone "[...] will not result in the development of a concept; rather, knowledge of abstracted governing rules must come in conjunction with empirical demonstration, observation, or activity" (Smagorinsky; Cook; Johnson, 2003, p. 1404). To Vygotsky (1987), both types of concepts have their weaknesses, a claim he makes explicit in the following passage:

[...] the weakness of the *everyday* concept lies in its *incapacity for abstraction*, in the child's incapacity to operate on it in a voluntary manner. Where volition is required, the everyday concept is generally used incorrectly. In contrast, the weakness of the scientific concept lies in its *verbalism*, in its insufficient saturation with the concrete (Vygotsky, 1987, p. 169).

With this in mind, Vygotsky (1987) contends that everyday knowledge needs to proceed upward (from concreteness to abstraction), while scientific knowledge needs to proceed downward (from abstraction to concreteness) so they both meet and merge in order to form a *true concept*. In this vein, these two types of concepts are dialectically related to one another, since they form a unity that restructures human psychological functioning, enabling us to think in concepts. For instance, a child is taught the word "flower" to refer to a sunflower they see in the backyard. As time goes by, the child learns that different flowers exist (e.g. roses, lilies, begonias, etc.), and understands that each flower has a specific name. However, it is through school instruction that what they know about flowers gets more robust and thorough as they learn the scientific concepts through which flowers and other living beings are systematically and hierarchically organized (e.g.: plant kingdom-angiosperms-sunflower). This type

of knowledge (i.e., scientific) restructures what they have learned empirically, such a movement giving rise to a whole new mental system that is characterized by a whole new way of thinking (i.e., conceptual).

An essential aspect of this discussion is that the way one understands the world changes during their life. As in the example provided above, although the child learns the word “flower” at the first time they see one, their conceptualization of flower changes in dramatic ways until they fully understand what a flower is; thus, the child’s initial understanding of flower is not the same as the adult’s. This takes us to a key point of Vygotsky’s thinking: a child’s *word meaning* has different structures at different points in time (Vygotsky, 1994). By *word meaning*, Vygotsky means the unity between speech and thinking (i.e., verbal thought), claiming that “Thought is not expressed but completed in the word” (Vygotsky, 1987, p. 250). In this vein, what we know about the world gets organized in the mergence between forms (i.e., words) and their meanings. Therefore, the relationship between speech and thinking does not remain the same but goes through fundamental changes as one’s interactions with the world progress (Johnson; Dellagnelo, 2013).

At this point, it is important to state that concept development does not happen in smooth and linear ways (Vygotsky, 1987). Rather, such a process happens through a twisting path (Smagorinsky; Cook; Johnson, 2003), being marked by progression and regression movements. This means that one may seem to have developed a true concept but fall back into its rudimentary forms when facing a complex/difficult situation. According to Johnson (2009), it can be said that a true concept has been formed when someone is able to apply it to different situations and articulate the reason for doing so. This both illustrates Vygotsky’s (1987) view of the power academic concepts have to allow for abstraction and generalization, as well as the power everyday concepts have to bring abstraction into concreteness.

The discussion here drawn touches upon the long-standing debate around the relationship between theory and practice: on the one hand, scientific knowledge accounts for “theory”; on the other hand, everyday knowledge accounts for “practice”. Vygotsky’s notions of scientific and everyday knowledge change how such a relationship is viewed by presenting both types of knowledge – i.e., theory and practice – dialectically related to one another. This view meets Freire’s (2005) concept of *praxis*, which is equated with the one of *true word*. In this vein, the true word is formed by reflection and action, two different aspects that are interdependent. Freire (2005)

advocates for the coexistence of these aspects, this being the only way through which humans can transform the world. The author states that:

When a word is deprived of its dimension of action, reflection automatically suffers as well; and the word is changed into [...] *verbalism* [...] It becomes an empty word, one which cannot denounce the world, for denunciation is impossible without a commitment to transform, and there is no transformation without action. On the other hand, if action is emphasized exclusively, to the detriment of reflection, the word is converted into *activism*. The latter – action for action's sake – negates the true praxis and makes dialogue impossible (Freire, 2005, p. 87).

Once again, the powerful roles of social interaction and language are brought into the picture. Besides that, a Vygotskian perspective on human mental development claims it is essential to understand how one cognitively and emotionally experiences what happens on the intermental plane, this highly influencing the extent to which one's intramental functioning is altered by social interaction, which is the topic of the next subsection.

2.2.6 *Perezhivanie* and social drama

Vygotsky (1987; 1994) emphasized the role of emotions in the formation of consciousness, claiming for the importance of looking into them if human development is to be understood. According to him, emotional life should be displaced from the periphery to the center of the human mind since such a move:

[...] brings the emotional reactions within the same general anatomical-physiological context as the rest of the psychological functions. It creates an intimate connection between the emotional reactions and the rest of the human mind [...] which demonstrates] the intimate connection and dependency that exists between the development of the emotions and the development of other aspects of mental life (Vygotsky, 1987, p. 332).

As mentioned in the introduction, Vygotsky (1987) saw intellect and affect as dialectically related, meaning that everything one comes to know is imbued with this person's affective relationship with it. This dialectical relation is captured in the concept of *perezhivanie*¹⁴, which Vygotsky (1994) defined as “[...] how a child becomes aware of, interprets, [and] emotionally relates to a certain event” (p. 345). In other words,

¹⁴ *Perezhivanie* is often either referred to as “cognitive experience” or “emotional experience”. As Vygotsky claimed for a dialectical unity between human cognition and emotion, I have decided to use the Russian term since I believe it best captures such a dialectical relation, not prioritizing emotion over cognition or the other way around.

one's *perezhivanie* can be seen as a prism that refracts what happens during moments of interaction between the individual and the social world – i.e., what happens on the interpsychological plane (Vygotsky, 1994). Instead of saying that *perezhivanie* “reflects” on the inside what one encounters on the outside, Vygotsky (1994) borrows the concept of *refraction* from physics in order to explain what *perezhivanie* looks like: if we think of the word “reflection”, a person sees the exact copy of their image when looking in a mirror, but this is not what development looks like to Vygotsky; by bringing the concept of *refraction* into the discussion, he emphasized that as water refracts light – therefore, changing the shape of what one sees in the real world – we experience the world by refracting it through our own *perezhivanie*, thus what we internalize is unique to ourselves, not being an exact reflection of what we encounter on the external plane.

Perezhivanie, therefore, can be used to explain why different people may understand and emotionally relate to the same situation in rather different ways, representing the unity of personal (i.e., individual) and situational (i.e., collective) characteristics (Vygotsky, 1994), which allows us to understand the developmental changes one goes through in response to mediation. This meets Vygotsky's (1994) view that the external world influences someone to the extent that this person refracts what they experience in this world. In his own words:

[...] on the one hand, in an indivisible state, the environment is represented, i.e. that which is being experienced [...] [*perezhivanie*] is always related to something which is found outside the person – and on the other hand, what is represented is how I, myself, am experiencing this [...] (Vygotsky, 1994, p. 342).

In this vein, the concept also points to the dialectical relationship between the processes of externalization and internalization, placing the novice individual as someone who is actively engaged in establishing joint activity with the expert during interaction.

In this context, it is important to highlight that not every sort of interaction has the potential to propel intramental development. According to Veresov (2017), it is clear in VSCT that there are specific types of social relations that can become mental functions, these relations being characterized by a clash between the individual and the social reality – what Veresov (2017) calls *social drama* – which is both emotionally and cognitively experienced. Drawing on Vygotsky's notion of *drama*, Veresov (2017) states that:

Inter-mental social relation is not an ordinary social relation between the two individuals. This is a social relation that appears as a social collision, the contradiction between two people, a dramatic event, a drama between two individuals (Veresov, 2017, p. 60).

For instance, a novice teacher may claim she only teaches in accordance with Communicative Language Teaching (CLT). When a teacher educator, after observing her class, tells her she is teaching in accordance with a grammar-oriented approach, the novice teacher reacts in a negative way (e.g. calling herself “incompetent”) as she realizes the contradiction between what she thought she was doing and what she was actually doing. This illustrates that social drama (collision between the individual and the social worlds) came into being as the novice teacher refracted the mediation offered by the teacher educator through the *perezhivanie* of a teacher who believes she teaches – and wants to teach – in accordance with a communicative approach. In the words of Veresov (2017), this sort of collision is important because:

Being emotionally and mentally experienced as social drama (on the social plane) it later becomes the individual intra-psychological category (on the psychological plane) [...] i.e. an emotionally experienced collision might bring radical changes to the individual's mind, and therefore it is a sort of act of development of mental functions—the individual becomes different, he rises higher and above his own behavior. Without internal drama, an intra-mental category, such kinds of mental changes are hardly possible (Veresov, 2017, p. 60).

When connecting Vygotsky's general genetic law of cultural development and Veresov's (2017) claim, we can say that every higher mental function appears twice – first on the intermental plane – as external/social drama – so as to later on become part of one's intramental plane. This places *perezhivanie* at the center of the discussion, since no dramatic event¹⁵ takes place without the refraction of what the individual encounters in the social world. As Agnoletto, Dellagnelo and Johnson (2021) state, the unity of personal and situational characteristics found in *perezhivanie* “[...] highlights how development originates on the external plane through social interaction, so as to later on become internal through the dynamic and essential interplay between what is individual and what is social” (2021, p. 169). Therefore, social drama and *perezhivanie* become central aspects if one wants to explain the internalization of culturally constructed means, that is to say, how what is social becomes individual.

¹⁵ The terms “social drama”, “social dramatic event”, and “social collision” are used interchangeably.

Another concept comes into mind when discussing the unity of personal and situational characteristics and its role in cognitive development. The next subsection explores such a concept as it discusses how the individual and environment interact and create a fertile ground for development to take place.

2.2.7 *Perezhivanie*, the social situation of development and ideal forms

Any account of the role *perezhivanie* plays in one's development has to include the concept of *social situation of development* since it "[...] represents the initial moment for all dynamic changes that occur in development during [...] a given period" (Vygotsky, 1998, p. 198). To start off, it is essential to mention that the social situation of development does not refer to the objective reality of the external plane; it is characterized by the relations between the individual and the social reality around them instead (Vygotsky, 1998). On that note, Fleer, Rey and Veresov (2017) explain that the social situation of development cannot be equated with the social environment *per se* because the former accounts for a system of interactions between individual and environment, highlighting the active role of the individual in shaping the social situation of development as they interact with the surroundings. Therefore, it can be said that it is the dialectical interplay between environment and individual that gives rise to the social situation of development, which is a dynamic unity between the objective (i.e., external) world and one's subjective (i.e., internal) world.

As Veresov and Mok (2018) explain, the social situation of development defines both what can be developed as well as the circumstances that foster one's development during a particular period of time. The concept is strictly tied to *perezhivanie*, the unit of analysis in which one can find both the environment and the individual, making it possible to analyze the extent to which the environment fosters an individual's development as this very same environment is refracted through the prism of the individual's *perezhivanie*. In other words, it is by having *perezhivanie* as a unit of analysis that we may come to understand the combination of the subjective and objective aspects that dialectically interact with one another and result in cognitive development.

As it is known, one's internal and external planes are constantly in motion and influence one another, which makes it impossible to think of the social situation of development as something static. Vygotsky (1998) suggests that, as one changes, it

becomes inevitable that the social situation of development changes as well, a point that is further supported by Mok (2017) as he highlights that the dynamic relations between individual and environment are defined in ways that imply change in the social situation of development if either the individual or the environment change. The dynamic nature of the social situation of development can also be captured in the following passage:

[...] the social situation of development which was established in basic traits toward the beginning of any age must also change since the social situation of development is nothing other than a system of relations between the child of a given age and social reality (Vygotsky, 1998, p. 199).

Therefore, it is expected – from the very beginning of one’s development – that as either the individual or the social reality with which they interact change, the social situation of development is going to be reconstructed, a process that goes on and on as change is a pervasive – and necessary – characteristic of development, meaning that different social situations of development are established during the course of an individual’s life.

According to Mok (2017), two important aspects stand out when it comes to discussing the establishment of a social situation of development: first, there is contradiction between an individual’s subjective world (e.g. what a teacher thinks they know about teaching) and what they encounter on the objective world (e.g. a concept a teacher educator brings into the discussion when commenting on the teacher’s pedagogical choices), this contradiction being the driving force behind development; second, the individual is provided with the *ideal form* (i.e., what is expected to be achieved/developed), which is called *ideal* in the sense that it represents a model to be achieved, not to be confused with a “perfect” form (since there is no such a thing).

In the words of Vygotsky (1994):

[...] if this ideal form is not present in the environment, and what we have is interaction between several rudimentary forms, the resulting development has an extremely limited, reduced and impoverished character (1994, p. 350).

In spite of the individual’s lack of knowledge/understanding, this ideal form is present and exerts influence on them from the very moment they start interacting with the environment, pointing to the final results of the developmental process, bringing into light an interesting and remarkable phenomenon as something that “[...] is only supposed to take shape at the very end of development, somehow influences the very

first steps in this development” (Vygotsky, 1994, p. 348). Another point made by Vygotsky (1994) focuses on the importance of interaction between forms: the presence of an ideal form has the potential to lead to development only if there is interaction between this more robust form and the child’s primary forms. Vygotsky (1994) contends that the child – at the beginning of their developmental process – operates with primary forms (i.e., their rudimentary understandings), while the adult operates with ideal forms (i.e., their robust understandings). To him, the complexity of the dynamics lies in the very fact that the ideal form is already present in the environment (i.e. in the adult) at the very first time the child interacts with it, the ideal and present (i.e. primary) forms interacting so that development is fostered.

This dynamics can be extended to the theme of the present dissertation: as previously discussed, during moments of interaction between the pair teacher educator-teacher (“adult-child”), the former introduces concepts about teaching that are very often not fully grasped (or even known) by the teacher; these concepts allow the teacher to revisit their practice and make sense of it through new lenses, contrasting these ideal forms to the current ones, thus influencing the teacher’s development as these concepts are intentionally introduced by the teacher educator with the aim of having the teacher rethink their professional activity. However, it is only at relatively stable stages of the novice teacher’s development that they will think of their teaching activity and enact it in more robust ways, similarly to the teacher educator’s (i.e., the ideal to be achieved).

After having the main concepts of VSCT explored, the next section is aimed at connecting them to teacher education, exploring how the Theory informs and transforms teacher development, and bringing empirical studies into the discussion in order to illustrate Vygotsky’s impact on the area.

2.3 VSCT AND TEACHER DEVELOPMENT – SETTING THE SCENE

A sociocultural perspective on teacher education understands teacher development as a series of interactive processes that originate in specific sociocultural contexts where novice teachers (or less expert/experienced teachers) interact with teacher educators (or more expert/experienced teachers) who are well prepared professionals committed to exploring teachers’ potentialities in systematic and organized ways. In this sense, a sociocultural stance “[...] allows us to not only see

teacher professional development but also to articulate the various ways in which teacher educators can intervene in, support, and enhance teacher professional development” (Johnson; Golombek, 2011a, p. 11).

By seeing social interaction essential to foster human development, a sociocultural perspective is interested in providing teachers (mainly novice ones) with opportunities to revisit their practice through mediation offered by experts who guide them as they make sense of their professional activity. In this context, language is the main culturally constructed means through which interaction takes place, being a powerful tool that allows teachers to internalize what they encounter in their specific sociocultural and professional contexts. In the words of Johnson and Golombek (2016):

we see the dialogic interactions that unfold in the practices of L2 teacher education as the very external forms of social interaction and activities that we hope, as teacher educators, will become internalized psychological tools for teacher thinking, enabling our teachers to construct and enact theoretically and pedagogically sound instructional practices for their L2 students (Johnson; Golombek, 2016, p. 4).

In this regard, a sociocultural perspective on teacher education is also aimed at providing teachers with the tools they need in order to merge their theoretical knowledge and practical activity together, and consequently become teachers who regulate their thinking and behavior. The quality of mediation offered to teachers is at the center of their developmental process, which calls for the importance of teacher educators to be sensitive to the way teachers participate in and respond to the practices of L2 teacher education. With this in mind, the next subsection explores what is termed “quality of mediation” looks like, as well as its importance for the development of true concepts.

2.3.1 Responsive mediation and the development of true concepts

As discussed in the previous section, mediation is one of the central concepts of VSCT that explains the nature of most of the relations one establishes with the world. It is known that mediation needs to be graduated and contingent (Lantolf; Aljaafreh, 1995; Lantolf; Thorne, 2006), which means experts need to stay attuned to novices’ ZPD activity in order to strategically offer the sort of mediation that has the potential to propel mental development.

Bearing in mind the fundamental role of mediation in the development of teacher expertise, Johnson and Golombek (2016) coined the term *responsive mediation* to account for the sort of assistance that aligns with Vygotsky's view of the development of higher forms of mental functioning. The term captures the idea that expert others need to identify the ceiling levels of teachers' ZPDs in order to offer mediation that is directed at them, as well as be "responsive to teachers' responses" (Johnson; Golombek, 2016, p. 34), which means – purposefully, as redundant as it might sound – being responsive to the responses given by teachers when they have their practices inquired into. According to Johnson and Golombek (2016), the concept highlights the multidirectional nature of the dialogic interactions between expert and novice, as well as the fluidity with which mediation takes place. Responsive mediation is more than just mediation by a more expert other, but rather:

[...] collaborative, or co-regulated, dialogue between teacher educators and novice teachers [...] it is not only teacher educators responding to novice teachers' needs but also novice teachers responding to teacher educators' mediation [...] it is] multidirectional, dynamic, and contingent upon the interactions and activities in which teacher educators and novice teachers participate (Johnson; Verity; Childs, 2023, P. 20).

The concept emphasizes that it is the very moment-to-moment nature of interactions between teacher educator and novice that enables the constant assessment of the latter's ZPDs by the former who, consequently, is able to offer assistance that has the potential to enhance teacher development. Following those lines, Johnson and Golombek (2016) state that:

[...] the quality and character of mediation must be negotiated, cannot be predicted beforehand, and is dependent on the ability to recognize and target teachers' emergent needs as well as utilize their responses to mediation and/or requests for additional support (p. 34).

In this sense, responsive mediation is in line with Vygotsky's view of human mental development as it brings into light that it is not the quantity of mediation that matters, but its quality instead. Also, this sort of mediation highlights how expert and novice work together to dialogically and dialectically establish levels of intersubjectivity that have the potential to push the latter's development.

Given the powerful role of language in fostering cognitive development, Johnson, Verity and Childs (2023) draw attention to the importance of intentionality when providing teachers with new words and ways for reasoning upon and enacting their professional activity, calling for the need to alter these teachers' preexisting

notions (i.e., conceptual systems). Given this, expert others need to give teachers opportunities to externalize their reasoning so as to create, access and assess ZPD activity and offer responsive mediation. It is during this dialogic and interactional process that it becomes essential to introduce academic concepts that may allow teachers to revisit their everyday knowledge and redefine them in systematic and organized ways, which may likely foster the internalization of higher forms of thinking. According to Johnson and Golombek (2016), the process summarized in the previous lines is the essence of teacher education.

As discussed in the previous section, Vygotsky (1987) believed that scientific concepts should proceed downwards (towards concreteness) while everyday concepts should proceed upwards (towards abstraction) so they can meet and merge, such a movement resulting in the formation of true concepts. This has the power to alter how teachers think about their profession in significant ways, helping:

[...] to transform teachers' tacit knowledge and beliefs acquired through their schooling histories, enabling them to rethink what they thought they knew about teachers, teaching, and student learning. When teachers begin to use *true concepts* as tools for thinking (psychological tools), they begin to see classroom life and the activities of teaching/learning through new theoretical lenses [...] they are able to reason about and enact their teaching effectively and appropriately in various instructional situations, for different pedagogical purposes, and are able to articulate theoretically sound reasons for doing so (Johnson; Golombek, 2016, p. 5).

Introducing scientific concepts in light of teachers' everyday knowledge has the potential to foster the internalization of culturally constructed forms of thinking that may restructure how teachers think about their professional activity. When true concepts are formed, teachers stop being regulated by other people or artifacts that are external to them – they gain voluntary control over their thinking and behavior instead. This happens because both what they know and what they do converge, establishing the desired *praxis* Freire and Vygotsky claim for. Self-regulation allows teachers to go beyond their immediate context, not being solely dependent on it to plan, enact, and articulate the reasoning behind their professional activity, which happens as the interpersonal relationships and the culturally constructed mediational means that were introduced to them on the intermental plane become part of their internal subjective reality.

As previously explained, the process of internalization does not happen in linear and smooth ways. Johnson (2015) claims that studies which trace teacher

development are “[...] likely to uncover steps backward as well as leaps forward rather than a steady path toward greater levels of teaching expertise” (p. 526). When taking part in practices of teacher education, teachers more often than not come to experience social drama when their internal subjective world does not coincide with the external objective reality they encounter, this being emotionally expressed through negatively charged lexis, hedging, and body posture (Johnson; Worden, 2014), a topic explored in the next section.

2.3.2 Emotions and teacher development

By understanding cognition and emotion as two dialectically related aspects, a Vygotskian sociocultural perspective claims that it is not possible to separate emotions from teachers’ mental lives. In this vein, Johnson and Worden (2014) assert that the “[...] emotional dimensions of learning-to-teach, when conceptualized as a resource rather than as distraction, are critical to novice teacher development” (p. 126), which calls for the acceptance of teachers’ emotions as a fundamental part of their developmental process. The concept of *perezhivanie* is central in this discussion, since it captures the unity between cognition and emotion in ways that allow us to look into how teachers come to experience the environment, highlighting the interplay between one’s subjective world and the objective material world as it helps us understand how social situations of development are established and changed, explaining the extent to which the social world influences the development of one’s private world.

Developmental processes tend to be complex and conflicting but it is the very social drama teachers face on the intermental plane that may have great impact on teachers’ mental lives during these processes. In the context of L2 teacher education, the social dramatic events teachers go through have been conceptualized as moments of *cognitive/emotional dissonance* (Johnson; Worden, 2014; Johnson; Golombek, 2016), which are understood as instances of instability that come into being when teachers realize that their practical activity does not coincide with what they envision. According to Johnson and Golombek (2016), these instances can be inferred through teachers’ emotionally charged language use and behavior (i.e., expressions and gestures), being “[...] both mystifying and debilitating for teachers” (p. 45). To put it another way, teachers (especially novice) come to class with preexisting everyday notions and possible misconceptions about their professional activity that shape how

they teach. However, the reality they face in the actual teaching-learning environment may not meet their idealizations, which often leads them to experience moments of cognitive/emotional dissonance.

The concept was inspired by McNeill and Duncan's (2000) construct of *growth point* (GP) which is defined as "[...] an analytic unit combining imagery and linguistic categorical content" (p. 144). In this sense, the growth point reveals two opposing but dialectically related categories – on the one hand, imagery; on the other hand, language – which constitute a synchrony between gesture and speech, respectively, that is responsible for allowing an individual to think while speaking (McNeill, 2005). In the words of McNeill and Duncan (2000):

As image and language interact, they are able to influence one another – the "continual movement back and forth" of which Vygotsky spoke in his evocation of the dialectic of language and thought [...] the GP with its dual imagistic–categorical nature, is the mediating link between individual cognition and the language system (p. 146).

Briefly speaking, the dialectical relationship between speech and gesture in McNeill and Duncan's (2000) growth point can be paralleled with Vygotsky's (1987) view of the dialectics between thought and language. McNeill (2005) claims that the growth point is "[...] meant to be the initial form for (and while) speaking, out of which a dynamic process of organization emerges" (p. 105). In this sense, Johnson and Worden (2014) state that the growth point constitutes a starting point for a thought as it comes into being. Therefore, in the context of teacher education, the concept captures thinking as it arises out of teachers' realization that what they know is not in consonance with what actually happens when they teach, causing an instability that manifests the dialectics between teachers' cognition and emotion. For that reason, the notion of growth point is understood in the present work as "[...] a moment or series of moments when novice teachers' cognitive/emotional dissonance comes into being" (Johnson & Worden, 2014, p. 130).

Such moments of instability reflect Veresov's (2017) notion of social drama, thus they have the potential to lead teachers to develop in the profession if mediation is responsive to them. According to some researchers in teacher education (Johnson; Worden, 2014; Johnson; Golombek, 2016; Agnoletto; Dellagnelo; Johnson, 2021), teacher educators need to capture moments of cognitive/emotional dissonance and offer responsive mediation as teachers experience them, this move being the "[...]

most productive in terms of supporting teacher learning and development” (Johnson; Golombek, 2016, p. 44).

Once again, it becomes important to inquire into teachers’ reasoning in order to provide them with opportunities to externalize it, which may enable the more experienced other to access and assess ZPD activity, stay attuned to the teachers’ maturing capabilities, and – in turn – offer the sort of mediation that has the potential to propel their development. During this process, teachers refract the mediation provided through their *perezhivanie*, which may result in moments of cognitive/emotional dissonance. This gives more experienced others the chance to capture these moments and offer mediation that is responsive to them, embracing teachers’ emotions and placing them at the center of the process of learning to teach. Needless to say, the use of academic concepts when mediating teachers as they experience such moments is rather valuable due to Vygotsky’s (1987) claim that abrupt change in emotional processes results in change in consciousness.

After seeing how the relation between emotion and cognition is understood within a Vygotskian perspective on teacher education, we now move on to discuss a sort of mediational means that is considered a powerful tool when it comes to providing teachers with opportunities to revisit their practice and make sense of it.

2.3.3 Narrative inquiry and teacher professional development

It is widely known that narrating daily life events is part of our lives from very early stages. As stated by Ochs and Capps (1996), narrative emerges across different cultures as people’s communicative development takes place, both originating in experience as well as shaping experience. Along those lines, the authors state that “We come to know ourselves as we use narrative to apprehend experiences and navigate relationships with others” (Ochs; Capps, 1996, p. 21). In the same vein, Golombek and Johnson (2004) argue that narratives are not meant to describe phenomena, but rather to interpret and connect those which seem to be disconnected.

With respect to SLTE, narratives have been used in order to enable teachers to develop a more robust understanding of their profession, being one of the means through which productive teacher inquiry (i.e., the sort of inquiry that has the potential to foster teacher development) takes place. Golombek and Johnson (2004) state that inquiry into experience allows teachers to “[...] act with foresight. It gives them

increasing control over their thoughts and actions; grants their experiences enriched, deepened meaning; and enables them to be more thoughtful and mindful of their work” (p. 7). With this in mind, the authors advocate that inquiry through narratives may allow teachers to organize what they know about teaching, as well as articulate their knowledge and communicate it, which may not only allow teachers to make sense of their professional realities, but also change – in meaningful ways – aspects of their own teaching (Golombek; Johnson, 2004).

Concurring with a Vygotskian view on human development, narrative inquiry can be conceptualized as a mediational tool that represents a “[...] socially mediated view of human experience” (Johnson, 2007). This means it is highly situated, being dependent on specific sociocultural contexts and individuals who narrate reality through their own internal lenses. Johnson and Golombek (2002) define this type of inquiry as “[...] systematic exploration that is conducted by teachers and for teachers through their own stories and language” (p. 6), which is fueled by teachers’ willingness to make sense of their own professional activity.

When seeing narrative inquiry as a mediational tool, Johnson and Golombek (2011b) highlight three different but complementary functions that interact with one another and enhance and support teacher learning: narrative as externalization, narrative as verbalization, and narrative as systematic examination. When it comes to the first function, the authors explain that it enables teachers to bring into light both their understandings and feelings regarding what they perceive, which constitutes an initial step towards development. In this sense, it is through narrative as externalization that teachers have the opportunity to turn what is implicit into explicit, connect the dots that seem to be disconnected, and articulate the issues faced during their professional activity. Besides that, this function is responsible for opening up teachers’ consciousness for inspection, which may give rise to ZPDs, a move that – from a sociocultural perspective – is essential if development is to be fostered (Johnson; Golombek, 2011b).

The second function, narrative as verbalization, is marked by the intentional use of scientific concepts as the individual regulates their thinking process; thus, it is not seen as an initial step towards development – it indicates that the process of internalization has already been taking place. As previously explained, Vygotsky (1987) believed that for true concepts to be developed, both everyday and academic concepts need to meet and merge – what is concrete needs to proceed upwards, while

what is abstract needs to proceed downwards. When narrative as verbalization takes place, it indicates that such a mergence has already started (however, not necessarily completed), allowing the individual to not merely name concepts, but to actually make sense of experience through them, as well as regulate both their thinking and activity (Johnson; Golombek, 2011b).

The third function, narrative as systematic examination, has to do with how teachers engage in the process of narrative inquiry. Johnson and Golombek (2011b) emphasize that cognition does not exist apart from activity, therefore, “[...] what is learned is fundamentally shaped by how it is learned [...] so] when teachers use narrative as a vehicle for inquiry, how they engage in narrative activities will fundamentally shape what they learn” (Johnson; Golombek, 2011b, p. 493). In this sense, the authors mention that narratives have different sets of characteristics that guide teachers to engage in systematic analysis of themselves and the aspects that constitute their profession in rather particular ways. This, in turn, impacts the developmental path teachers take when making sense of their experience through narrative inquiry.

Johnson and Golombek (2011b) explain that narrative inquiry either may or may not involve these three functions. In spite of that, the authors claim that the transformative power of narrative lies in the fact that it fosters teacher professional development in significant ways, allowing them to unveil their knowledge and beliefs, open up their reasoning to social influence, think about their professional activity in systematic ways through scientific concepts, etc.

Mediating teachers as they reason upon what they do is one of the goals of a sociocultural approach to teacher education. With that being said, the next subsection explores a concept coined by Johnson (1999) which has to do with the complex ways in which teachers think about what they know and do.

2.3.4 Reasoning teaching

Reasoning teaching is a central concept in the present work since it is at the core of the study’s rationale and objectives. It has to do with the understanding that teaching involves a variety of aspects, therefore, there are no simple answers when it comes to how to think and go about teaching. Reasoning teaching encompasses how teachers think about the complexities of their professional activity, which depends on

an array of aspects such as the teachers themselves, the students, what is expected of teachers, where they teach etc., reflecting Johnson's (1999) short but complex and insightful answer to the questions about the complexities of teaching: it depends.

By arguing that there is no one right way to teach, Johnson (1999) comes up with the concept of reasoning teaching in order to discuss the ways teachers think about the wide range of considerations teaching depends on. The concept represents:

[...] the cognitive activity that undergirds teachers' practices: the reasoning that determines the doing of teaching [...] Reasoning teaching represents the complex ways in which teachers conceptualize, construct explanations for, and respond to the social interactions and shared meanings that exist within and among teachers, students, parents, and administrators, both inside and outside the classroom. Simply put, reasoning teaching reflects the complex ways in which teachers figure out how to teach a particular topic, with a particular group of students, at a particular time, in a particular classroom, within a particular school (p. 1).

By paraphrasing Johnson (1999), one can say that the ways teachers engage in reasoning teaching varies to a great extent, the robustness of such reasoning depending on how thoroughly they: understand the range of aspects that influence their thinking and professional activity; are able to teach in accordance with their understandings; and make use of different instructional considerations as they get involved with their professional activities. By looking into these aspects, we can have a clearer picture of how complex a teacher's reasoning process may be.

The robustness of teachers' reasoning is constantly changing as they continuously experience teaching from multiple perspectives, allowing them to better understand the complexity of the profession as well the interconnectedness of the variety of aspects it revolves around (Johnson, 1999). On this note, Johnson (1999) highlights the importance of inquiring into teachers' reasoning in order to make them conscious of and further think about what their teaching depends on, which has the potential to expand what they know about it and use what they know in ways that are beneficial to their practices.

Central to the development of robust reasoning is having teachers revisit what they know and do in order to give them room and guidance to rethink, expand, and change their teaching as they grow within the profession. According to Johnson (1999):

Understanding teachers' practices through their reasoning creates opportunities for teachers to recognize, refine, and expand their own reasoning in ways that encompass the socially constructed, highly contextualized, and interpretive nature of real teaching (p. 11).

Therefore, it becomes essential for teachers to engage in critical reflection, a process that needs sustained opportunities over time, which may be better carried out collaboratively (Johnson, 1999). As previously discussed, having guidance while reasoning upon what they do may allow teachers to become aware of and deepen their understandings of teaching, a movement that can be fostered by giving teachers room – as well as tools – to revisit their practice and merge their empirical knowledge with theories and methods. Needless to say, this must be done while having teachers' particular contexts in mind.

The concept of reasoning teaching goes along with the sociocultural perspective on teacher education adopted in this study as it recognizes the various aspects that influence teachers' thinking and activity, highlighting the multifaceted and dynamic nature of the profession as well as the importance of taking into account teachers' knowledge, previous experiences, views of themselves, their students and teaching when looking into the collaborative ways teachers think about what they do. Moreover, this brings to the fore the highly situated and unique nature of teaching, going back to the aforementioned view that, when it comes to teaching, it always depends.

It can be drawn from Johnson, Verity and Childs' (2023) discussion that building teacher agency is at the core of a perspective that has reasoning teaching as one of its main concepts. Since the goals of the present study have to do with fostering the development of robust reasoning and pedagogically sound instructional practice by offering responsive mediation, it is more than plausible that the view of reasoning teaching here presented:

[...] implies and comprises the building of teacher agency by strengthening teachers' knowledge of and ability to manipulate a repertoire of linguistic, cultural, pedagogical, and interactional resources that enable them to support productive language learning (Johnson; Verity; Childs, 2023, p. 20).

The discussion presented so far has focused on how a Vygotskian sociocultural perspective can inform teacher education. We now move on to the next subsection that presents an overview of empirical studies that show how Vygotsky's work has been extended in order to foster teacher professional development.

2.3.5 Sociocultural studies on teacher development: some empirical evidence

All the studies reviewed in the present section follow a Vygotskian approach to teacher education, emphasizing the role of social interaction in fostering teacher professional development by exploring the theoretical constructs presented so far.

Johnson and Dellagnelo (2013) investigated the practices of a teacher educator who forged a set of pedagogical tools (i.e., scientific concepts) that aimed to allow a team of three novice teachers of English as a second language to foster greater levels of student participation and engagement in class. The teachers planned a lesson together and taught it in their teaching English as a second language (TESL) methodology course, receiving feedback from their classmates and professor (the teacher educator); after reworking their class plan, they taught the lesson in an actual ESL classroom; then, the teachers and teacher educator watched and discussed the videotaped lesson; finally, the teachers wrote a reflection paper about this whole process. By analyzing the data gathered, focusing on the moments of interaction between the teachers and the teacher educator, it was concluded that the explicit insertion of the pedagogical tools during these moments allowed the team to enact these tools in class before coming to a full understanding of them, highlighting the power of goal directed mediation to novice teachers' immediate needs, as well as the role of scientific knowledge in fostering teacher development.

Johnson and Golombek (2013) aimed to investigate the relationship between cognition, emotion, and activity in teacher learning and to explore the sort of mediation offered to two English as a second language novice teachers during their learning-to-teach experiences. To do so, they examined the moments of interaction between the novice teachers and a teacher educator via narrative activity in a private, asynchronous online blog during a 15-week practicum experience of a master's in teaching English as a second language program. The researchers concluded that the practicum blog created a mediational space where the novice teachers were able to bring into conscious inspection their understandings of and struggles with their professional development, leading them to experience guilt, disappointment, and a crisis of self-confidence. While experiencing these moments of cognitive/emotional dissonance, the blog entries enabled the teachers to reason upon their professional activity and create a sense of cohesion out of the tensions that came into being through the mediation offered by the teacher educator.

Arshavskaya (2014) analyzed the mediation offered by a teacher educator in response to a pre-service English as a second language teacher's requests for

assistance and her moments of cognitive/emotional dissonance. Data collection consisted of an assignment for the masters' TESL teaching practicum the teacher participated in – she had to keep a dialogic blog during a 15-week semester in which the teacher educator and she interacted on a weekly basis, discussing the teacher's understandings of her professional experiences. The researcher read all the blog entries and looked into specific key phrases and sentences that represented the teacher's evolving understandings, as well as the pedagogical concepts introduced by the teacher educator. The results show that the teacher educator offered mediation that was responsive to the teacher's concerns about teaching, attempting to unite her everyday knowledge and its scientific counterpart. Due to the teacher's unresponsiveness to the mediation offered, the teacher educator ended up offering explicit mediation throughout the duration of the practicum.

Johnson and Worden (2014) looked into how moments of cognitive/emotional dissonance that come into being during practices of teacher education signal growth points that can foster teacher professional development. The participants were four novice teachers (two undergraduate students and two graduate students) who were taking the TESL methodology course as a requirement of their program of study and their professor (a teacher educator). The team of teachers planned and taught a lesson together in the course, receiving feedback from their classmates and professor; then, they reworked their class plan and taught the lesson to a group of ESL students; after that, the team and teacher educator watched and discussed the videotaped lesson; finally, every teacher wrote a reflection paper about this process. The results illustrate that the activities the teachers engaged in led them to experience a series of moments of cognitive/emotional dissonance growth points, as well as how challenging it is for teacher educators to capture and capitalize on these instances as they come into being.

Vieira-Abrahão (2014) analyzed collaborative sessions among teachers of English as a foreign language, master's students in applied linguistics, and teacher educators, as well as the extent to which the actions developed within such sessions gave room to practices that could foster teacher education. During the sessions, the parts involved discussed relevant issues related to the teaching and learning of English in public schools in Brazil. It was concluded that reconceptualizing knowledge within one's ZPDs is not an easy task to do, this being related to the sort of mediation offered during the sessions.: in many moments, the mediation was not strategic enough to

support concept development. This implies that, although the moment-to-moment interactions that take place during this type of sessions cannot be predictable, they do have the potential to foster the professional development if strategic mediation is offered.

Golombek (2015) discussed the self-inquiry of a language teacher educator who looked into her own expressions of emotion in relation to the mediation she offered to a teacher who was teaching an ESL class during an internship. The data relies on the teacher's reflection journals and the responses given to these journals by the teacher educator. Also, the teacher was interviewed retrospectively in order to unveil her conceptualization of and previous experience with journal writing. The results show that the teacher educator's recognition of her moments of cognitive/emotional dissonance and their effect on her mediation allowed her to redefine the way she understood the teacher as a learner of teaching. Besides that, the analysis shows the potential reflection journals have to foster teacher development.

Cerutti-Rizzatti and Dellagnelo (2016) explored how intersubjectivity was established between them and their students during dialogic moments of interaction (both oral and written), as well as the impact these moments had on the development of these students' theoretical knowledge about teaching. Data relies on field notes written by the researchers in which they interpreted moments of interaction between them (as professors) and their students as they discussed important concepts of the profession. The researchers concluded that the moments of interaction propelled the establishment of higher levels of intersubjectivity between professors and students in relation to the constructs discussed, highlighting the importance of being sensitive to students' ZPDs in order to offer mediation that has the potential to foster cognitive development.

Dellagnelo and Moritz (2017) investigated the extent to which mediation offered by a teacher educator and peers to a future teacher of English as a foreign language allowed her to plan her classes in relation to the concept and the teaching of reading. Data draws on an elective undergraduate course in which students had to plan four classes and present them to their professor (the teacher educator) and classmates who, in turn, asked questions and eventually gave suggestions about the activities developed so that the plans could be reformulated. By comparing the class plans before and after the interaction with the classmates and professor, it was concluded that each of the teacher's class plans contained aspects of the mediation offered in

class, which points to her professional development as regards the concept and the teaching of reading.

Agnoletto (2020) aimed to investigate the extent to which interaction between a more experienced peer and a novice teacher of English as a foreign language allowed the latter to (re)conceptualize her grammar teaching. The study relied on two questionnaires, nine class observations, and nine mediating sessions that took place right after each class observation. As the study progressed, the more experienced peer decided to focus on how the teacher taught grammar since he saw dissonance between what the teacher envisioned and what actually happened in class. The results show that situation redefinition of how the teacher understood the teaching of grammar took place as she was responsively mediated by the peer who provided her with sustained opportunities to revisit her practice and imbue it with meaning through the scientific concept of focus on function, which points to the importance of helping teachers merge everyday knowledge with its scientific counterpart.

Biehl (2020) looked into how a novice teacher of English as a foreign language developed her conceptualization of “modeling” as she was mediated by a teacher educator. During a four-month in-service teacher education program, the teacher educator observed and videotaped eight classes taught by the novice teacher, conducting mediating sessions with her within 24 hours after each class observed. During these sessions, the teacher educator and teacher focused on the teachers’ understanding of some concepts that are part of a communicative approach to language teaching (which the language institute at issue follows), the concept of modeling being discussed during most of the sessions held. The results show the twisting path the teacher went through during the process of concept development, as well as illustrate how the gradual process of internalizing the concept was propelled by responsive mediation offered to her.

Dall’Igna and Agnoletto (2020) traced the development of a novice teacher of English as a foreign language’s conceptualization of “implicit teaching” as he was mediated by a teacher educator and a peer. The data collection had three main moments: (i) a pedagogical conference, in which the novice teacher, the teacher educator, and the peer teacher discussed the former’s class plan to be subsequently taught; (ii) classroom observation, in which the peer teacher observed and audio recorded the teacher’s class; and (iii) focused stimulated recall, in which the peer teacher inquired into the reasoning behind the class observed, focusing on the aspects

discussed during the pedagogical conference (these movements took place during one academic semester). As the data collection process progressed, the teacher educator and peer-teacher felt the need to focus on the teacher's understanding of "implicit teaching". By the end of the study, both the teacher's practice and the externalization of his reasoning showed that his conceptualization of "implicit teaching" had developed, this taking place due to the responsive mediation offered by the teacher educator and peer teacher. Needless to say, naming the concept to the teacher during the moments of interaction was paramount in this process.

Agnoletto, Dellagnelo and Johnson (2021) investigated how a novice teacher of English as a foreign language's *perezhivanie* refracted moments of cognitive/emotional dissonance and responsive mediation offered to her during these moments by a more expert mentor, as well as analyzed the quality of the mentor's mediation and the extent to which the aforementioned refraction fostered the teacher's professional development. The mentor observed nine classes during one academic semester, these being followed by mediating sessions in which the teacher and mentor discussed specific aspects of the former's teaching. The findings illustrate how the teacher developed as she experienced dramatic events when realizing inconsistencies between her idealized view of herself as a teacher and her actual practice, how her *perezhivanie* refracted these moments in rather negative ways, as well as how it refracted the mentor's inquiry and the ideal forms presented by him. As the moments of interaction progressed, the teacher was able to confront these forms with her current ones, which allowed the inter-mental (i.e., social) to become intra-mental (i.e., individual).

Dellagnelo, Agnoletto and Johnson (2022) looked into a series of mentoring sessions between an experienced EFL teacher and a novice EFL teacher. They analyzed nine sessions in which one of them (mentor) inquired into the novice teacher's (mentee) practice in order to negotiate the meaning and use of institutionally mandated textbooks that informed the latter's practice during the course she was teaching. By the end of the study, the mentee's view of teaching had gradually shifted from grammar-oriented to communicative, with 'moments of reverberation' – a term the authors use to refer to the early stages of the internalization process – signaling a window into the reiterative process of the internalization of the theoretical orientation and pedagogical principles of the textbook and teachers' manual discussed with the mentor throughout the study.

Johnson, Verity and Childs' (2023) book discusses how a Vygotskian-based praxis-oriented pedagogy can foster the development of teacher reasoning. By looking back at some data collected in an MA TESL program, the authors examined how the developmental paths of L2 novice teachers were shaped by the intentionally designed praxis-oriented pedagogy of the program, highlighting the importance of introducing pedagogical concepts to teachers so they can make sense of their teaching activity, responsively mediating teachers as they revisit and reason upon their pedagogical choices, and embracing teachers' emotions by paying close attention to their *perezhivanie* as a way of acknowledging their histories and better understanding how they have experienced teaching and teacher education practices. By documenting and discussing how teachers' participation in the aforementioned program led to the reconceptualization of their reasoning, the book can be seen as a testimony of how fruitful a Vygotskian approach to teacher education practices can be, both when it comes to designing and implementing them.

After having reviewed some studies that illustrate the power of a Vygotskian approach to teacher education, the following section is aimed at briefly resuming the main theoretical constructs presented so far.

2.4 WRAPPING UP THE STUDY'S THEORETICAL BACKGROUND

Up to the present section, the discussion focused on the main constructs of VSCT and how they have been applied to teacher education. The Theory claims that higher forms of psychological functioning originate on the external plane as individuals participate in social activity. This places social interaction at the center of Vygotsky's thinking, the internalization of culturally constructed artifacts happening through mediation, which changes the way humans think and behave. In this scenario, language stands out as the most important and pervasive means that allows humans to communicate, generalize and organize their thinking.

As regards mediation, one should bear in mind that it should be contingent and graduated on one's maturing capabilities, which are captured in the concept of zone of proximal development (ZPD). Therefore, the novice needs to externalize their ideas in order to create ZPD activity before the expert's eyes who – in turn – offer mediation directed at these zones. During interaction, the expert needs to temporarily give their situation definitions up so as to allow the novice to experience situation redefinition,

this happening as individuals operate on a shared space that is captured in the concept of intersubjectivity.

It is paramount for learners to have their everyday and scientific knowledge merged, this allowing them to develop true concepts – a move that significantly modifies one’s psychological functioning as concepts are internalized. Internalization does not happen in a straightforward way, reverberation and imitation taking place as new concepts are introduced and start echoing in the individual’s thinking and practical activity, a result of one’s interaction with the external plane as their primary forms are confronted with ideal ones. However, not every sort of interaction has the power to alter one’s internal world: it is by experiencing social drama that one’s development may be most significant. In this context, the individual’s *perezhivanie* comes into play, cognitively and emotionally refracting what happens on the external plane in rather specific ways, influencing the extent to which the environment affects them, and playing a fundamental role in creating social situations of development.

When it comes to teacher education, it is paramount to have teachers revisit their practice and understandings so that the development of robust reasoning takes place. This can be done as teacher educators deploy academic concepts to responsively mediate teachers in order to foster the redefinition of their everyday knowledge/primary forms, providing them with ideal forms to be achieved. Such a process tends to lead teachers to experience moments of clash between what they envision and what actually happens when they teach, a social collision that is captured in the concept of cognitive/emotional dissonance. Since a Vygotskian perspective sees cognition and emotion as the basic components of human consciousness, such moments of clash become essential for the development of teaching expertise, specifically when responsive mediation is offered, teacher’s *perezhivanie* determining the extent to which mediation transforms their internal world. In the words of Johnson, Verity and Childs (2023), our teacher education practices should be designed to:

[...] forge ZPD activity, putting teachers ahead of themselves, changing the social situation/circumstances so that change in teaching practices, new dispositions, or habits of the mind, and new views of teaching/learning can take hold or be internalized. And in that new social situation of development, an ideal needs to exist as the end product of development (p. 8).

After having presented the study’s theoretical background, the next chapter explores its methodological aspects, such as its nature, context of investigation, participants, and instruments and procedures for data collection and analysis. Besides

that, Chapter 3 also discusses the method Vygotsky (1978) proposed in order to investigate the development of higher mental functions.

CHAPTER 3

METHOD

3.1 INTRODUCTION

As contemporary Vygotskian researchers investigating cognitive change rely on qualitative methods, the present study took place in a natural setting¹⁶ as opposed to a controlled environment. Yet, there was a teacher educator purposefully and intentionally intervening in order to provoke changes in the teachers' reasoning and action so that process analysis could be drawn with the aim of understanding the genesis of their development. In order to do so, the study relied on holistic data collection through observation of specific individuals at a close and personal level, these being common characteristics of qualitative research (Perry, 2008). Besides those aspects, Dornyei (2007) lists the following ones as the main characteristics of qualitative studies: emergent design – the study design should be flexible so as to incorporate changes during investigation; nature of data – the study should rely on a wide range of data; insider meaning – the study should focus on the subjective meanings attributed by the participants to the situation(s) being investigated; small sample size – the study should rely on small samples due to its laborious procedures for data collection and analysis; and interpretive analysis – the study should count on data that is interpreted through a theory. The author also highlights the strengths of qualitative research, some of them being the ways it allows humans to explore and make sense of complex phenomena, as well as broaden their understanding of human experience. With this in mind, qualitative research allows researchers to observe specific phenomena that unravel in natural settings which are constituted by individuals who possess their own idiosyncrasies and subjectivities, which becomes appealing for teacher education as the area is “[...] fundamentally about people [...]” (Johnson; Golombek, 2016).

Since the present study is grounded in VSCT, the method adopted was that which Vygotsky (1978) proposed in order to investigate the development of higher mental functions. Therefore, the next two sections explore the main rationale behind such a method.

¹⁶ The context of the study will be detailed in a section to come.

3.2 THE GENETIC METHOD

When investigating the development of higher forms of mental functioning, Vygotsky (1978) criticized the stimulus-response framework adopted by introspective psychology in the 1880s, since this tradition was rooted in the natural sciences and based on the idea that psychological processes were reactive (based on individual reactions from the environment), which means psychological phenomena were directly and uniquely related to external agents. To Vygotsky (1978), only elementary forms of mental functioning could be explained based on stimulus-response relations. According to him:

[...] human behavior differs qualitatively from animal behavior to the same extent that the adaptability and historical development of humans differ from the adaptability and development of animals. The psychological development of humans is part of the general historical development of our species and must be so understood. Acceptance of this proposition means that we must find a new methodology for psychological experimentation (Vygotsky, 1978, p. 60).

In this vein, Vygotsky (1978) went against naturalistic views of human mental functioning – which claim that only natural conditions determine historical development – and proposed a methodology that called for the dialectical relationship between natural and cultural lines of development, this generally being referred to as the “genetic¹⁷ method” (Lantolf; Thorne, 2006). According to Vygotsky (1978), three main principles form the basis of his approach: (i) any psychological process undergoes change before someone’s eyes, so analysis does not focus on a fixed and stable object; (ii) any phenomenon needs to be explained rather than only described if the causal-dynamic relations that constitute it are to be understood; and (iii) it is the process rather than the product that needs to be investigated, which means analysis needs to return to the origin of a phenomenon and reconstruct each step of its developmental path. In short, the basic demand of the method proposed by Vygotsky is that “[...] to study something historically means to study it in the process of change [...]” (Vygotsky, 1978, p. 64-65).

¹⁷ “Genetic” must be understood as “historic”, which places the genesis of human psychological development at the center of the present discussion.

Among the four different domains included in Vygotsky's work – phylogenesis, which has to do with the organic evolution of humans as a species; sociogenesis, which concerns the cultural/historical line of development; ontogenesis, which encompasses the mingling between the biological/organic and the cultural/historical lines of development in the history of an individual; and microgenesis, which covers the development of specific psychological processes – microgenesis is the one that captures changes that occur in a relatively short period of time while they take place. Therefore, despite acknowledging that the four domains are interrelated, this study meets Lantolf and Thorne's (2006) claim that each domain tends to be studied separately due to analytical complexity. Having that said, due to the scope of the present study, microgenesis is the only domain that is further discussed in this chapter.

3.3 MICROGENESIS

In spite of the fact that Vygotsky conducted most of his research in the ontogenetic domain, he argued that investigators should be attentive to the “[...] microgenetic processes involved in the formation and execution of a psychological process” (Wertsch, 1985, p. 54). Although Vygotsky did not detail what he meant by “microgenetic processes”, Wertsch (1985) further explored this concept under the genetic domain he calls “microgenesis”.

Wertsch (1985) identifies two types of microgenesis in Vygotsky's work. The first one has to do with the short-term formation of a psychological process, consisting of observing an individual's repeated trials to execute a task – in this sense, the author states that studies conducted within the microgenetic domain can be treated as short-term longitudinal studies. The second type of microgenesis is defined as “[...] the unfolding of an individual perceptual or conceptual act, often for the course of milliseconds” (Wertsch, 1985, p. 55), which can be identified in Vygotsky's work as he investigated the transformations that occurred during the movement from thinking to speaking. Lantolf and Thorne (2006) contend that microgenesis is tightly related to ontogenesis since the development of particular processes at the microgenetic level may result in the continued ontogenetic development of the individual. With this in mind, since the present study will look into both action – the execution of tasks by means of observing the participant-teachers' practical activity – and the transformations occurred in the teachers' reasoning as their thinking is externalized, it

merges the two types of microgenesis identified by Wertsch (1985). Therefore, it can be characterized as a short-term longitudinal study whose focus lies on in-depth/close inspection of the formation and development of particular processes that are likely to impact its participants' ontogenetic development by transforming their higher forms of mental functioning.

When explaining the microgenetic approach on the study of human cognition, Siegler and Crowley (1991) claim that “[t]he essence of development is change” (p. 606), a statement that resonates with Vygotsky’s focus on process rather than product. In this vein, the authors highlight that a key property of a microgenetic approach is that it calls for observing change as it occurs, from its very beginning to the stage at which it reaches relative stability (Siegler; Crowley, 1991), meeting one of Vygotsky’s most famous claims:

To encompass in research the process of a given thing's development in all its phases and changes – from birth to death – fundamentally means to discover its nature, its essence, for ‘it is only in movement that a body shows what it is (Vygotsky, 1978, p. 65).

Thus, microgenetic studies follow a diachronic approach to research rather than a synchronic one, emphasizing the genesis/history of higher mental functions.

When considering the present study’s main objective – to investigate how a TE’s mediation and its refraction by two ESL teachers during a series of dialogic activities forged the social situation of development that promoted robust reasoning teaching and pedagogically informed instructional practice – a microgenetic approach allows for close inspection of the specific developmental processes that originated as the participant-teachers engaged in the dialogic practices in which they had sustained opportunities to reason – through scientific concepts – upon their teaching activity. Since the main goal of a Vygotskian approach to teacher education is the one of exposing teachers to relevant scientific concepts so they can develop true concepts related to the profession (Johnson; Golombek, 2016), the instruments and procedures for data collection and analysis had to allow for microgenetic analysis of the conceptual development these teachers went through. This means that the teachers’ developmental paths needed to be analyzed from the moment they originated until they reached relatively stable states. That being said, the next section presents information about the study’s context and participants.

3.4 CONTEXT OF INVESTIGATION AND PARTICIPANTS

The online teacher education dialogic practices that served as the context of the present investigation were designed by my advisor and me. The activities took place via Moodle¹⁸, and their main aim was to provide teachers with opportunities to revisit their practice and reason upon it through mediation offered by a teacher educator (myself) during the activities they engaged in. The series of dialogic practices were designed following a sociocultural perspective on teacher education, which means they were thought of to intentionally forge social situations of development. In few words, the dialogic practices were created with the aim of: (i) giving teachers the opportunity to externalize the reasoning behind their professional activity, revisit their practice and reasoning; (ii) allowing me to responsively mediate the teachers and introduce scientific concepts so that they could revisit their everyday knowledge and move beyond it, merging theory and practice; (iii) and forging the continuous co-construction of social situations of development as the interactions between the teachers and me progressed. The moves here mentioned were intentionally planned so as to foster the development of robust reasoning and pedagogically sound instructional practices.

Briefly speaking¹⁹, every cycle of dialogic practices was comprised of: **narrative writing** – the teachers were instructed to write a short narrative about a specific/specific aspect(s) of their practical activity they found challenging (e.g. teaching listening); **teaching video-recording** – they were asked to videorecord a moment of one of their actual classes in which they taught the specific aspect(s) mentioned in the narrative; and (iii) **synchronous discussions of narrative and video-recorded instruction** (which will be referred to as *T/TEd-I* – Teacher/Teacher Educator Interaction) – each teacher and I met online so as to discuss the short narrative written and the video-recording. In order to not overload the teachers with tasks, they rotated between activities on a weekly basis: writing the narrative and video-recording part of the class happened in a week, while the synchronous discussions happened in the week that followed, which marked the end of a cycle.

¹⁸ Moodle stands for “Modular Object-Oriented Dynamic Learning Environment”. It is an online platform that is aimed at supporting teaching-learning experiences by allowing the creation of personalized teaching-learning virtual environments. For more information on Moodle, visit https://docs.moodle.org/all/pt_br/Sobre_o_Moodle.

¹⁹ The dialogic practices will be further explained in the next subsection.

When it comes to participants, the initial idea was to have five L2 novice teachers who had – at most – 2 years of experience with teaching. Besides that, for the sake of heterogeneity, I wanted participants who were teaching in different contexts from one another, which had to be either a public school, a private school, a language institute, or a language teaching program at a federal university. However, reality presented itself in a rather different way, which led me to adapt my initial plans.

My advisor and I faced a lot of difficulty trying to find participants. In a first moment, she contacted colleagues of hers from other federal universities in Brazil in order to ask for recommendations of either former or current students who they thought would be interested in participating in the study. This was done at the beginning of 2022, as schools and higher education institutions returned to in-person classes after the COVID-19 pandemic. We sent around fifteen emails and got very few responses. I had a couple of online meetings with some potential participants, but – as they said – they were still adjusting to life after the pandemic and thought that the dialogic activities would be too demanding. I also emailed some professors of my home institution (Universidade Federal de Santa Catarina – UFSC) and went to their offices. Besides asking them to share the call for participants with their current students of the English language and literature undergraduate program, I went to some of their classes in order to explain to these students how participation in the study would take place as well as to clarify any questions they might have. As I waited for potential participants to contact me – which, unfortunately, no one did – I emailed some former and current colleagues of mine, asking for help to share my search for participants. This was a tiring and frustrating process, as we were not able to find any participants for months.

Although my advisor and I have daily contact with English teachers as we are coordinators of the English Extracurricular Program²⁰ at UFSC, we had planned not to share the call for participants with these teachers – we were aiming at different contexts since the data of both my undergraduate and master's studies were collected in this program. However, due to the difficulty finding participants, we decided to invite some teachers that entered the program in the second semester of 2022 to participate in the series of dialogic practices. The data collection started as soon as one teacher contacted us saying she wanted to participate. However, due to her schedule constraints and some personal issues, she was not able to thoroughly engage in the

²⁰ Details about the program will be given in the subsequent paragraphs.

dialogic activities, which compromised her participation. Unfortunately, she dropped out after some months, in 2023.

In the first semester of the same year, my advisor and I once again invited the teachers that had just entered the Extracurricular Program to take part in the study – two out of five of them accepted our invitation. Besides them, my advisor mentioned the study with one of her new advisees, who expressed interest and also joined the project. In order to include her in the study, we dropped the requirement that participants had to have up to two years of practical experience since, when the data collection started, she had been an English teacher longer than that. These three teachers were extremely responsible and participative during the whole data collection process, which started in the first academic semester of 2023 and ended in the second academic semester of the same year. I am forever grateful for them.

Each teacher participated in eight cycles of dialogic activities. I did not have a specific number of cycles in mind when I designed the study – my objective was to have as many cycles as possible during the two academic semesters due to the diachronic nature of microgenetic studies and the need to capture change as it occurs. When the end of the second semester approached and I realized that, by Cycle 6, each teacher had gone through substantial changes, my advisor and I talked and decided that Cycle 8 was going to be the last one. Besides that, I also had concerns with my defense date – since it had already been pushed back, due to our difficulty finding participants. Therefore, I finished the data collection procedures at the beginning of November 2023 so that I had enough time to properly analyze the data.

Although the three teachers completed eight cycles of dialogic activities, one of them was left out of the present dissertation. This happened due to two reasons: (i) length constraints – I realized my dissertation would be too long if I analyzed the data of the three participants (according to the official documents of my graduate program, students have a 70.000-word limit for dissertations); and (ii) when looking into the data of the teacher who was left out, I saw that – in comparison to the interactions I had with the two other teachers – the path she and I took was not as successful at illustrating how a Vygotskian-based study can foment transformative teacher education practices. Therefore, in the end, this study counted on three participants: two teachers of English as a foreign language and myself, the teacher educator. In order to protect the participant-teachers' identities, they will be referred to as *George* and *Amelia*.

George was a 21-year-old student of the English Language and Literature undergraduate program at UFSC when the data collection started. He had just passed the selection process to become a teacher of the Extracurricular Program when he was invited to take part in the dialogic activities, which was especially interesting because he was about to have his very first experience as an English teacher. George was in the final year of his undergraduate program, however, he was not having a practicum experience or taking courses which focused on teaching. As he opted for a bachelor's degree, his program's curriculum focused on research and academic writing in order to prepare students for their undergraduate theses. Therefore, his participation in the series of dialogic activities came in handy to him, since he had the chance to interact with a teacher educator on a daily basis as he walked in the shoes of a teacher for the first time. In the first academic semester, George had two groups of beginners, while in the second one he had one group of beginner students and one group of intermediate students.

As regards Amelia, she was a 35-year-old master's student of the Graduate Program in English (Programa de Pós-Graduação em Inglês – PPGI) at UFSC. Regarding her education, she had just entered the Program under the supervision of my advisor – therefore, she was getting acquainted with VSCT and how it informs teacher education. She started her undergraduate studies in an English and Portuguese program at a private university in Rio Grande do Sul in 2013, which she interrupted for three years. She then moved to Santa Catarina and resumed her undergraduate studies in a different university; however, she did not manage to finish them. In 2018, she enrolled in an at-a-distance undergraduate program in English and Portuguese at a private university, which she concluded in 2021, when she got a license to teach. Her first experience as an English teacher – which lasted three years – started in a public school in Rio Grande do Sul 2013, during the same time that she was doing her undergraduate studies. She also taught English in different public schools in 2021 and 2022. It is important to highlight that Amelia began her career as an English teacher without having a license to teach, which is common in Brazil due to the shortage of professionals the country faces. Another important fact is that she had only had two years of experience teaching English after graduating, and her participation in the series of dialogic activities was the first opportunity she had, as a licensed teacher, to discuss her practical activity with a teacher educator. In 2023,

when the data collection started, Amelia was teaching a group of high schoolers in a public school in Santa Catarina.

When it comes to me, I was 28 years old during the data collection phase, having worked as an English teacher for ten years. During those years, I worked in three different language teaching programs at UFSC: Tutorial Education Program (PET), English without Borders, and Extracurricular Courses. I started my career voluntarily teaching a group of beginners for one academic semester in PET. This program is known for allowing students of the foreign languages department at UFSC to walk in the shoes of a teacher for the first time, however, it did not count on a pedagogical team that assisted/oriented novice teachers when I participated in the program, an aspect I missed a lot.

As regards English without Borders, it was a program funded by Brazil's Ministry of Education whose main goal was to promote the internationalization of the country's universities, thus focusing on the development of students' linguistic proficiency. At the time I taught in the program, it counted on two experienced pedagogical coordinators (one of which was my advisor) with whom I had meetings on a regular basis so as to discuss my class plans and teaching experiences. Besides that, the whole group of nine teachers got together with the coordinators – on a monthly basis – in order to discuss pedagogical issues faced in class. I taught in the program for two and a half years, from beginner to upper-intermediate groups, which gave me the opportunity to reason upon my practice through guidance from experienced teachers and more expert peer teachers.

I have been involved with the Extracurricular Courses for eight years, four of them as an English teacher – teaching beginner and intermediate students – and four of them as a pedagogical sub-coordinator, a position offered to me by one of the program's former coordinators, back in 2019. The program has run at UFSC since 1970, currently offering paid courses in eight different languages (Arabic, Brazilian Portuguese, English, French, German, Italian, Japanese, and Spanish), and is well-known for giving the undergraduate and graduate students of UFSC's Foreign Languages Department opportunities to teach from beginner to advanced students. As the pedagogical sub-coordinator of the English Program, I have been responsible for observing the classes taught by new teachers, having talks with them so as to discuss these classes, and offering pedagogical support whenever they come after me. During the COVID19 pandemic, the courses took place via Moodle, and I actively participated

in implementing the online version through material planning and pedagogical supervision of around 18 teachers, a fruitful experience that was added to my career path as a teacher educator.

Together with the practical experience mentioned above, I have already conducted several studies on teacher development from a sociocultural perspective, two of them being my undergraduate and master's thesis. By the time the data collection started, I had had six years of experience as a researcher in teacher education from a sociocultural perspective and I was in the final year of my doctoral studies in PPGI at UFSC. I believe the information provided here illustrates the reasons why I position myself as a teacher educator in the present investigation.

After discussing the context of investigation and the participants, the next section describes the instruments and procedures for data collection and analysis.

3.5 INSTRUMENTS AND PROCEDURES FOR DATA COLLECTION AND ANALYSIS

A short version of the dissertation's project was translated into Brazilian Portuguese and sent to UFSC's human research ethics committee (CEPSH), together with a consent letter²¹. The research-study received approval under number 54349321.7.0000.0121. Once it was approved and I found the participants, I moved on with the data collection procedures. To start off, the participant-teachers read and signed the consent letter, whose main aim was to explain the activities they had to engage in during the study, as well as make the participant-teachers as comfortable as possible to take part in the study.

The procedures for data collection happened through cycles. The first cycle took place in a slightly different way if compared to the ones that followed it: the teachers wrote a narrative about a specific/specific aspect(s) of their practical activity they found challenging, then video-recorded a part of their class in which they taught the aspect(s) at issue, uploaded it to Moodle, and finally had the T/TEd-I to discuss both the narrative written and the video recorded. In the cycles that followed, the teachers first video-recorded a part of their class in which they taught the aspect(s) discussed with me during the latest meeting we had, then uploaded it to Moodle for me to watch it and think of prompt questions to help them write their next narrative, wrote the narrative,

²¹ See Appendix A

uploaded it to Moodle, and finally had another T-TEdI with me. The order was a bit different from the first cycle because the first narrative was aimed at unveiling aspects of the teachers' practice that they wanted to work on – as a starting point – while the following narratives were used as mediational spaces to have teachers further reason upon both what was discussed during the T/TEd-Is and their classes. After the final cycle, teachers were asked to write a narrative that was aimed at allowing them to externalize how they experienced their participation in the dialogic activities, which gave me further access to the extent to which such activities provoked changes in the teachers' reasoning. This cyclical process happened during the four months I followed each teacher.

As mentioned in the previous paragraph, the teachers wrote their short narratives based on specific prompt questions²² I came up with in order to direct their writing process. In the initial phase of the study, the prompt questions were more general, since I needed to get acquainted with the aspect(s) the teachers wanted to deal with during the study. As the data collection progressed, the prompts were narrowed down in ways that led teachers to further explore the aspects discussed during the T/TEd-Is. As shown in the literature review, narrative is a powerful means that has the potential to unveil teachers' current understandings, allow them to make sense of their teaching experiences, and foster self-regulation through scientific concepts (Johnson; Golombek, 2011b).

Before each T/TEd-I, I watched the teaching video-recording the teachers uploaded to Moodle, wrote prompt questions to mediate their narrative writing, read the narrative, and wrote down specific aspects of the narrative and video-recording that I thought should be explored. At the same time that the narratives served as mediational spaces to have teachers reason upon our discussions and their practices, they were also starting points for me to choose what to focus on during the T/TEd-Is. I started each synchronous interaction by bringing aspects of the latest narrative into the discussion to have teachers further explain them. Then, I inquired into the reasoning behind their pedagogical choices during the class while aiming to offer responsive mediation as the teachers revisited their reasoning and practice. I also focused on introducing scientific concepts that had the potential to allow them to revisit

²² The prompt questions can be found in Appendix B for George and Appendix C for Amelia, together with each narrative.

the everyday notions expressed. This process took place until the end of the study, when the participants were asked to write the final narrative.

When it comes to the data analysis procedures, the T/TEd-Is were transcribed at the end of each cycle (i.e., every two weeks). I did so because of the microgenetic nature of the study, aiming to capture change as it unfolded. Transcribing the excerpts at the end of each cycle helped me keep track of the teachers' developmental processes as I constantly revisited our interactions. This proved to be an effective strategy to help me offer responsive mediation during the data collection of my master's study, thus I decided to adopt the same procedure in the present investigation. After downloading the transcriptions, I played the videos of my synchronous moments with the participants and read the transcribed data along so as to correct any possible mistakes as well as add comments on the participants' reactions (such as laughter and intonation) that the transcription tool²³ did not capture.

Concurring with a microgenetic approach to teacher development, the data analysis focused on the changes the teachers went through – from Cycle 1 to Cycle 8, chronologically – in relation to their reasoning process and practical activity. Thus, every narrative²⁴, video-recording, and transcript²⁵ of the synchronous discussions was looked into. When doing so, I focused on data excerpts that best highlighted how the interplay between my mediation and the teachers' refractions of it shaped social situations of development. Additionally, I zeroed in on changes that occurred in the teachers' reasoning and practical activity, which were signaled by reverberation of ideal forms that I had previously and deliberately introduced. Then, I drew parallels among the changes, focusing the discussion on the extent to which these changes were attributed to the teachers' participation in the dialogic activities.

When choosing the excerpts to be discussed in the dissertation, I opted for those that best displayed how the interactions between the teachers and me took place²⁶. Thus, I chose excerpts that illustrated the joint construction of social situations of development, the role of scientific concepts in allowing the teachers to

²³ The online transcription tool *Transkriptor* (Transkriptor, Inc., 2023) was used.

²⁴ See Appendix B for George's narratives and Appendix C for Amelia's narratives.

²⁵ See Appendix D for the transcriptions of the T/TEd-Is with George and Appendix E for the transcriptions of the T/TEd-Is with Amelia.

²⁶ In order to remain faithful to the participants' words, I did not correct linguistic inadequacies in the narratives and T/TEd-Is.

reconceptualize their professional activity, the teachers' *perezhivaniya*, and the quality and character of the mediation offered throughout the dialogic activities.

After having presented the study's methodological procedures, I now move on to Chapter 4, in which I thoroughly discuss and explore the data collected.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

In order to discuss the data in a clear and organized way, this chapter is divided into three different sections: **4.1 Introduction**; **4.2 George’s path towards an integrated view of grammar teaching**; and **4.3 Amelia’s trajectory towards planning and teaching to appropriately prepare students for activities**²⁷. The following table presents the conventions adopted for transcribing the data:

Table 2 – Transcript conventions

Codes	Explanation
TE:	Teacher Educator
A:	Amelia
G:	George
...	Short hesitation/pause
[...]	Omitted information
[]	Words added by the researcher
/	Interruption

4.2 GEORGE’S PATH TOWARDS AN INTEGRATED VIEW OF GRAMMAR TEACHING

The present section discusses the development of George’s view of grammar teaching as he participated in the series of dialogic activities. In Cycle 1, George externalized he was not confident when teaching grammar, which led him to choose this aspect of his professional activity to be discussed. When writing the first narrative, he not only showed his concern with grammar as a teacher but also as a learner:

One aspect of my teaching activity that I believe deserves attention is grammar teaching, as I have some difficulty with grammar rules and mainly eliciting them to the students in a clear way [...] I remember the problems I had learning English as a second language, and even when learning

²⁷ The discussion around George’s development is presented before Amelia’s since the data collection phase ended a couple of weeks earlier for him. Therefore, I started analyzing our interactions prior to those I had with Amelia.

Portuguese at school, regarding grammar points as I was not used to the grammar categories and I could not relate that to the “real” language [...] However, I do think that learning grammar explicitly is important and helped me a lot throughout my English journey. Grammar gave me a direct explanation of the system of the language, shortening the path to fluency. Therefore, being a good English teacher when it comes to grammar rules explanation is very important [...] I think that improving my grammar teaching practice will help me a lot as I will become more confident in the practice and less nervous. (George, Excerpt 1, Narrative 1)

At the beginning of the narrative, he mentioned having “*difficulty with grammar rules*”, an idea he further explained by saying he had trouble with “*grammar categories*” in school, being difficult for him to relate those categories to what he called “*real language*”. Although it was not clear what he meant by “*real language*”, George continued to explore his ideas, which gave me access to his *perezhivanie* of his grammar learning trajectory as the importance of explicit grammar teaching and learning became the focus of his explanation. It is evident that the way George refracted his experience of studying grammar heavily influenced his view of a “*good English teacher*” – apparently, someone who prioritizes explicit teaching of “*the system of the language*”. George drew on his experience as a student to explain the reason why he chose grammar teaching as the aspect to be discussed, which signaled to me how George’s *perezhivanie* of the experience would likely impact his professional activity.

In T/TEd-I 1, I inquired into specific aspects of George’s first narrative, which gave him more room to develop his ideas, as well as allowed me to better understand them. By asking George what he meant by “*real language*”, I started a movement that evidenced his difficulty expressing his thinking, which pointed to the need for responsive mediation:

TE: Could you explain a little bit further what you mean by “real language?”

G: (laughs) Yeah. When speaking... like, not the meta... I don’t know how to explain that, but... I think it’s different when you’re learning in the classroom and when we’re talking outside this environment, we don’t think exactly about the explicit rules of the language. We just keep talking and trying to match our thoughts and the language, you know?

TE: So, you mean something like “Oh, I wanna talk about general experiences. What specific grammar structure do I have to use to do that?”. Is that what you mean?

G: I don’t know if I get you. Maybe like... When learning the grammar rules, we talk about those grammar “names”, categories, and we don’t even have to know them to speak, like... when we are younger. We don’t know the names, the categories, so...

TE: Ok.

G: I think what I mean is “metalanguage”.

TE: Ok.

G: What's the opposite? Like, when speaking about language and just when you're talking without paying attention to the words you say?

TE: I think what you mean is the functional aspect of language. What to do with language.

G: Yeah.

TE: It was difficult for you to relate the structure of language to what to do with it.

G: Yeah. In different examples, you know? So, I see... like, "My name is George", so... using the possessive in other... how do you say it? In other...

TE: Contexts?

G: Contexts. Yeah. (George, Excerpt 2, T/TEd-I 1)

George's response to my inquiry signaled a view of language that encompassed grammar rules and a sort of language use that takes place when you "*don't pay attention to the words you say*", which apparently does not count on metalinguistic knowledge – as he himself suggested. George referred to the way people learn a language when they are younger, possibly contrasting learning a second language to the process people go through when they acquire their first language. Although George did not come up with a clear explanation of what he meant, I responded to his request for mediation as he asked what the opposite of *metalinguage* was, introducing to him an academic concept that represents a feature involved in communication that does not focus on metalinguistic knowledge – the *functional aspect of language*. The example given by George right after this moment of mediation went along with my interpretation since he referred to his difficulty knowing when to use the possessive adjective *my* in other examples, another moment which I was responsive to by using the word *context* as George asked for mediation to *complete his thinking* (Vygotsky, 1987). It seems like his struggle had to do with the notion that even though grammar is part of language, there are other aspects pertaining to communication that go beyond knowing linguistic categories. As suggested by George's narrative and responses to my inquiry, his dilemma was directly linked to not knowing how to build the bridge between these seemingly different but complementary aspects of language.

In order to better understand the importance given by George in the narrative to explicit grammar teaching and learning, I brought this aspect into the discussion during T/TEd-I 1:

TE: You also mentioned you like explaining these things explicitly.

G: Yeah, I like it.

TE: And you also wrote "being an English teacher, when it comes to grammar explanation is very important."

G: Yeah!

TE: Can you elaborate more on that?

G: First of all, I'm taking my personal experience, right? I started learning English by myself. And I see the people in my class, many of them, already know some things. They've seen movies and played games in English, but they don't know the rules and sometimes they mess things up because they don't know... uh... what they are doing, you know? Explicitly.

TE: Uhum.

G: When I started learning English at the university, with professors, I saw many things explicitly and I could finally understand and use them freely. So, I think that at least knowing them is good because you can explain when someone asks you why and how. **(George, Excerpt 3, T/TEd-I 1)**

His response gave me further access to his *perezhivanie* of his experience as a student of English. His view of the value of knowing grammar rules explicitly is evident as he suggested that despite his classmates already “*know some things*” in English, they could overcome their difficulties by explicitly knowing “*what they are doing*”. Along with that, George attributed his success in finally understanding and using English to the explicitly learning of grammar rules, showing he refracted the explicit instruction of grammar during his undergraduate studies in a positive way. At the same time George mentioned the importance of knowing grammar rules as a learner, he also signaled the value of knowing these rules as a teacher by saying this can help “*explain when someone asks you why and how*”, a view that concurs with Agnoletto, Dellagnelo and Johnson’s (2021) discussion about the role of one’s *perezhivanie* in influencing the extent to which the apprenticeship of observation (Lortie, 1975) impacts teachers’ professional lives.

After discussing the narrative and having a better understanding of the ideas written by George, I moved on to inquiring into the reasoning behind the choices he made in the first video-recorded class. When teaching the use of indefinite articles, George showed students some slides that presented examples, definitions, and rules which he explicitly read and explained to students. Besides George’s heavy focus on explicit instruction of forms – which did not come as a surprise as I had read the narrative – I noticed how little room there was for students to participate. Since the program George taught in focused on maximizing student participation, I decided to start a discussion to tap on this topic:

TE: I wanna know what you think your students’ role was during that part of the class and your role was.

G: My role was to explicitly teach and theirs was just listen to it? Acquire knowledge? Is that what you mean?

TE: Yeah.

G: Ok. It was explicit teaching. I had to go over all the topics and they had to try to understand the explicit rules. Later on... their role was to match what we previously saw... do the activity without my... my... How do you say it?

TE: Interference?

G: Yeah. And my role afterwards was to check what they did and not “judge”... but correct what was wrong, and... their role was just to correct and (laughs) go over the rules, right? [...]

TE: Ok. So... considering everything you just said, who do you think was at the center of the process?

G: Uh... myself?

TE: Ok. And how do you feel about that?

G: uh... I don't know (laughs). Some doubts, doubts... uh... how do you say that... Doubtful?

TE: Ok. And why?

G: Because as they're the students I suppose they'd also be like... uh... the focus? Right? [...] Cause as they're supposed to learn, not me, I'd also expect they'd have some important role in the class and actively contribute, right?

(George, Excerpt 4, T/TEd-I 1)

By asking probing questions to have George reason upon both his and the students' roles in class, I led him to become aware of the contradiction between his actual practice and his expectation of students' active contribution. Such a realization seems to have caused some sort of discomfort and unsettlement, feelings signaled by George's uncertainty – as he was doubtful about the way he felt – and the laughter that accompanied his realization, signaling a moment of cognitive/emotional dissonance that originated as George refracted the contradiction experienced. His reaction to the mediation offered gave me access to his *perezhivanie*, showing that despite the importance George gave to explicit grammar instruction, he understood that the teaching-learning process should focus on having students actively contribute to it.

In order to help him overcome the social collision faced, my mediation was targeted on guiding him to explore an alternative to make the class more about his students:

TE: Would you rather keep it this way or you think you'd like to... uh... work on having them participate more?

G: Yeah, the second option. So they contribute more, and... yeah.

TE: Ok. I just wanna go back to what you did. Basically, you presented the slides and explained the definite and indefinite articles, when to use A/AN/THE etc... This is all information you gave them. Can you think of any ways in which you could've had them participate a little more?

G: Asking them, like... instead of already giving the answer?

TE: Yeah?

G: And make them think about it, like how we could use these things, and when... in which ways... I don't know.

TE: Yeah. That's a very good idea [...] you could try to engender their participation, right?

G: Yeah.

TE: By doing things like... as you said, asking them before explaining everything, leading them, guiding them so they can talk more, participate more. This is something... You came with the answer (laughs).

G: Yeah.

TE: Maybe having them think about these things would make the class less teacher-centered and more student-centered, more focused on... In a way that the teaching-learning process considers learners as active participants. (George, Excerpt 5, T/TEd-I 1)

The significance of how the interaction between George and me unraveled lies in the fact that right after the dramatic event, I offered responsive mediation to have him make sense of such a moment; from a Vygotskian sociocultural perspective, this has great potential to positively impact George's reasoning and practical activity due to the power of moments of dissonance to propel teacher development (Johnson; Worden, 2014; Johnson; Golombek, 2016; Agnoletto; Dellagnelo; Johnson, 2021). This power can be seen as the interplay between my questions and George's answers fostered the creation of ZPD activity (Holzman, 2018), leading him to come up with a way to have his students participate more actively during explanations.

The excerpt above also demonstrates how the establishment of intersubjectivity between George and me took place as we co-created a temporarily shared social world (Wertsch, 1985), this being possible because of the highly responsive nature of my mediation and George's refraction of it. Although we held different situation definitions of grammar teaching, we interacted on the basis of a temporarily shared definition, which allowed George to envision a strategy to engender student participation that concurred with my intention when offering mediation. As intersubjectivity was established, my choice to introduce the academic concepts of *teacher-centeredness* and *student-centeredness* was cleverly made if one considers the role of academic concepts in shaping human thinking (Vygotsky, 1987). Such a move was aimed at fostering *praxis*-oriented activity, as I explicitly gave George tools – i.e., ideals to be achieved (Vygotsky, 1994) – to link the discussion around his practical activity to mediational means. As these means have the potential to represent, organize, and mediate his reasoning teaching and, consequently, impact his teaching activity, they will likely have George merge his everyday notions to their academic counterparts.

Reverberation of the interactions with me in Cycle 1 were found in the very first paragraph of the narrative in Cycle 2, which signals that the mediation offered allowed George to revisit and reconsider his practical activity, as the excerpt below illustrates:

When teaching the demonstratives in English using the grammar table we have in the textbook, I tried to explicitly elicit the rules involved with the words in question, but at this time, I tried to ask more questions before giving the actual answers, as a way to make students think about them before having the explanation. My role, then, was to make students think about the rules and thus give them the answer, again explicitly explaining grammar. The students'

role, on the other hand, was to consider the question and analyze what could be the “right” way to use the grammar points. However, I understand I am still much more the center of the situation than are students. **(George, Excerpt 6, Narrative 2)**

George’s first move when teaching the demonstrative pronouns was to explicitly draw the students’ attention to the grammar box which presented some rules and examples. However, differently from what he did in the first cycle, he asked students some questions about the similarities and differences between the sentences in the box (e.g. what is the difference between saying ‘this t-shirt’ and ‘that t-shirt?’), explaining he meant to “*ask more questions before giving the actual answers [...] to make students think about them before having the explanation*”. It appears that the mediation offered during T/TEd-I 1 was responsive to George’s maturing capabilities, giving rise to a process that, although being on an initial stage, could be enhanced through further strategic mediation. Moreover, it is important to point out that it was the guiding questions that I wrote which mediated George’s reasoning while writing the narrative, deliberately guiding him to revisit what he had done and think about his role and his students’.

Furthermore, having George reason upon these roles resulted in the realization he was “*still much more the center of the situation*”, a topic which I decided to bring into the discussion during T/TEd-I 2:

TE: you added “I understand I’m still much more the center of the situation than the students.” What tells you that? Why do you think you feel that way?

G: Because I feel I’m still like... explicitly eliciting the rules and asking... and even though I’m... like... I talk much more than they do. I correct them. I explicitly show the rules, so... they’re still just answering the questions I make.

TE: And you feel like you could or... you want to have them participate more?

G: Yeah. I think I’d like to... Specially this group of students... I think they’re not as willing to participate as the other group I have. The other students participate a lot. This group is more quiet, they don’t talk as much, so I think it’d be nice to have more participation.

TE: I think you did a good job when explaining the grammar part. You were constantly asking them questions so they could think by themselves and help you... and think together with you. I also think they participated a lot, like... answering your questions...

G: Yeah.

TE: ... helping you help them make sense of things.

G: But the other group participates even more. That’s why I have problems when planning the classes because with this first group... things go faster. With the other group I cannot do everything I plan because they participate, we exchange information... this first one, they don’t ask as many questions, the class goes faster so I have to prepare more things to fill up this gap.

TE: So maybe for our next meeting you can film this other group? (George, Excerpt 7, T/TEd-I 2)

George's response to my inquiry evidences he was not satisfied with the way he had students participate in class. What was bothering him was the fact that his talking time was longer than his students', which is suggested by his own words and reiterated as he mentioned students were "*still just answering the questions*". My responsiveness to George's apparent dissatisfaction gave him room to keep externalizing it, which showed he was comparing his two groups of students, something that might have made him feel like he was talking much more, as the group being discussed was – in George's words – "*more quiet*" than the other one. Since I disagreed with George, I emphasized he gave students room to participate, a comment to which George responded by mentioning a dilemma he had been facing with class planning, showing concern with a gap in class due to his students' little participation. Although it was not possible to further comment on George's concern since the videos sent at that point had been recorded with the same group of students, I came up with the alternative of asking him to video-record the other group for the coming cycle, which could possibly give me access to enough data to help George overcome the "*problems when planning classes*" mentioned.

Another part of the narrative that caught my attention had to do with George's response to one of the guiding questions that asked how he drew a parallel between the categories of language to what he called "*real language*". George wrote he was not able to do so, presenting an alternative he adopted in the subsequent class (which was not video-recorded) that sounded interesting. Therefore, I had George further externalize the reasoning behind his choices during the interaction:

TE: Another thing I wanna discuss is that we talked about this idea that you've always had some difficulty drawing a parallel between the categories of language and the real language itself... as a student.

G: Yeah.

TE: And how do you think you helped your students do that in this class?

G: As I wrote in the narrative, in this class I couldn't draw a parallel because it was much content, I couldn't accomplish this purpose but in the subsequent class I gave them this part of a song by Jessie J, "Price Tag", which is somehow related to what they were studying... buying clothes and items. We could see like... the third person singular... I tried to draw a parallel with it and also with other words we were learning... like "buying", "money"... also pronunciation, listening [...] **(George, Excerpt 8, T/TEd-I 2)**

Although George saw he had not been able to draw the aforementioned parallel, his choice of using the song was an attempt to do so. In the textbook, the use of the demonstrative pronouns was linked to a context of buying and selling items at a store,

which – according to George – was “*somehow related*” to the activity he had planned since the song mentioned vocabulary related to “*buying clothes and items*”. However, as he kept externalizing the reasoning behind his choice as a response to my probing question, it became clear that the focus of the lesson was lost as he mentioned different linguistic skills (pronunciation and listening) and another grammar topic (the use of the third person singular) that were not related to the lesson in question to explain how the song would help build the bridge between grammar and what he called “*real language*”.

Another inconsistency captured was that the message of the song significantly differed from the way the grammar topic was presented in the textbook – while the former criticized how some people value money and status more than they value human connections, the latter drew on a dialogue between customers and a salesperson at a store, providing students with a context that they find in real-life situations in order to show them the communicative function of demonstrative pronouns. It appears that George saw the song as representing real life solely because the song exists out of the classroom environment, regardless of its connection to the communicative context the textbook presented. By staying attuned to his situation definition, I mediated him to realize such an inconsistency:

TE: What’s the song about?

G: [...] how people value money and buying things, and not their lives.

TE: Ok. And now I want you to tell me what you were studying in class.

G: We were studying clothing... buying things... “how much”... prices, so we had numbers. The use of “one” and “ones”... that’s it.

TE: And if you think about the listening activity they have in the book, what’s it about?

G: Clothing items, right?

TE: And buying things... shopping...

G: How much things are...

TE: Yeah. We have a whole context about selling and buying, vocabulary and expressions about this.

G: Yeah.

TE: The context of a store, how to ask for things, how to reply, how to interact with a salesperson etc.

G: Yeah.

TE: Can you see the difference between the song and the listening activity of the book?

G: Yeah.

TE: It’s not that you cannot use music. You can introduce a nice discussion with this song, like... how people value money more than connections and more than being yourself etc.

G: Yeah.

TE: But you can’t show students how the things they just learned are used in real life with that song. Do you know what I mean?

G: Yeah.

[...]

TE: It makes more sense to have a specific communicative context in mind and show them how things are used in that specific context.

G: Yeah.

TE: Then you'd be drawing a parallel between this idea of language, of structure... of "categories", as you mentioned, to real life. And you have that in the book.

G: Yeah... I used the video... there's a video with a guy and a woman... I went through it. The one about the yard sale. **(George, Excerpt 9, T/TEd-I 2)**

By using probing questions to have George compare the idea behind the song and the context students were presented with in the textbook, I led him to realize that what was being discussed in the lesson was different from what he showed students through the song. The moves I made to mediate George as he revisited his practical activity were responsive to his needs since, to his mind, he had drawn a parallel between the grammar topic students were studying and how it was used in real-life situations. George and I were clearly holding different situation definitions of how such a link was made, something I was attuned to, which can be seen by how I intentionally had George realize it. As he kept expressing agreement, I offered explicit mediation – which was responsive to how George responded to me – by introducing the academic concept of *communicative context* in order to have George see that it is in this very context that “*real language*” can be found. The highly responsive nature of this mediational move is instantiated by George linking the extra resource of the textbook with my comments, signaling that the mediation offered guided him to – on a certain level – define the situation at issue from my perspective, coming up with an example of activity through which he showed students the grammar topic being studied in a similar context to the one in the dialogue.

As we continued discussing the difference between what George did and what he thought he had done, I started mediating him towards a more thorough understanding of the activities in the textbook:

TE: [...] are there any other parts of the book that you could've used to show them language in a specific context?

G: Like... the activities?

TE: Yeah.

G: The activities 1 and 2? 1, 2, 3 and 4?

TE: What do you have before the grammar part?

G: The conversation.

TE: Yeah. There.

G: And the conversation is linked to the next part.

TE: Yeah.

G: Grammar. Yeah, I did it last class because we saw comparisons. So, I showed the conversation and tried to connect it... yeah.

TE: Basically, that's why the conversation is there. In the conversation you have a situation that is similar to our real lives.

G: Yeah.

TE: We have people at a store, which is something we all do. We have a communicative context. This is the main reason why the conversation is there. It presents a communicative context. It is there to help students understand this connection between grammar and context. How we use these things and in what contexts. Like... what real life situation we're dealing with.

G: Yeah.

TE: The idea of showing sentences from different contexts that contain the expressions studied is very different from showing a whole communicative context in which those expressions are used. On the one hand, you'd be just bombarding them with random sentences from different contexts. On the other hand... like, by using the conversation, you have a whole contextualization of... well, they are at a store, one person is the salesperson and the other is the customer... people are buying stuff, they ask for things... Students can relate this to what they do in their lives. It's easier to understand the function of what they're about to study. (George, Excerpt 10, T/TEd-I 2)

I encouraged George to reason upon the order and goals of the textbook activities, which led him to link the conversation to the grammar topic. After that, he started explaining he had used the conversation in the previous class, however, he did not complete the sentence; instead, he paused, which was followed by the word “*yeah*”, signaling a moment of cognitive/emotional dissonance as he was also visibly frustrated after realizing he had not succeeded in linking the grammar topic to the conversation. As George remained quiet, I felt the need to change the character of the mediation offered, being explicit when showing George how he could have explained grammar while connecting it to the way people use language in daily life, presenting the reasoning behind the conversation and how it was connected to the grammar topic that followed it.

The ZPD activity created in this moment of interaction is the consequence of the interplay between George and me, as I offered responsive mediation – strategically moving from implicit to explicit assistance – and George refracted this mediation in a way that allowed him to look back to his previous class and compare what he had done when teaching comparative forms to what I was pointing out. I kept being responsive and used the concept of *communicative context* to have George revisit what he had done when using the song – “*you'd be just bombarding them with random sentences*” – and compare it to how using the conversation would have provided students with a contextualization that involved a specific setting – “*they are at a store, one person is the salesperson and the other is the customer... people are buying stuff, they ask for things... Students can relate this to what they do in their lives. It's easier to understand the function of what they're about to study*”. My responsiveness during the ZPD activity had great potential to lead George to redefine his grammar teaching due to the power

that responsive mediation has to propel teacher growth when this arena of potentiality emerges (Johnson; Verity; Childs, 2023), especially if one considers this movement took place after a moment of cognitive/emotional dissonance, which indicated a growth point – the starting point of a thought as it was coming into being (Johnson; Worden, 2014).

Following the interaction above, I mentioned two moments of George’s class as a way to wrap up the discussion and bring to the fore choices he had made that took the context into account:

TE: [...] you were talking about the difference between the demonstrative pronouns. It seems like it wasn’t clear for a specific student that “one” and “ones” are used to replace the noun. When you explained it you said in Portuguese “lembrando que tem que estar no contexto, né?”. Do you see how important this is?

G: Yeah.

TE: And it is in the conversation that students have access to the context being talked about.

G: Yeah.

TE: So going back to the song... it’s not a problem to use songs in class. But it was not very appropriate to use the song having in mind this idea of showing them real-life context.

G: Yeah.

TE: You were just showing vocabulary, that’s what I mean.

G: Yeah.

TE: And when you were explaining the activity in which they’d have to choose between “this”, “that” etc... you said... gimme a second...

G: I mentioned they [the people in the picture right before the activity] were close and far.

TE: Yeah! You showed the picture. This is part of the communicative context.

G: Yeah.

TE: This is interesting because you seem to know the importance of the context. I think it’s just a matter of learning how to introduce the context to them and focus students’ attention on the communicative context you already have in the book. (George, Excerpt 11, T/TEd-I 2)

By referring to these two moments of George’s class – one in which he literally mentioned the context to students and another one in which he drew on contextual aspects to remind students of the importance of proximity when it comes to using demonstrative pronouns – I had George revisit what he had done and connect it to our current discussion. Moreover, I did so in a way that linked George’s practical activity to the academic concept of *communicative context*, reminding him of the ideal to be sought, aiming at *praxis*. Following a Vygotskian perspective, the presence of an ideal form is essential to foster teacher professional growth as this form represents the end product of development (Johnson; Verity; Childs, 2023).

The dialectical and dialogical nature of the interactions presented so far instantiates how the interplay between George and I created the social situation of development, providing me with a glimpse of what his development would potentially look like in terms of the way he saw and promoted the connection between grammar and “*real language*”, in other words, between grammar and contextualized language use. Evidence of the impact of creating the social situation of development on George’s developmental path was found in the very first lines of Narrative 3, as the concept of *communicative context* reverberated in the externalization of his reasoning:

When teaching the past of “be” I tried to base my explanation on communicative context as much as I could. Firstly, I presented my students with questions related to the past about the listening conversation activity we were about to do. Even before listening to the audio and being aware of questions in the simple past, I already introduced the topic by presenting questions containing did. Secondly, I asked them to go over the conversation we had just listened to and try to find the correct responses for the two questions. Then, we did that together while I tried to already address some verbs in the past, like “had” and “went”. After that, we saw the grammar focus, containing more explicit content about the past of “be”, along with the related questions we had already seen in the conversation (trying to make a connection with context). **(George, Excerpt 12, Narrative 3)**

The use of the concept demonstrates that my mediation was already impacting George’s reasoning teaching, which evidences the highly responsive quality of my mediation as well as the extent to which George’s *perezhivanie* refracted our interactions. By revisiting what he had done in class as a response to one of the guiding questions I posed, George made it clear that he intended to focus on the communicative context when teaching the simple past as much as he could, introducing “*the topic by presenting questions with did*” even before making students “*aware of questions in the simple past*”.

George was referring to the comprehension questions the textbook suggests asking students before they listen to a passage (in this case – “what did Cara do on Saturday?”; and “what did Neil do?”) in order to have them focus on specific information about the audio. The way George externalized his reasoning indicates a concern with the communicative context that was not present in the first two T/TEd-Is. This change allowed him to downplay the heavy focus he put on explicitly teaching rules, prioritizing meaning instead, which is also instantiated as he mentioned he used questions that were seen in the conversation when explaining the grammar topic, “*trying to make a connection with context*”. During T/TEd-I 3, in order to further encourage George to reason upon his pedagogical moves and make them explicit for himself, I inquired into

his choice of having students find questions with “did” in the conversation before diving into the grammar explanation:

TE: There is one thing that you did... you asked students to find questions with “did” in the conversation. Do you remember that?

G: Yeah. The book also tells me to do that.

TE: Right, yeah. And do you understand why the book asks you to do that?

G: I think so. I think that's because in the context we can understand a little bit the... the... the meaning, right? The... the content without knowing each specific part of the question and then we already understood the conversation as a whole. So, now just taking these questions out of there and then going deeper into them... inside the context we have already seen... we have the context, right? To help guide... and the explanation of grammar... which is grammar... inside context, right? We have... We don't have grammar by itself, I think, yeah. **(George, Excerpt 13, T/TEd-I 3)**

By having George reason upon the intention behind the manual’s suggestion, I initiated a movement that forged ZPD activity, which is evidenced by his response that the purpose was to have students see “*the meaning [...] inside the context*”. Although his answer was somehow rudimentary – and he expressed some difficulty developing it, which is signaled by his pauses and repetition of words – my choice of using the manual to have George reason upon how to teach grammar while taking the context into account was successful. It appears that we reached a higher level of intersubjectivity as his situation definition of the manual’s suggestions became more similar to mine, a change that illustrates how the social situation of development was influencing George’s reasoning.

As we continued discussing George’s choices, I referred back to a concern expressed by George in Narrative 3, which he also mentioned during T/TEd-I 3, in relation to starting to approach the grammar topic without being explicit:

TE: You were worried that it was going to be confusing because they have never explicitly studied it [the past] before. That's what I understand from your narrative, from what you wrote, right? Is that correct?

G: Yeah. Yeah.

TE: OK. And then my question for you is: how can you make it not confusing?

G: So... context?

TE: Yeah. And that's what you did. That's what you did. And that's why the book suggests you to do that, to go back to the conversation, to have a look at the conversation. Because, as you yourself just said, you don't need to understand every single word, every single part of those sentences to understand what they meant, what they were talking about there.

G: Yeah, and we can see that they kind of understand because they answered, I don't know if it was in that class, but I think so... like “what did

Cara do last Saturday?”, and they said “pizza”. They just, they didn't say “had pizza” because I think they couldn't say “had”.

TE: Yeah.

G: They understood she had pizza. Like... “dancing”. They didn't tell me “went dancing”, but “dancing”... we can see that they understood the question, and the answer fits the question, right? **(George, Excerpt 14, T/TEd-I 3)**

The probing question “*how can you make it not confusing?*” had George come up with the realization that providing students with context could help him avoid both explicitly introducing grammar as well as doing it in an unclear way. The way the interaction took place clearly shows how ZPD activity was potentialized as the level of intersubjectivity between George and me was maintained by the way I kept offering responsive mediation and led him to connect it to actual examples of his class. Consequently, he seems to have reached the understanding that providing students with a communicative context might make up for their lack of previous knowledge of the simple past.

Just like in Cycle 2, in Narrative 3 George externalized that his class was still too centered on him, once again mentioning that he felt his group of students was not willing to participate. Since George forgot to video-record the other group (which, in George's viewpoint, was more participative), as it was suggested in T/TEd-I2, I invited him to look into the situation from another perspective:

TE: I would like to talk to you about how you are asking them to participate in class [...] I think that when you ask them things, many times they do respond. They participate. But at the same time, in some parts of the class, you would ask something and there would be silence, you know? Maybe this has a little bit to do with the kind of question you are asking. Let me give you one example [...] when you started working with the Grammar Focus, you asked them to find the three questions with “did”. You signaled them [the questions] in the Grammar Focus and you were like “so, go back to the conversation, find three questions”. They did that and then you asked them “how do we build the question?”. Then there was silence. Instead of saying “how do we build the question”, can you think of anything else you could have done here, any other way to ask something different maybe?

G: Let me think... so, asking what is in each part, like, “so, what comes first? What comes second?”.

TE: OK. That would be... that would be a little bit better because then you would be/

G: Going by [gestures, as if he were splitting something into parts]/

TE: Focusing more, like, little by little, yes. But also... you asked them how to look at the questions with “did”, but you really didn't ask them to do anything with that. You just asked them to find the questions. You know what I mean? For example, you could have asked them “So, I want you to compare these three questions with one another. OK? What is similar? What similarities can you find?”. This is more... little by little than “how do we build the question?”.

G: Yeah.

TE: You know? Cause I think they did not respond because they did not understand what you meant. It was too general.

G: Too general, yeah.

TE: [...] when having them find the questions in the conversation, the book asks you to do that so students can see those questions in the context and for students to compare and see the similarities and the differences... to find a pattern so you can then explain the rule. You know what I mean?

G: Yeah.

TE: [...] instead of you telling them, you can have them see these things. If they compare sentences that are similar to one another, they can find patterns, they can find differences, and this is a way to have them... more active in this process [...] (George, Excerpt 15, T/TEd-I 3)

By bringing into the discussion an actual example of a question George asked his students – “*how do we build the question?*” – and having him think about another way he could have asked it, I invited him to think about the kind of questions he was making, which led him to come up with an alternative to better meet his students’ proficiency level – “*asking what is in each part, like, ‘so, what comes first? What comes second?’*”. I understood we were on the same page, therefore, I explicitly mediated George through teacherly talk (i.e., voicing what a teacher would say), resulting in the understanding that the question he asked was too general. I also took the opportunity to further explain how the textbook was designed to connect grammar and context in guiding students to help him “*explain the rule*”. Besides that, I mentioned the idea of having students more active in the process, going back to what was expressed by him in T/TEd-I 1, having him revisit what was previously discussed in terms of having students participate more actively in the teaching-learning process.

Following the interaction described above, I reiterated the idea of having students compare questions in the simple past tense and look for differences and similarities, a move that resulted in George asking for assistance:

G: Yes, but would I show them... the... other examples [questions with “did”] from the grammar focus? The conversation?

TE: Keeping in mind this idea of focusing on the communicative context, I always start with the conversation and I always try to have them see these patterns using what we have in the conversation. For example, I would go there... You can do that in many ways, but I would go there and underline every question in the past. Then I would be like “So, here guys... we have these questions. They are talking about what they did yesterday, right? I want you to compare these three questions in which they are talking about what they did yesterday night. Can you find any similarities between them?”. And they would probably tell you. You would be making them see these things, then see the patterns as a preparation for you to, later on, go to the Grammar Box and explain.

G: Yeah.

TE: Do you understand?

G: Yeah, for sure.

TE: Something you wrote in your narrative is... “I feel a little bit lost on how we should start approaching the topic without explicit explanation”. It's not that there isn't going to be a moment in which you'll be explicitly explaining something. That's not the problem. You are going to do that at some point, you know? But not in an abrupt way. Like, prepare them to do that. Guide them to see things, to unpack things, and then you kind of like... You add the cherry on top with your explicit explanation. That's what I mean.

G: Very nice. (George, Excerpt 16, T/TEd-I 3)

The choice of offering explicit mediation as teacherly talk was responsive to George's response as he deliberately asked me what to do. I, in turn, took the opportunity to illustrate how he could lead students to look for similarities between questions at the same time he drew their attention to the communicative context, not losing sight of the dialogue. By doing so, I kept the academic concept present during the ZPD activity, offering it as a tool to be internalized by George. This is a choice that has the potential to reorganize his thinking activity and foster the development of robust reasoning and sound instructional practices (Johnson, 1999). As George positively responded to the mediation, I wrapped up the discussion by telling him it was ok to explicitly teach students at some point if he prepared them for it first. This choice was aimed at showing that I acknowledged and valued his *perezhivanie*, since his concern with explicit teaching appeared to be an intrinsic part of how he refracted his trajectory as a student of English. Moreover, by building up on George's concern and not writing it off, I kept the nature of Vygotskian-based studies on teacher development in mind – to give teachers room to actively co-construct the social situation of development.

Although George's participation in the series of dialogic activities seemed to have already impacted both the way he saw and enacted grammar teaching by Cycle 3, some inconsistencies were still expected due to the short period of time we had been interacting. The excerpt below illustrates one of these moments as I commented on how George, after some point, ignored the conversation during his explanation:

TE: [...] after some point you completely forgot about the conversation. About the communicative context. You started explaining things and saying, telling them how things are done and then you just completely forgot about it. This movement of back and forth, you know? Of explicitly showing them the rules and being like “as you can see here in the conversation...”, right? It's not something that is supposed to be separate because these things are supposed to be together [...] it's not something that occurs in an isolated way [...] don't forget about the conversation. It's still connected, even though you are more focused on grammar. (George, Excerpt 17, T/TEd-I 3)

I explicitly referred to the connection between the conversation and the grammar topic, intentionally having George revisit the previous interactions in which we discussed how to connect grammar to contextualized language use. His situation redefinition had already started to take place, reverberation of the past interactions with me being present in both his narratives, during the T/TEd-Is, and classes. However, the moment I brought into the discussion evidenced the need for further mediation so that George kept reverberating the interactions and academic concepts (i.e., *student-centeredness* and *communicative context*) that were paramount to foster the internalization of expert-like forms of robust reasoning and teaching.

In Cycle 4, we discussed how the use of “there is”, “there are” and prepositions of place to talk about locations was presented and explained to students. George’s intention to focus on the communicative context and link it to the grammar topic was clear as he had students look for questions with “is there” and “are there” in the conversation and asked them to find similarities and differences among those questions. Since this move was evident to me, the questions that guided George to write Narrative 4 focused on having him revisit his practice and externalize the reasoning behind the way he used the communicative context in class. The excerpt below presents how his reasoning came about:

I think that by doing that, I could use more of a communicative context to explain the explicit part of grammar. When using the conversation we have already discussed in class as the background to the explanation of something more explicit, students could have more concrete examples of the topics in question. The students were supposed to find the questions and recognize the differences and similarities between them. And as the questions were already elicited beforehand, the process became easier, I believe. [...] All in all, I liked using the communicative context this way and I feel more secure doing this. I can see how much my teaching practice has improved in these last months. (**George, Excerpt 18, Narrative 4**)

Reverberation of the past interactions was found both in George’s practical activity and in the way he externalized the reasoning behind it, which illustrates how his participation in the series of dialogic activities instilled changes in his reasoning teaching. Moreover, George’s positive appreciation of using the communicative context shows further evidence of how he had been refracting the mediation offered so far as he was deliberately making choices that concurred with the ideas discussed between us, making him feel more confident when teaching. Once more, George’s active role during the dialogic activities is evidenced as his *perezhivanie* of the mediation offered led him to both cognitively understand how to connect grammar to

what he called “*real language*” as well as emotionally experience how he may benefit from such a pedagogical choice. This underscores the interconnectedness between cognition and emotion during one’s developmental path (Vygotsky, 1987).

Since I wanted George to go beyond the understanding that the conversation was just a step towards grammar teaching, I initiated a sequence of mediational choices that were aimed at keeping the importance of context to language use under the spotlight:

TE: [...] something you wrote here is “the conversation as the background to the explanation of something more explicit”, right? So, it’s not only a matter of preparing them to see something more explicitly, right? There is that, but there is something else. So, can you think of any other reasons why we would use the conversation?

G: The communicative context?

TE: Yeah [...] it’s not only a pretext to get to the grammar part, right? It’s also where they can see what you’re about to teach in a context that is similar to real life, that they can find in real life. I asked you this question because, going back to our first meetings, I remember that you mentioned this difficulty when trying to match the “categories” to “real life”. Remember that?

G: I remember, I do remember.

TE: So, this is... I just wanted to circle back to this idea that you mentioned in one of our first meetings and narrative, right?

G: Yeah.

TE: Because this is something that caught my attention at the beginning of our meetings. That you mentioned this idea of, it’s like... “it’s difficult for me to put together the linguistic categories and real life”. In the conversation we have that.

G: Totally right.

TE: You were not wrong. We use it as a background to explain grammar for them. But it’s not the only reason why it is there.

G: Yeah, yeah, I see.

TE: You show the expressions, you show what you’re about to teach in a real-life context, and you provide them with the functional and the communicative aspects of language through the conversation, right?

G: Yeah, yeah. Good.

TE: This movement between conversation and grammar focus, and having students focus on the conversation. I wouldn’t like you to see it only as a pretext to get to the grammar part. (George, Excerpt 19, T/TEd-14)

In order to avoid a simplistic understanding of the intentions behind the activities in the textbook, my mediation drew George’s attention back to his concern with connecting grammar and “*real language*”. By using a probing question – *can you think of any other reasons why we would use the conversation?* – I started a movement to foster a more holistic understanding of language teaching, one that sees the communicative context as an essential aspect of communication, not only as a pretext to study grammar (a concern that ran through my mind as I read George’s narrative). In other words, although I acknowledged the importance of having him understand the

connection among the activities in the textbook, which are intentionally sequenced in a way that logically connects the grammar topics to the dialogues that precede them, I was also concerned with reminding George of the role context plays in real-life communication. My intention becomes clear as one looks into how I changed the character of the mediation offered – from a probing question to explicitly mentioning the “*functional and communicative aspects of language*” – after noticing we were operating on a shared situation definition, which I realized through George’s responses “*The communicative context?*”, “*I do remember*”, “*Totally right*”, “*Yeah, yeah, I see*” and “*Yeah, yeah. Good*”. As Wertsch (1984) contends, self-regulation takes place through situation redefinition of rudimentary forms of thinking; therefore, by using ideal forms (i.e., *functional and communicative aspects of language*) to guide George as he revisited and redefined the way he understood the connection between grammar and contextualized language use, I enabled him to go beyond his current teaching context and reason more holistically upon his teaching, possibly resulting in a more mature situation definition of grammar teaching that may provide “[...] the ground for self-regulation” (Wertsch, 1985, p. 166).

After discussing the role of the communicative context in George’s practice, I made another comment on how he externalized what he had done in class, drawing his attention to how he had students participate in the explanation of the grammar topic:

TE: One thing that I would like to mention here is that you not only showed them the rules, right? You guided them to understand the reasoning behind those expressions, which places them at the center of the process. We discussed this idea of being more student-centered and of you being more, like a mediator, guiding them more than just explaining everything [...] You were asking them questions. You were guiding them to look at the conversation, to analyze the similarities, the differences, to see what they saw in common. You were encouraging them to think about what they were seeing, to understand the reasoning behind what they were seeing, instead of just giving everything right away at the beginning.

G: Yeah. It’s funny because then we had another grammar focus, after that we had “many” and “much”, and before asking them about the similarities and differences, they asked me “so... we have ‘much’, we have ‘many’. Is it because of ‘traffic’? Like, is it because ‘traffic’ is...”, so... they could, like, see two different types of questions there and they already asked me why exactly. So, they were trying to find the reasons why we had “much” and “many”, you know? They were not right, but they were already trying to guess, to grasp the reason why we have “much” for “crime”, etc.

TE: Yeah, they were looking for patterns.

G: Yeah.

TE: Yeah, that's cool. That's interesting because you create this culture of having them participate more and more, you know? (George, Excerpt 20, T/TEd-I 4)

I decided to comment on George's choices by mentioning the concept of *student-centeredness* in order to keep the ideal to be achieved present in the discussion. By deliberately having him revisit his practice through the concept itself, I built upon the way it had been reverberating in his planning and practical activity, strategically aiming at the reorganization of his thinking. As previously discussed, a Vygotskian approach to teacher education highlights the importance of having teachers think in concepts about their everyday activity as this has the potential to have them merge theory and practice (Johnson; Golombek, 2016). The excerpt above illustrates this potential as George mentioned an episode of one of his previous classes, when students tried to find patterns among sentences – even before he asked them to do so – in order to guess what the difference between “many” and “much” is. This shows he was able to link my mediation to what his students had tried to do, which indicates the establishment of a higher level of intersubjectivity between us as he came up with an example of a previous class to illustrate the point I made. The data once again present further reverberation of the previous interactions, pointing to a shift that was taking place in George's reasoning, which became more robust as he was thinking more thoroughly – by the means of academic concepts – about his teaching.

In Cycle 5, the grammar topic at issue was the use of indirect questions to ask for information. During T/TEd-I 5, while discussing the reason behind George's choice of moving “*smoothly to the Grammar Focus section*” – as he put in Narrative 5 – my inquiry led him to come to an important realization about the gap he attributed to his students' little participation in class in T/TEd-I 2:

TE: And I know we have talked about this previously, but you had an option. You had the option of not doing that [connecting the conversation and the grammar topic with one another], but you have decided to make that part of your teaching activity. Can you tell me why?

G: Yeah. First because it makes sense, right? So, I saw it makes sense, it's easier, I think. So, I can make a clear, clearer connection to real life, as I already said, real language, as I said in our first meetings, I don't know if you remember. So, the real language, not just that one you see inside the classroom. The context, right? I don't need necessarily to use extra sources. I can do that with the conversations in the book. And also, by following the suggestions, I now I notice that last semester I had a problem finishing the units. It was too fast. So, I had like much spare time to do exercises and I don't know how because nowadays doing this, these transitions between one another [referring to the sections of the textbook], going step by step, I am almost, in every class, late, you know? Because I don't have enough time.

TE: Like, behind the schedule?

G: Yes, students get engaged indeed, and now they get engaged with my questions etc. So, it takes time. I barely have time to do the workbook exercises. We are, like, exchanging information, they are participating much more than I expected. Some consequences of doing that, right?

TE: And do you see it as something positive?

G: I see it as something positive. I didn't like having this much spare time, I thought I was just, you know, doing stuff to fill in the gaps, but now I don't need to do that anymore and actually we have much to do, so I think it's very rich, we can enjoy our time with more meaningful things [...] **(George, Excerpt 21, T/TEd-I 5)**

As my probing question had George go back to the first T/TEd-I and focus on the concern he expressed with connecting grammar to real language/real life, he mentioned that the conversation provides students with context, therefore, he did not need any “*extra sources*” to present such a connection. This shows a more robust understanding of the textbook which, together with the choices George made in the past two T/TEd-Is, illustrates the impact of participating in the series of dialogic practices on the development of his reasoning teaching and practice. This development is also instantiated by looking into George's realization that following the teacher's manual and “*going step by step*” – i.e., teaching the sections of the textbook in a sequenced and logical way – helped him cope with the issue of having spare time at the end of the class, a solution he attributed to how students had been participating more once he understood and started capitalizing on the links among the sections of the textbook.

After noticing such a realization, I responded with another probing question in order to have George further reason upon and externalize the consequence(s) of the change in the way he used the textbook on his class. His discontent with the spare time he used to have in class was explicitly mentioned, an idea he completed by suggesting his class had become “*very rich*” and “*more meaningful*”. The way George externalized his reasoning evidences his positive appreciation of not needing to “*fill in the gaps*” anymore. This indicates that his *perezhivanie* of the mediation offered led him to recognize that exploring the interconnectedness of the sections in the textbook may give students room to participate, a concern which became part of his classes through the discussion around *student-centeredness* fomented during the T/TEd-Is. The range of aspects George was taking into account when planning his classes and enacting his professional activity became wider, signaling a more robust reasoning, which enabled him to explore the textbook more thoroughly and grasp the interconnectedness between different aspects of his profession. Having in mind that

the robustness of a teacher's reasoning has to do with – among other things – how they understand the complexity of the profession (Johnson, 1999), it sounds fair to highlight that the strategic and responsive mediation provided to George contributed to how diligently he was reasoning upon his teaching.

Further impact of the mediation offered was found as George's choice of mentioning level of politeness when explaining grammar was inquired into:

TE: [...] why did you decide to mention politeness when explaining it [the use of indirect questions] to students?

G: Because I think it was necessary, like, "why don't we just use the direct questions if we already know those... it's easier or safer, we already know, right? So more direct, simpler". So, I just said "oh, you can use this to be more polite", just an example of something to do with those new questions they were learning. I think that's why.

TE: OK, good. So, you wanted them to basically not focus only on the questions themselves, but why we use them.

G: Why we use them.

TE: The functional aspect of it.

G: Yeah. So, what do we do with it. (George, Excerpt 22, T/TEd-I 5)

George's response to my probing question evidences his goal to introduce the functional aspect of indirect questions to students. Although he could articulate his intentions, he was unable to employ the academic concept (i.e., *language function*) when doing so, which illustrates the sort of reasoning Vygotsky (1987) attributed to children – a rudimentary way to think about the world, drawing solely on concrete activity. Such a concreteness is seen by the way George actually said what a teacher would say "*why don't we just use the direct questions if we already know those... it's easier or safer, we already know, right? So more direct, simpler [...] oh, you can use this to be more polite*". I, in turn, strategically mediated him by mentioning the *functional aspect* of language in order to be responsive to the ZPD activity created as I saw George and I were operating on a shared situation definition. By reintroducing a concept that represented an ideal to be achieved, my move was aimed at the reorganization of his thinking, which had the potential to lead him to a more robust understanding of his teaching.

Besides mentioning the functional aspect of indirect questions to students, George also guided them to look for similarities and differences among the indirect questions in the conversation, following the manual's suggestions and, at the same time, keeping the students at the center of the grammatical explanation. In spite of that, I felt George's explanation lacked deeper exploration of the conversation's context, therefore, I brought this into the discussion:

TE: Do you think there was any moment in which you made it clear for them that she was using, she was making those questions in that way because she was at the airport, she was asking for information to a security guard. There's this whole thing. Do you remember using this or not?

G: No, I didn't do that.

TE: And do you see why you would use it?

G: Yes. To give them the background, like, functionality of the grammar points. I think if I would do that, I would do that before we started the conversation, right? So, setting the scene.

TE: Yes, you can do that to set the scene for the conversation, but you can also do that when explaining the grammar point.

[...]

TE: So at the same time that you did not forget this idea of politeness there wasn't a clear connection between... Like, she's being polite, but why? "Why do you think she's being polite? Because she's at the airport, she's talking to a security guard, she's talking to someone she doesn't know. She's asking for information. Usually when we ask for information to a guard, for example, we are more formal. We are more polite. She's talking to an officer". This is part of the sociocultural context, right? And I just missed this in your class. Do you know what I mean?

G: Got it. Yeah, of course. So now I'm trying to be more... not giving everything about the grammar, but I can also do that with the context, right? With the functionality of grammar. **(George, Excerpt 23, T/TEd-I 5)**

Initially, I briefly described the communicative context to George without mentioning the concept itself, referring to it as *"this whole thing"*, which was intentionally more implicit so as to see if George understood that what was being described was part of the communicative context. Besides that, the subsequent probing question – *"And do you see why you would use it?"* – was aimed at prompting George to articulate how he thought that capitalizing on context would benefit his teaching. As a response, he mentioned the idea of providing students with *"the background"* as well as the *"functionality of the grammar points"*, signaling to me that we were operating on a third shared situation definition. Although George responded to my inquiry in a more rudimentary way, he referred to the context by using the word *"background"* and mentioned the functional aspect of the grammar points, which was just discussed. Moreover, he answered with a question – *"I would do that before we started the conversation, right? So, setting the scene."* – in order to seek confirmation, which connected the reasoning behind the manual's suggestions (i.e., setting the scene of the listening activity they were about to do by drawing students' attention to what the conversation was about) to my mediation, further illustrating that his situation definition of the discussion in question was closer to mine than it used to be.

By noticing the level of intersubjectivity between us, I started to explicitly mediate George through teacherly talk, showing how he could have explored the

context of the conversation more deeply. Furthermore, I explicitly mentioned the *sociocultural context* in order to provide him with the academic knowledge necessary to restructure his thinking. However, I confused words, using *sociocultural* as a synonym for *communicative*, which I did not explain to George. Despite that, he signaled understanding of my intention by saying he “*got it*”, suggesting his current goal was to present grammar in light of context, connecting this move to the *functionality of grammar* previously discussed. The character and quality of the mediation offered allowed me to mediate George towards a more thorough way to use the communicative context when explaining grammar to students. This impacted the development of his reasoning teaching by providing him with conceptual tools to reason upon the pedagogical choices behind the textbook and, consequently, come to alternative ways to enact L2 teaching, which is one of the main goals of a sociocultural perspective on teacher education (Johnson, 2009).

It was clear to me that George was taking into account the manual’s suggestions (which he did not do at the beginning of the study) as a consequence of the mediation offered, which allowed him to imbue these suggestions with meaning. At the same time, there was some concern regarding the extent to which he understood the suggestions and why he followed them. Since one of my objectives was to mediate George towards self-regulation, following a Vygotskian stance to teacher education, I thought it was necessary to comment on what he did, connect it to the discussions we had had so far, and lead him to understand the importance of critically thinking about the textbook activities and teacher’s manual’s suggestions:

TE: The manual suggested what you did, which was to show students how the word order changes [referring to the differences between direct and indirect questions], right? So, the manual itself was being more oriented to form, in a student-centered way, having students participate, and that’s what you did, but the manual itself kind of like forgot about the context.

G: Yeah.

TE: So, I’m just presenting it to you, just for you to see that there can also be some changes in the manual to make it even better.

G: Yeah, yeah. I was trying to catch up with the manual so now we are trying to... surpass it?

TE: Yeah, yeah, yeah. Like, move beyond it. As you yourself said in your narrative, it is a very good tool... but it has flaws.

G: Yeah.

TE: I just wanted to show you that this is not covered by the manual in the suggestions, right? This is just for you to think more.... maybe when you plan your upcoming classes, just think about... “how is the manual guiding me to show students the differences in relation to form? And how is the manual also guiding me to have students look at this

communicative context and relate it with the grammar point that's being presented?". (George, Excerpt 24, T/TEd-I 5)

I acknowledged George's success in guiding students to realize the differences in word order between direct and indirect questions, mentioning the concept of *student-centeredness* in order to have him revisit what he did through this ideal form. Besides that, my choice was thought of to show that his moves were aligned with our previous discussions, an attempt to value his commitment and effort during the series of dialogic activities. On another note, I felt the need to show George that despite the manual's suggestions – which placed students at the center of the process – the material downplayed the focus on context, which led him to an interesting realization as he mentioned "*I was trying to catch up with the manual so now we are trying to... surpass it?*". This shows George's perception of his own development, which indicates that his reasoning indeed became more robust as a result of his participation in the dialogic activities. I responded to his question by referring to his positive comments on the textbook in the narrative, but at the same time reminding him that the material is not flawless. Through explicit mediation, I presented George with two questions that could guide his future planning in ways to have students see the connection between form and contextualized language use, once again intentionally using the academic concept (i.e., *communicative context*) to responsively mediate his reasoning.

In Cycle 6, the grammar topic under discussion was the use of adverbs for sequencing steps, an idea presented through a recipe in the textbook. George drew students' attention to the adverbs by pointing to them in the recipe – not mentioning they were adverbs –, asking students what those words were used for, and asking questions that guided students to understand what idea each sequence adverb represented. I realized his pedagogical choices placed students at the center of the teaching-learning process, therefore, I had him externalize the reasoning behind such choices with the aim of checking the extent to which he was conscious of this move:

TE: [...] you said that you were asking students questions, right? If they could understand the sequence adverbs and what they were used for and this kind of stuff. After they answered the questions, you said that you just reaffirmed the answers and explained more explicitly, right? I would like to ask you... what is the reasoning behind this movement of asking them the questions and just reaffirming later? I know we have talked about it before, but I would like to hear from you once again. Why did you decide to do this again?

G: Having in mind our conversations about student-centered and teacher-centered teaching, right? I wanted them to recognize the aspect of the language, not just me, myself, telling them everything and they just pay

attention, not being much active in the process. So, I had, I wanted them to tell me more actively what they could grasp from the book, from the explanation, the grammar focus, right? So, they could be more active in this process. And, also, I could have an idea of their thoughts on it right? If they were following.

TE: I would like to compliment you for that. It was so good, the way you've been conducting your classes, like, these videos that I've been watching. I'm very happy with that. I think you've been able to involve students in class and make them participate in the explanations and really build the lesson together. I think you've been doing a very good job.

G: Thank you so much. I'm happy to hear that. One thing I had a problem with was like how to ask the question, because as I teach everything in English the question was also a barrier for me because I would ask very quickly, students couldn't understand what I was asking them, what they were supposed to answer. But now I'm trying to ask them in different ways, right? Using words that are more present... with vocabulary that is more common, so they can really understand the question. Not just asking a question, but asking a clear question.

TE: Yeah. This has also to do with being more student-centered, because you were taking the students into account when asking the questions, you're taking more aspects related to them into account, using words that they probably know or words that are more similar to Portuguese, you know? You've been doing all of this thinking about them [...] (George, Excerpt 25, T/TEd-I 6)

George's response clearly focused on placing students at the center of the lesson, showing reverberation of our past interactions as he explicitly stated that what he had in mind were these very interactions. He not only made pedagogical choices that focused on having students actively participate but also externalized the reasons behind them and used the concepts of *student-centeredness* and *teacher-centeredness* when doing so. This signals that the internalization of higher forms of thinking was taking place as one's ability to use a concept is seen when the individual both acts in accordance with it and uses it to articulate the reason behind their actions (Johnson, 2009). In George's case, this represents further evidence of how the interplay between us instilled change in the way he thought about and enacted his teaching activity, the robustness of his reasoning teaching being enhanced by the highly responsive nature of the mediation offered from the very first cycle of the series of dialogic activities.

George's expression of happiness after I complimented him by reinforcing his success in having students "*build the lesson together*" with him shows his content with the realization that his practice concurred with his intentions. Such content indicates how his *perezhivanie* of our interactions led him to refract the mediation offered in ways that went along with the kind of teaching practice he valued, as he suggested in T/TEd-I 1 after I had him realize there was very little room for students to participate in class

(see Excerpt 4). It is important to mention that this realization led George to face cognitive/emotional dissonance, a moment I was responsive to by mediating him to overcome it, introducing the concept of *student-centeredness* and contrasting it with *teacher-centeredness* during the ZPD activity created. By doing so, I presented George with the ideal to be achieved (i.e., *student-centeredness*), which was strategically introduced and that – as can be seen in Excerpt 25 – indeed impacted his reasoning teaching, which illustrates the powerful role of responsive mediation in fostering teacher development as growth points come into being (Johnson; Worden, 2014; Johnson; Golombek, 2016; Agnoletto; Dellagnelo; Johnson, 2021).

Further reverberation of our interactions was found in the way George explained changes in how he had been asking questions to students – “*Using words that are more present... with vocabulary that is more common, so they can really understand the question. Not just asking a question, but asking a clear question*”. This was discussed during T/TEd-I 3 (see Excerpt 15) when I explicitly mediated him through teacherly talk in order to have him come to more appropriate alternatives to ask students questions, consequently giving them room to participate in the grammar explanations. This reinforces I was highly responsive to the ZPD activity created during T/TEd-I 3, thus allowing George to reconsider how he should ask students questions, getting closer to a more expert-like way of doing it. By noticing reverberation of these past interactions, I took the opportunity to, once more, bring the concept of *student-centeredness* into the discussion, being responsive to George’s externalization of how he had been asking questions to students and connecting it to the idea of placing them at the center of the lesson. It goes without saying that my insistence on keeping the ideal (i.e., *student-centeredness*) present in my mediation was strategically thought of to keep George revisiting his practice through this academic concept due to its potential to reorganize his thinking and result in the development of robust reasoning.

Besides placing students at the center of the lesson during the sixth class observed, George also opted for drawing students’ attention to the function of the adverbs of frequency, a move I was attentive to. Therefore, I asked him to explain the reasoning behind it:

TE: And then another aspect of your narrative, when I asked you about the idea of language within the context, and you said “I think this was presented in the class when I asked students the purpose of the sequence adverbs, what are they used for. When asking this question,

the functionality of these words was taken into account". When you say "functionality of these words", can you tell me what you mean by that?

G: What they are used for. When to use them and when they are not needed, we use them to follow steps, to take steps. So, this functionality, more like when to use, why to use, where to use. The function of the words. **(George, Excerpt 26, T/TEd-I 6)**

In response to a guiding question in Narrative 6, George stated that the context was taken into account as he emphasized the functionality of the sequence adverbs in class. In order to have him explore what he meant by "*functionality*", I brought the matter into the discussion by reading what he had written in the narrative and asking a probing question that invited him to further explain his reasoning. George's response signals it was clear to him what the functional aspect of language was, as he deliberately drew students' attention to it in the recipe and articulated why he did so in consonance with his actions. Moreover, the reverberation here instantiated shows how my mediation was responsive to George's maturing capabilities during the fourth and fifth T/TEd-Is when I deliberately used the concept of *functional aspect of language* to have him revisit his practical activity. During T/TEd-I 5, although George's intention was to focus students' attention on the function of grammar when mentioning level of politeness, he did not use the concept itself when externalizing his reasoning. I, in turn, strategically mentioned the concept to have him connect it to the explanation given (see Excerpt 22), a responsive move that reverberated in Cycle 6 – both in the narrative and during the T/TEd-I – as he used *functionality*, at multiple times, when externalizing the reasoning behind his actions, afresh illustrating the power of responsively mediating teachers during ZPD activity.

At the end of T/TEd-I 6, I tapped into George's emotions in relation to his participation in the series of dialogic activities, since he had previously expressed lack of confidence when teaching grammar:

TE: I would like to ask you if you have been feeling more comfortable or more confident. If this has been making you feel better in classroom and to prepare your classes.

G: Yeah, so I'm much more secure about it. Like mainly grammar, because it was something I was really insecure about, right? Even because I couldn't understand much of grammar. And... so, I wanted to like focus a lot on the explicit explanation, which now I see that it's not the main focus. We also have other things to do with that, right? And not just me myself telling them things. I think now I'm much more secure. Also, they are engaging more as I'm asking them, not just telling them everything. So yeah, much better. Now I can see how much I changed from the first classes [laughs], like, very explicit and now I can manage better, I think. Also, I understand much more of the book, right? **(George, Excerpt 27, T/TEd-I 6)**

Just like in the previous cycle, George's answer indicates he was aware of how participating in the activities positively impacted his teaching, making him feel "*more secure*" about it. His statement that explicit explanation is "*not the main focus*" to him anymore, as he became able to see grammar teaching has to do with "*some other things*", shows how our interactions led him to reconsider his practice and the way he understood grammar teaching. His externalization also brings to the fore how his students were engaging more, a result of him not "*telling them everything*" during the explanations, in other words, being more student-centered. Moreover, George's mention of how he came to better understand the textbook illustrates the importance of having teachers become cognizant about the reasoning behind the materials they use, since such an understanding may very likely result in teachers making conscious and informed decisions that can improve their practice (Agnoletto, 2019).

In Cycle 7, the grammar topic at issue was the use of "will" and "be going to", which was presented in the textbook through a dialogue between two friends discussing plans for the future. George's concern with connecting the grammar topic to the conversation was evident as he both enacted it in class and mentioned it in Narrative 7:

My explanation [...] was guided both by the previous conversation and the grammar focus box even though I tried to stick with the conversation and let the grammar focus just to the end as a clarification of the topic. **(George, Excerpt 28, Narrative 7)**

The shift in George's instructional approach becomes evident when compared to the beginning of the study. This transformation is highlighted by his explicit mention of employing both the conversation and the grammar focus box to explain the topic to his students. His decision to "*stick with the conversation*" indicates a deliberate consideration of the communicative context. I asked him to articulate the underlying reasons for his choices, given that it was evident his actions were influenced by our prior discussions. Therefore, I prompted him to elaborate on his thinking to check whether his teaching rationale, his actions, and the content he conveyed in the narrative were indeed aligned:

G: There was this girl in the conversation that was not sure of what she was going to do, and the other was sure. So, one was using "will" and the other "be going to". So, I wanted them to notice that, right? "Will" in the girl that was not sure and "be going to" in the other that had already planned her vacation. I asked them to go back... they told me they had understood the conversation,

so I thought they would not have much problem with that, so they would be able to answer and understand what I was trying to convey.

TE: OK. But why use the conversation to have them see that?

G: Because of the context. How do we say, the social... the communicative context, right? So, then they would see inside the conversation the planning of a vacation, talking about the future plans. This... not in a vacuum, right?

(George, Excerpt 29, T/TEd-I 7)

George's explanation evidences he wanted his students to focus on the different functions of "will" and "be going to" when talking about the future. He did so by going back to the conversation and encouraging the students themselves to perceive the difference in expressing the future using these two forms, which highlights his concern with both functionality and student-centeredness. Although his answer went along with what I was expecting, I made a more specific question related to the conversation in order to confirm he had understood that it is in this very section of the textbook that contextualized language use is presented to students. George demonstrated his comprehension by explicitly referencing the concept of *communicative context* in his response. Moreover, he focused on the scenario presented in the conversation by mentioning the planning of a vacation, which was the specific topic dealt with in that unit. This underscores his perception that the conversation represents a situation people experience in real life. His recognition that language does not "*happen in a vacuum*" – but within real-life situations – was evident in his approach. The mediation offered led George to a more robust view of language as both his practice and externalized thinking highlighted the interconnection between grammar and context, the exact topic he found troublesome and chose to work on from the beginning of the dialogic activities.

In spite of the changes discussed above, I noticed an aspect of George's teaching that was a bit inconsistent with the idea of *student-centeredness* we were exploring. I brought such an inconsistency into light, a move to which he responded in a quite interesting way:

TE: [...] I like everything that you did, right? You went back to the conversation. You asked students to identify the different forms. And you worked with this idea of being sure, of not being sure, presenting to them the functional aspect of it, within the context. But there is one thing that I would like to talk to you about... you guided them to see these things, right? But you answered your own questions.

G: hmm...

TE: And I don't think you've noticed that.

G: Probably not.

TE: The only thing I think you could have done differently was to have waited a little bit, you know? You mentioned there was something

related to being sure and not being sure. You were guiding them to see it, you could have waited a little bit more, or asked about it, you know what I mean?

G: Yeah [laughs]. Yeah, I imagine I did that. **(George, Excerpt 30, T/TEd-I 7)**

When commenting on what George did, I made sure to show my positive appraisal of his moves, intentionally mentioning the functional aspect of language in order to connect what he had done to the academic concept. In spite of that, I told George he himself had answered his own questions, which I did as I noticed his lack of realization he had done so. His reactions to my comments confirmed my interpretation, leading me to explicitly tell him he should have waited a little longer in order to give students time to see what he was trying to show. Consequently, he experienced another moment of cognitive/emotional dissonance as he realized the inconsistency between what had happened and what he thought had happened, which is signaled by his laughter and the acknowledgement that I was probably right.

Given such a dramatic event, I realized there was the need to mediate George towards overcoming such a moment, helping him find alternatives to guide students to build the lesson together with him in response to his questions. Thus, I presented some options, creating another arena of potentiality that helped him come up with a more appropriate alternative:

TE: If you ask “Do you see any differences in the ways they’re talking about the future?” and they don’t respond, then you can go like “are there different ideas being expressed in the way they talk about the future? Do you think they are sure of what they’re going to do or not? Take a look at the examples”. Trying to make the same questions in different ways to rephrase what you’re asking.

G: Yeah, of course.

TE: Because sometimes, even though you’re being super clear, they don’t understand.

G: Yeah.

TE: Or sometimes they need another question just to make sure that they understood what you want them to do. You know what I mean?

G: Yeah. Also, I think if they don’t answer at all, again, I could like ask them “is this girl sure? No. What is she using to mention her plans?”. More direct questions if they don’t answer.

TE: Yeah, yeah. Yeah. That’s great. You can start, like, a little bit more general, and if they don’t grasp what you mean you can narrow it down as you’re doing it now. That’s perfect. Just another way to guide them to see, to notice these things without you yourself telling them the answers. (George, Excerpt 31, T/TEd-I 7)

In order to make the most out of the growth point that originated, I used teacherly talk to show George how rephrasing his questions might have helped cope with students’ lack of understanding. I emphasized that, even though the questions he

asked were clear to him, they might not have been clear to his students. The new ZPD activity created by my responsive mediation is evidenced in the way George was able to come up with a different alternative, asking questions that were “*more direct*”, in order to guide students to notice the similarities and differences among sentences in the conversation. In response, I explicitly told him the rationale behind our discussion – “*You can start, like, a little bit more general, and if they don’t grasp what you mean you can narrow it down as you’re doing it now. That’s perfect*”. This served as a display of how his alternative made sense, suggesting that initiating with more general questions and then narrowing them down based on students’ answers could guide them without providing direct answers, thereby promoting a more student-centered teaching. My move capitalized on George’s cognitive/emotional dissonance, a deliberate choice that was very likely to positively impact his reasoning teaching due to the potential responsive mediation directed at these moments has to foster the development of teaching expertise (Johnson; Golombek, 2016).

As George kept laughing, apparently at the realization he himself responded to the questions he made, I decided to explicitly tap into his emotions:

TE: How do you feel about that?

G: Yeah, that’s OK. I think I’ve been doing things more intuitively, you know? Without thinking so much anymore, and then I do these things, like... out of the blue.

TE: Do you agree with me? Do you think that makes sense?

G: Totally, yeah.

TE: There’s also both linguistic and contextual clues that you could have used during your explanation, right? You have “guess”, “think”, “probably”... maybe you could also like... following your example, ask “is this girl sure? Is this girl certain of what she’s going to do? Is there anything in the way that they speak that tells you they’re sure or not?”. You know? Then they would be focusing on both the contextual clues and the linguistic clues that you have there. There was this whole idea of planning a vacation... when you go on vacation, you usually plan. You could have also asked “which of these things are planned and why do you think they’re planned? Because they’re talking about vacation, right? These are plans that we usually make. So some things we organize, we have to plan beforehand etc.”.

G: Very good.

TE: Sometimes they need more direct questions to focus on specific things that you want them to see there, right? (George, Excerpt 32, T/Ed-1 7)

George’s response – “*Yeah. That’s OK.*” – further indicates he was not content with the realization in question. This became evident as he mentioned that although he had been taking more informed decisions without having to think much (“*more intuitively*”), some of his actions were still done randomly (“*out of the blue*”). When

analyzing his externalization from a Vygotskian perspective, it can be said that despite the fact that his professional development had been taking place – which is shown as his thinking and pedagogical actions changed, prioritizing student participation as well as drawing students’ attention to the communicative context –, the internalization of higher forms of thinking had not been fully completed. Following Dellagnelo, Agnoletto and Johnson’s (2022) words, George’s trajectory illustrate the gradual reverberation of academic concepts and past interactions with me, pointing to a “[...] starting level of agency and intentionality [...]” (p. 47) that represents a window into how he had been internalizing the mediational means he was presented with. With the aim of continuing to responsively mediate George during the ZPD activity forged, I once again used teacherly talk to illustrate other ways of asking questions that would lead students to focus on linguistic and contextual clues to possibly engender their participation. My mediation was intentionally directed at having George ask questions that drew students’ attention to both form and contextualized language use, being consistent with the purpose of the interactions we had had up to that moment.

In the final cycle of the series of dialogic practices, the grammar topic discussed was “quantifiers”, which were presented in the textbook through a conversation between two friends about their families. George’s concern with student-centeredness and the communicative context was once again present both in the way he taught and in how he justified the reasoning behind his pedagogical choices:

TE: You were teaching quantifiers, and then you said that, to introduce this idea, you discussed the conversation with the class and made sure everyone understood it. What was your focus when doing this?

G: When showing students the conversation, my focus was on the conversation itself at first. So, understand, set the scene, you know? Understand the conversation, the vocabulary. We have some expressions. So, first I was focusing on the conversation itself, but also when asking them the questions the book suggests, like, the number of sisters and brothers, etcetera... I was already focusing on the quantifiers, I guess, because they would have to understand the conversation, but then when we were heading to the end of the conversation, let's say, then I pointed more explicitly to the quantifiers in the conversation.

TE: And you said that you tried to write more examples on the board with the quantifiers together with the class using real situations. What do you mean by that? And why?

G: Actually, I don't know if I expressed what I was saying correctly, but I wanted to write things that were happening... that were real for us, in for the classroom, at the moment, for example “how many people in the classroom speak French?”. So, it's not a hypothetical thing or in the book, but something that is true for us in that setting. Then we could see, like, what we wanted to tell using the quantifiers.

TE: And why not just giving them random examples with quantifiers?

G: Because I think, like, they would already understand the context, they kind of knew what we wanted to express, to say, so they would understand better the topic and also when to use it and the social context, background, would help us again. **(George, Excerpt 33, T/TEd-I 8)**

George's response to my inquiry evidences his aim to have students focus on the communicative context at issue, to "*set the scene*" so students could understand what was being talked about. This shows how important the context had become to him since he made it clear that before focusing students' attention on the quantifiers, he wanted them to understand "*the conversation itself*", a pedagogical choice he had been prioritizing in the past few classes. Moreover, George referred to how the questions the manual suggested also focused on the quantifiers without explicitly pointing to them – since they asked for information about the friends' families – which evidences the understanding of how the conversation (i.e., communicative context) and the grammar box (i.e., grammar topic) were linked to one another, a view that was fostered by my intentional, strategic, and responsive mediation.

George's choice to ask students questions about their own contexts – such as number of siblings they had and how many of them spoke a different language – caught my attention, leading me to inquire into why he decided to do so. His practical activity and his answer demonstrate concern with the communicative context – as he asked students questions about their families (which was the topic the two friends were discussing in the conversation) –, as well as with student-centeredness, as he focused on his students' realities, explaining that what he did was "*true*" for that setting. George's emphasis on context becomes more evident when we look into his answer to my further inquiry into why "*not just giving them random examples with quantifiers*". My question aimed to refer back to a previous interaction (see T/TEd-I 2) in which he and I discussed the difference between giving students random examples and exploring a specific communicative context in order to show students how the grammar topic can be used in real-life situations. George's response further shows his intention of keeping the communicative context present in his class as he once again mentioned the context and told me that this "*social context, background*" would help students better understand the grammar topic. Although he did not exactly mention *communicative context*, it is clear he was referring to it when explaining his reasoning, probably using "*social context*" since I had previously used the words *social*, *sociocultural* and *communicative* when discussing the role of the context in language teaching. This recurrent and consistent reverberation of concepts and interactions

illustrates the development of George's reasoning as the number of aspects he had been taking into account when teaching significantly increased, together with his understanding of such aspects.

In order to keep exploring the discussion in question, I further inquired into his reasoning, a move that resulted in a more thorough exploration of the reasons behind his choices:

TE: [...] you said that when teaching the topic, you had in mind the idea that students should play a role in the process and that learning should involve these contexts, right? I would like you to elaborate more on this idea. So, why having students participate, and why “sociocultural” context, “aspect”?

G: Yeah, so first I think it would be nice for them, for us, to have them engage in the process, be more motivated, and also to be more active in the process, so helping build the explanation and the class together and not having me distant from them, just telling them and they just wait patiently for things to be understood, right? So, they would actively engage and participate, and interact, use real language, right? I think that's it.

TE: OK, good. And you also said that having the Conversation as a background to base the class is helpful and convenient once students can connect the grammar point to the real language, and see the context in which it is used. Thinking more specifically about this idea of the context, as you put it, the “sociocultural context”, what role does it play in your class now? So why using it in class? We have talked about it, but you didn't necessarily had to add it to your classes. I want to know why.

G: Yeah, so I think that by using the context, mainly the one that I have already discussed beforehand, I'm more sure they understand what I'm basing my explanation on. I think this context is, like, very good, very helpful, because students can understand the real language, right? Like, the real situations in which the topic appears in our in everyday life. **(George, Excerpt 34, T/TEd-I 8)**

George's answer evidences his aim to have students engage in class and be “*more active in the process*”, a goal that we first discussed in Cycle 1 when he realized his students were playing a secondary role in class. This shows that being responsive to his *perezhivanie* allowed him to start adopting strategies to give students room to actively participate, a pedagogical aspect that was important to him, which I only had access to because I was attentive to how he refracted the realization that he – not his students – was at the center of the class. As shown in T/TEd-I 1, this led George to experience cognitive/emotional dissonance, a moment to which I offered responsive mediation so as to help him overcome the social drama and move past it (see Excerpt 4).

The way George explained the role of the context in his class, as displayed in the previous excerpt, also reveals the transformative impact of his participation in the series of dialogic practices. Drawing upon his statement in Narrative 8, I inquired into

the role of the “*sociocultural context*”, which prompted him to externalize his intention to have students focus on how the grammar topic at issue appeared in real life. His response made it clear he came to the understanding that it is in the context that the connection between grammar and real life is found. This evidences that he overcame his difficulty relating grammar to “*real language*”, such a connection being found in contextualized language use, which shows how his situation definition of grammar teaching had been redefined by Cycle 8.

Evidence to this understanding is further presented in the excerpt below, when George mentioned not following a suggestion given in the manual that would overlook the conversation:

I am quite satisfied with the way the class developed as I believe I was able to understand the dynamic of the book, understand its suggestions, and improve even more on what the book has not mentioned. Even though the book suggests we go directly to the grammar focus box after the conversation, I tried to make a bridge between them [conversation and grammar box] and start teaching the topic before moving to the grammar focus. Moreover, I feel that students engaged in the process and played a significant role during the explanation, contributing a lot to it. (**George, Excerpt 35, Narrative 8**)

It appears that, in spite of the teacher’s manual’s inconsistency (since it usually leads teachers to draw students’ attention to the communicative context), George deliberately decided to go against the material due to its sole focus on formal aspects of language. Moreover, his mention of being able to understand how the book works, as well as “*improve even more*” the suggestions given, points to self-regulation. This choice really caught my attention because it signaled that even though George was following some of the manual’s suggestions, he was able to critically do so, being regulated by the internalized ideal forms I provided him with. Therefore, I had him further explore the reasoning behind his choice:

TE: [...] the book usually guides you to not focus directly on grammar, but this time the book did not do that. And you decided to not follow the book. Can you tell me why?

G: Yeah, so as you said, the book usually goes more smoothly from the Conversation to the Grammar Focus box, right? As I see, just having the Grammar Focus box as something to finish, not to finish, but to wrap up the explanation, right? Not the base of the explanation. But then, this time we have, like, “just play the audio after the Conversation”. But I wanted to go smoothly, so I highlighted one quantifier, “many” or “most” in the Conversation and asked them “how much percent?”. The percentage, right? Of the quantifier. The students were like “I don’t know”. One told me, like, “80, maybe”. So, we could already see that we cannot know exactly what the percentage of the quantifier is, but it’s around that. So, we know it’s not “few”, “many” is more [gesturing hand upwards] around 80, maybe. So, they could already start seeing the quantifiers and... because... before the conversation

he had some percentage, right? Like, “in Argentina, 82% of the population...” etcetera. So, they could see the quantifiers is an approximation. **(George, Excerpt 36, T/TEd-I 8)**

George’s response presents further evidence of how his reasoning teaching developed as a result of our interactions. His choice of asking students to compare the quantifier to the idea of percentage was clearly aimed at focusing students’ attention on the functional aspect of language, showing reverberation of the academic concept in his practical activity. He was not only able to connect the conversation to the grammar box but also to use the activity that preceded the conversation – in which there were curiosities about countries, expressed in percentage; e.g. In Chile, more than 90% of the population lives with family – to draw students’ attention to the ideas expressed by quantifiers.

George’s choices and his externalization of the reasoning behind them are of extreme value to this study’s discussion as they show how he: used the communicative context (i.e., the conversation) to draw students’ attention to the quantifiers; promoted student-centeredness by asking questions to guide students to understand the ideas expressed by quantifiers; and prioritized focus on function as he used the sequenced activities in the textbook to show students what quantifiers are used for. Furthermore, it is paramount to highlight that George deliberately chose not to follow the manual’s suggestion, prioritizing contextualized language use, student participation, and functional aspects of language, which points to the powerful reorganization of his thinking activity as a response of his participation in the study. As Johnson (2009) contends, a teacher’s ability to think in concepts can be captured as, in the face of a new situation, they can act in accordance with an academic concept and articulate the reasoning behind their actions through such a concept, which is what George did in Cycle 8. This points to a more robust stage of his developmental process, meaning that the internalization of higher forms of cognitive functioning has reached a higher and more stable level.

The final narrative, whose main aim was to have George revisit and explore the changes he went through during his participation in the study presents further evidence of his professional development:

At the beginning of last semester when I started teaching English I was very much afraid of teaching grammar, more specifically, so I chose to work on that to feel more confident as a teacher. I had an idea of grammar as something abstract, apart from everyday language, and therefore difficult in such a manner that even I had, and have, problems with. However, throughout the

weeks of discussion I could see that grammar is more than abstract rules, rather, it is deeply connected to language and its dimensions such as the context, which for me now is the key when teaching grammar. Moreover, I used to think that I was there in the classroom to “tell” students the rules of grammar but not as the mediator of a class in which I do not need to tell anyone anything but rather we can build the knowledge together. I can see now, much more clearly, the role of students and teachers in a classroom, an environment where everyone may have one thing to share and add. Now I see a teacher more like a mediator who is there to lead the class by raising students' awareness “implicitly”, asking questions, discussing the topics together, and making students actively participate in the process. At first I was kind of insecure about having the discussions and recording my classes in a way that I could be judged or negatively evaluated. However, the process proved to be much more joyful than I thought it would be. Matheus never told me in an assertive way “Don't do that/do that”, but instead, we had rich conversations where I could understand the process of teaching grammar better and change as a result, and not as an order. I appreciate the patience and kindness as I never felt stupid or something similar in the process. It is so nice to see that we can learn so much without any kind of evaluations or things like that, but we can discuss it together. I would not change anything in the process and I think that it is so helpful and meaningful that every teacher interested in such a thing should have the opportunity to do something similar. One-by-one conversations are very meaningful and can improve ourselves noticeably. It may seem I am being flattering or something similar but that is not the case, just trying to thank you and tell what I really think about the process. Thank you! **(George, Excerpt 37, Final Narrative)**

George's final narrative clearly shows the changes in his reasoning. His view of grammar teaching became more integrated as he went from seeing it as something “*abstract, apart from everyday language*” to being “*deeply connected to language and its dimensions*”, the communicative context being one of such dimensions, in his words, “*the key when teaching grammar*”. Moreover, he explicitly expressed a shift in his perspective on both his and his students' roles – he acknowledged he no longer saw the need to simply instruct students on what to do; instead, he started to see himself as a “*mediator*” who facilitated a collaborative process where students actively contributed to by building knowledge together. This illustrates reverberation of a student-centered approach in George's evolving thinking about his teaching activity. The data here discussed presents strong evidence that the Vygotskian-based design of the study instilled meaningful changes in his reasoning teaching, which, in turn, led him to teach in a more expert-like way, making informed decisions and considering different aspects of his profession that impacted his decisions of what to (not) do when planning and teaching.

Furthermore, George's appraisal of the experience shows how he refracted his participation in the study. According to him, our “*rich conversations*” led him to achieve a better understanding of grammar teaching in a “*joyful*” way, which directs attention to his *perezhivanie*. Since a Vygotskian-based approach to teacher education

acknowledges that learning is not solely about acquiring knowledge but also emotionally experiencing events that take place on the social plane, it is likely that George's situation definition of the aspects discussed will continue to inform his reasoning teaching and practice due to how he positively experienced and valued his participation in the dialogic activities. Moreover, the learning environment that resulted from our interplay (i.e., the social situation of development) brings the encouraging design of the study to the fore – George's expression of the comfort he felt during the process and how meaningful the "*one-by one conversations*" were point to the fruitful nature of Vygotskian-based studies to promote change in ways that respect and embrace teachers' idiosyncrasies.

It goes without saying that the process here described was enhanced by the highly responsive nature of my mediation throughout the study, strategically aiming at moving George beyond his everyday notions, fostering the establishment of the social situation of development, and capitalizing on the ZPD activity and moments of cognitive/emotional dissonance that were created by the means of ideal forms that represented goals to be achieved. In short, by being responsive to George's responses and needs, I helped set the stage for his professional development as I built upon what he brought to the table from the very beginning of the study.

After having discussed my interactions with George, I now move on to the exploration of Amelia's development.

4.3 AMELIA'S TRAJECTORY TOWARDS PREPARING STUDENTS FOR ACTIVITIES

This section discusses the shift in Amelia's thinking and practical activity when it comes to how she structured and taught her lessons to prepare students for activities. The topic chosen to be discussed during the series of dialogic activities was the teaching of speaking, since she considered it an important and challenging topic to teach, which she externalized in Narrative 1:

I chose SPEAKING SKILL to start this teaching pedagogical program because for me as an English teacher is a very important aspect to improve for my students, and sometimes, to include the output competences in the English classes is very challenging. [...] to promote English as something near the reality for my students and propose to them activities where they have reasons for saying that, not only disconnected exercises, is a very relevant pedagogical goal. As a student, I remember some meaningful activities when

I was supposed to speak and express myself in English, talking about some personal topics, like who I was and what I liked to do. They were remarkable experiences. As a teacher, I usually engage my students to speak in the foreign language and express some opinion about trending topics, to engage them to develop critical views about contents in general. [...] I try to bring in English classes a reflection learning about different topics, to promote classes where they could express their opinions and talk about their preferences, about things they like or do not like to do and not only discuss language learning, not just grammar [...] this particular group [...] they are a 3rd year of high school. I couldn't improve speaking in the classes, because there are many gaps in their knowledge. They had just a little bit of learning about English at public school. [...] usually, to improve the output competences is a very challenging aspect, because the students don't feel confident to try speaking in English. [...] (**Amelia, Excerpt 1, Narrative 1**)

Amelia's concern with output was explicitly externalized in Narrative 1 as she started it by saying her topic of choice was "*SPEAKING SKILL*", also referring to the challenge of including what she called "*output competences*" in her class. Moreover, she showed interest in having students talk about things that are close to their realities, express their opinions, and develop critical thinking, not just focusing on grammar for the sake of it. Her ideas of teaching seem to stem from her *perezhivanie* of the "*remarkable experiences*" she had as a student of English, which highlights the impactful role of how teachers refract their apprenticeship of observation (Lortie, 1975) in shaping the ways they come to understand their professional activity (Agnoletto; Dellagnelo; Johnson, 2021). At the end of the narrative, Amelia presented a reason for not being able to promote speaking in class, suggesting that students' lack of linguistic knowledge caused them to not feel confident to speak.

In T/TEd-I 1, I inquired into some parts of Amelia's narrative so that I could come to a more thorough understanding of the reasons why she chose to focus our interactions on the teaching of speaking:

TE: My first question for you is: why do you consider it a challenge? Why do you think it's something more complex and a challenge itself? And how do you usually like to approach the teaching of speaking skills?

A: Well, it is for me a challenge because I try many times to have my students talk a little more in English. To make the classes an opportunity for them to express themselves in English and maybe develop more these output competences. When you are teaching, for example, it's so easy sometimes to just give to students the input. I don't like to think about English classes... not just to explain about language or just about grammar, but it could be a space for them to express themselves and develop some critical perspectives about many topics. And then develop, of course, their English.

TE: Yeah.

A: But it's a challenge because sometimes they... I don't know why but they don't want or maybe even I don't know if they can... Even in this particular group, they are a third-year high school group but they really have little of... knowledge in English because of the background in the public schools and

the English classes during the whole education system [...] (**Amelia, Excerpt 2, T/TEd-I 1**)

Amelia's answer corroborates what she wrote in Narrative 1 as it focuses on having students "*express themselves*" and develop their "*output competences*". She also mentioned the idea of providing students with input, which she apparently saw as something easier when compared to giving them opportunities to speak. Besides that, Amelia suggested her students either did not want to speak, or were not able to do so due to limitations regarding knowledge of English. She attributed this "*gap*" to the context of public schools and the educational system as a whole, which goes along with the reality faced in basic education in Brazil as teachers and experts in the area acknowledge that there are many shortcomings when it comes to providing students with a "[...] usable level of English" (British Council, 2014, p. 12).

Amelia's words caught my attention, especially because although she mentioned that providing students with input was easy, I felt she did not appropriately do so in class. Moreover, as she brought students' lack of knowledge into the discussion, I started thinking that mediating her towards ways to appropriately provide students with input could be an alternative to cope with such a deficiency. As I wanted to better understand what kind of knowledge she was referring to, I directly inquired into this matter:

TE: [...] can you point out what they... what kind of knowledge they lack the most? Do you think it's vocabulary? Do you think it's conversational skills? You know? What do you think the most... challenging thing is? The most difficult thing.

A: Well, I think sometimes it's most difficult for them the ability of speaking skills and writing skills, especially the output. Because sometimes when I talk about language, I bring some topics, for example, about grammar. But when I teach these particular things, I realize that it's not so difficult for them. Sometimes it's difficult, sometimes it's not, but they can understand. Maybe because they saw before in other years at school. When I try to do classes more focused on output competences, it's more challenging because sometimes they really don't talk. In that class that I sent you, I tried to have them do this specific activity... so they could ask one another... "what do you like about Junina parties?". But they... they tried, but it was a little bit of... forced. (**Amelia, Excerpt 3, T/TEd-I 1**)

Amelia externalized the difficulty having students talk, mentioning the video-recorded class as an illustration, as she saw students "*tried, but it was a little bit of... forced*". Her answer is somewhat rudimentary as she could not really come up with a specific aspect related to output her students had problems with (e.g. they lacked

vocabulary), signaling the need for further mediation; however, I did not manage to realize her need for assistance at that moment, therefore, the opportunity was missed.

When we started discussing the video-recording, Amelia's reasoning started to become clearer to me. The main goals of the activity she planned were, in her own words, to "*have students speak in English and learn some vocabulary too*". Briefly speaking, she took the following steps: she asked students "what do you like about Festa Junina²⁸?" and wrote their answers on the board (in English) together with some other vocabulary related to these parties that she had planned to show students; then, she asked students to get together in pairs and ask and answer about things they liked about Festa Junina, giving some examples orally (e.g. "Do you like Brazilian coconut candies? Yes, I do. No, I don't"). Since the words were already on the board when she started recording and she mentioned the idea of providing students with input earlier during the T/TEd-I, I asked her how she got to that list of words and why, a move that resulted in an interesting exchange between us:

TE: [...] There were some words on the board. How did you get to that?

A: During the class I was asking for them some things that they like about Brazilian parties. We built together, the vocabulary. But I brought some in the case they didn't speak.

TE: So, you asked them about things that they liked. They were telling you these things, and you were just writing on the board.

A: Yes.

TE: Yeah, OK. And why did you decide to do this, this specific part of adding the vocabulary to the board?

A: Because it was easier for them to visualize and to practice the words, the correct way to say something. Normally when I put something on the board it is to practice, not just the reading and writing, but I try to make them listen to my input.

TE: OK, I understand. By "practice" you mean repetition of pronunciation? Is that it?

A: Repetition. (Amelia, Excerpt 4, T/TEd-I 1)

The choice of asking her about the words on the board was made to see if her pedagogical choice focused on providing students with lexical input, as she was building vocabulary together with them, which seemed to be the focus of that part of the activity. She responded by saying that it would be "*easier for them to visualize*" the words, also focusing on having students practice "*reading*" and "*writing*". This sounded a little off to me since there was no reading or writing involved in that activity, leading

²⁸ "Festa Junina" is a traditional Brazilian party which happens at the beginning of the winter, in June, and involves typical music, food, and games. The party is influenced by the customs of rural farmers, which include – among many others – lighting bonfires, dancing "quadrilha" (which resembles square dance), eating pine nuts, and drinking "quentão" (which is similar to mulled wine).

me to interpret that what she meant was *pronunciation* – and now, after looking back into the data, also *spelling* instead of *writing* –, which was confirmed by her after I explicitly asked about it. However, Amelia's stated goals were not consistent with what she did since she only had students "[...] *listen to [her] input*", not repeat the vocabulary to practice pronunciation. This showed me that the reasoning behind the activity proposed was not consistent with her practical activity.

Together with such an inconsistency, another one caught my attention, which I decided to bring into the discussion right after the interaction presented in Excerpt 4, since it was specifically related to the very topic chosen to be discussed in the series of dialogic practices – the teaching of speaking:

TE: OK. And then at the end, at the end of the video you gave them the instructions... they had to ask questions about Festa Junina, right? Did you have any specific kind of questions in mind? Like, did you want them to make the questions in the simple present, simple past... Did you have, like, another ... like, a grammar goal that you didn't want to teach explicitly?

A: I think it was implicit, but I had a grammar goal because in the previous classes we talked about simple present. So, it was to... to... to do something that they could practice.

TE: Yeah.

A: Ways to use the simple present.

TE: Yeah, yeah. So yeah, I understand that... When we talk about some things that we like, we talk in the present, right? [...] you mentioned that they had studied the simple present before. Did you remind them about that, ask them if they remembered what they had studied before or you didn't touch upon this topic in that specific class?

A: After the activity, after they did the activity, I talked to them that if they could realize that we were talking using simple present.

TE: Ok.

A: Just to confirm with them if they could realize and I think it was... it was maybe... they could realize because during the activity when I was asking for them, they answered using the simple present.

TE: OK.

A: They could do the activity because they knew before this particular form of grammar, but I didn't bring it to them in this activity.

TE: OK. I didn't see how it happened, so after your explanation... what was your impression? Do you think it was good or you were expecting something different? How did it go?

A: Well, I think they could understand the activity. They really liked to learn about the vocabulary of Brazilian parties, but in the specific... about speaking in English, it was not so much successful. Because they didn't speak a lot between them, just when answering my questions.

TE: Would you have done anything differently?

A: I don't know. I tried to put in this activity something digital... like, they could use the translator to practice the... but I don't know if it was successful because they didn't use it so much in that class. The Google translator, they tried, but I don't know. I tried to insert something digital, something technological in class and I think I was not successful. (**Amelia, Excerpt 5, T/TEd-I 1**)

By asking Amelia if there were any grammar goals with that activity, I meant to focus on grammar input since, while watching the video, I realized her students would need it – due to the difficulty I noticed whenever one of them tried to speak in English – in order to ask each other questions and talk about what they liked about Festa Junina. She responded by saying she had the goal of implicitly having students practice the simple present tense, which they had studied in the previous class. However, her students' difficulty to interact with her signaled they needed to be reminded of how to use this tense, leading me to ask her if she did so, a question she answered by saying she asked them if they realized they were "*talking using simple present*" after the activity. According to Amelia, the students were able to do it, however, she did not record them actually doing the activity, so I could not tell if her perception matched what really happened. Therefore, I asked her a probing question about her impressions of how the activity took place, which she responded to by acknowledging that the part in which students had to speak with each other was not "*so much successful*". Amelia's answer to my question confirmed what I was suspecting: students were not able to interact in pairs, because they did not know how to do so (i.e., how to ask and respond to questions in the present). When she was asking the whole group about Festa Junina, the students' answers were either brief (e.g. "yes"; "no") or in Portuguese, which apparently gave Amelia the impression that, in that part, they were successful.

After noticing Amelia's realization that students were not successful when interacting in pairs, I asked if she would have done anything differently, keeping the implicit character of the mediation offered so far. I did so with the aim of being responsive to the ZPD activity created, aiming to orient to the ceiling level of such an activity. Amelia was not able to come up with an alternative, mentioning she allowed students to use digital translation tools, which she saw had not helped them, indicating the need to be more explicit with my mediation:

TE: The thing that I want to suggest is.... you gave some examples orally, but maybe have some examples written down on the board, examples of questions.

A: OK, of questions.

TE: Sometimes even when we give examples, orally, sometimes it's not enough. One of the things that I think you could maybe try to do next time is just to give some examples and, I don't know, you can either print and give to them or just write on the board. You know? Even ask them to help you make a question and write on the board because sometimes they don't... even if they heard it, they end up forgetting and they start doing something else, you know? (Amelia, Excerpt 6, T/TEd-1 1)

By showing Amelia what she could do next time, I aimed to illustrate the importance of having students see how to make the questions before the activity, so that they had examples (i.e., a model) of what they would have to do. Although I tried to offer the mediation she needed at that moment, I did not use the concept of *input*, because it was not clear to me her actual understanding of it and the role it played in her classes. She mentioned *input* many times during Cycle 1, both in the narrative and in the synchronous interaction, but she did not actually provide students with the input they needed. The data show we were operating with different situation definitions since she did not appear to know how to provide students with the appropriate input that could prepare them to carry out the activities. Moreover, after transcribing and looking into the data, I came to the realization that this was a case of empty verbalism (Vygotsky, 1987), since she mentioned *input* in her speech but did not act in accordance with it. Therefore, Amelia needed me to mediate her through academic concepts that had the potential to have her revisit her practical activity to better understand it, consequently fostering the reorganization of her thinking.

In Cycle 2, our discussion was around a listening and a speaking activity. The first guiding question for writing Narrative 2²⁹ had to do with Amelia's goals with the activities, to which she responded as follows:

[...] I was proposing some listening and speaking activity. The first part was related to a pre-task which was presenting the concepts about the environment called 3 R's (reduce, reuse and recycle) and then it was proposed an activity of listening and completing a song with the 3 R's in the lyrics. After that, students did a task with a critical debate about suggestions about the 3 R's concepts, that were highlighted in the song, and how to implement these attitudes in our lives. **(Amelia, Excerpt 7, Narrative 2)**

Amelia sent me two videos about her class, followed by a message saying that in the first one I would find a pre-task, while in the second one I would see the task itself. It is important to mention that Amelia was taking a course in her master's program about second language acquisition, task-based language teaching (TBLT) being one of the topics explored, which explains her coming up with the concepts of *pre-task* and *task*. In spite of the differences between activities and tasks discussed in the literature³⁰, by watching Amelia's class and reading her narrative it became clear to me

²⁹ See appendix C

³⁰ Since the differences between an activity and a task were not the focus of the interaction in Cycle 2 and were not explained to Amelia, they were not touched upon here. This topic will be later explored in the analysis. The words "activity" and "task" will be used as synonyms until then, since this is what happened during my interactions with Amelia.

that she divided the activity into two parts as a way to introduce the topic and prepare students to talk about it. In order to have her externalize the reasons behind the sequence of activities so as to check my interpretation, as well as access her impression of how these activities took place, I brought them into the discussion during T/TEd-I 2:

TE: I just wanted you to tell me a little bit about what you intended to do, why you did it in that order, and what were your main goals?

A: I was trying to help the students to develop more the output competence. It was a speaking skill task. But in order to present some vocabulary, some critical views, I presented a pre task with a song with concepts about the environment, how to protect the environment. So, we listened to the song and they completed the missing words and after that we tried to talk more about this concept, about the three R's... reduce, reuse and recycle. I think the main thing was speaking skill, but I was also trying to explore some vocabularies and think more about the environment.

[...]

TE: Do you like what you did? Would you have done anything differently? How do you feel? Do you feel it worked?

A: Well, in that particular day I think it was a little rushed. I didn't have enough time, so I don't know if I could develop in the right way... the speaking skill. I was trying to make the students speak so I think I was trying to do all activities in that day but I think it was a little rushed, so I don't know if the students were able to speak and think properly to develop better their speaking skill. I think I didn't [sighs]... I tried but I didn't achieve [laughs] my goal.

[...]

A: So, we discussed the vocabularies before, before the listening activity. So, they were very involved in the activity, but in the second moment, which was the main goal, the speaking activity... they couldn't talk... properly, they couldn't develop... their critical view. I don't know [laughs]. I think I didn't achieve... I didn't achieve my goal. (**Amelia, Excerpt 8, T/TEd-I 2**)

Amelia's answer to my probing question about the order of the activities evidences she aimed to prepare students to talk about the three Rs by presenting "some vocabulary" as well as "critical views". In a very rudimentary way, the idea of providing students with input so they could talk about the environment was somewhat present both in her actions and in how she explained the reasons behind them, however, Amelia's goals were not met, as she herself stated in the narrative that there was not enough time to "*promote effective speaking*". I was not sure about the extent to which Amelia was aware that she did not reach her goals and why, since by observing the class, I noticed that the only moments in which students talked were to help her translate some words of the song and answer – in Portuguese – some questions related to the song's idea that she asked them in English. Therefore, I inquired into how she perceived and felt about the way the activities progressed,

leading her to experience moments of cognitive/emotional dissonance as she refracted the mediation offered, which are signaled by her physical reactions (i.e., sighs and laughter), how she hesitated and paused – at the end of the excerpt – to complete her reasoning, and her facial expression (signaling disappointment/frustration) when she said “*I didn’t achieve my goal*”.

As advocated by researchers in teacher education, moments of dissonance are often experienced when teachers have their practice inquired into and realize that what they thought they did (or what they planned) did not take place (Johnson; Golombek, 2016). As these moments give rise to growth points (Johnson; Worden, 2014) that represent thinking as it emerges (Mcneill; Duncan, 2000; Mcneill, 2005), it is imperative to capitalize on them by offering responsive mediation so that teachers overcome these dramatic events faced and move towards learning and development. Therefore, I initiated a movement with the aim of having Amelia think about her teaching in a more robust way:

TE: I want to talk to you about the listening, the pre-task. Having in mind that they had to discuss about the environment later, I would like to ask you if you think that the song was enough to prepare them for that, or if you think you could have done something differently maybe, or explore that song a little more.

A: Well, maybe this song was just an introduction to these concepts. I could maybe explore with other activities or maybe bring, I don't know, some material or video, some texts talking about this to read with them.

TE: Yeah.

A: Especially because they are in eleventh grade of high school, so maybe to develop their critical views. It'd necessary more preparation.

TE: Yeah, yeah, I agree with you. And I think this is a very, very good idea because you talk a lot about the importance of output, right? But to do that, they need a lot of input, right? And this is something very important because we talked about it in our first meeting when you said that there are many things that they need to learn, right? Because we have some problems in school. We know that English, for example, is something that is more present in schools nowadays, but back in the day it wasn't, so we are still developing this culture of teaching English in our schools.

A: It's true.

TE: Right. They lack... They lack vocabulary, they lack grammar... They lack many things that are important for them to speak.

A: Yes, right.

TE: When you think about English itself, right, I think that they need more input to do that [to speak]. (Amelia, Excerpt 9, T/TEd-I 2)

Instead of telling Amelia what she could have done differently, I decided to guide her – in a more implicit way – to think about some alternatives, which she responded to by mentioning that the song was “*maybe an introduction*” to the concepts that students would deal with in class (i.e., the three Rs). This points to the new ZPD activity

created as my mediation led her to both come to this realization and suggest – even if in a simplistic way – other options to be considered. After I acknowledged her contribution, I intentionally brought the academic concept of *input* (i.e., the ideal to be achieved) to the fore, directly connecting it to the one of *output*, which is something that appeared to be important to her as she had mentioned it several times since Cycle 1. The move of changing the social situation of development by bringing the concept into light was intended to have her revisit her practice and the discussion we had on the challenges faced in Brazilian schools, connecting students' need for guidance to how providing input could lead to output.

As the interaction progressed and we continued discussing Amelia's goals, I decided to inquire into her choice of planning a pre-task. As she brought it into the picture, I thought it could be a good alternative to help her more appropriately guide students in the classes to come:

TE: And I really like that you thought about having a pre-task to prepare them to talk about this. This is so important and I really like it. So, I would like you to explain to me why do we need, or why do you like to have them do pre-tasks before the main tasks?

A: Because I think the students need some, I don't know, some previous preparation to understand the main activity, some vocabularies. Because sometimes, when we are trying to do these speaking activities, the students don't know the vocabularies, the necessary vocabularies to talk. I think I have to present to them these vocabularies first, to encourage them to talk, to practice, and after that they could be more prepared and more confident in their speaking.

TE: Yeah, yeah, I totally agree with you. And when we say the name "pre-task" itself, it already tells us that it's a preparation for something, right? In the song there was some vocabulary for them to get acquainted with the three R's, to get acquainted with vocabulary related to recycling, to the environment, right? But besides lexical, besides vocabulary, they also need the structural part that they will have to use. When we have pre-tasks, we have all this input on many levels. There's lexical input, structural input, contextual input... the communicative context... So, you had the communicative context, you had lexical input, you had the words there, right? But to me it lacked the structural part. Like... how they were going to talk about it. What specific expressions they were going to use. Maybe you would need another pre-task or just... parts A and B, one part for vocabulary and the other part for structure, you know? Because as you yourself said in our first meeting, they lack a lot of knowledge about English, right? And I think this would help you achieve your goals. If the pre-task were a bit more complete, you know?

A: Even a little bit more language complex... to maybe develop sentences... to help them... to put all these vocabularies together and try to speak.

TE: [...] most times they lack the linguistic knowledge to do that. There's something I tell teachers when they teach the beginner levels when students lack a lot of linguistic knowledge, we have to guide them way more than we have to guide more advanced students.

A: Guide them. Good, good. I'm taking notes. To guide them because I think it's very important to try to guide them more.

TE: Yeah. Does that make sense to you?

A: Yes, totally. (Amelia, Excerpt 10, T/TEd-I 2)

My probing questions had Amelia once again externalize her concern with students' lack of knowledge, saying they needed some "*previous preparation*" in terms of vocabulary to be able to "*understand the main activity*", going along with the discussion illustrated in Excerpt 9. However, besides providing them with lexical input, there was the need to go beyond it since although she introduced vocabulary related to the topic at issue to students, they were still not able to speak. Therefore, I introduced the academic concepts of *lexical input*, *contextual input*, and *structural input* to have her see that different sorts of input can be provided during pre-tasks. Moreover, I focused her attention on *structural input* since this was the aspect that I missed the most when watching her class as she did not guide students, at any moment, on how they could discuss the environmental issues presented in the song and express their critical views, which – according to Amelia – were the goals of the speaking activity.

My mediation became very explicit as, right after introducing the concepts, I told her I missed structural input in her pre-task, explaining to her that it would have been more profitable if she had divided the pre-task into parts in order to cope with students' lack of knowledge. The ZPD activity created is instantiated by the way Amelia replied, saying that the pre-task could have been "*more language complex... to maybe develop sentences... to help them [...] try to speak*". Besides illustrating change in the social situation of development, her response signals my mediation was responsive to the upper limits of the ZPD activity since we seemed to have reached a higher level of intersubjectivity, which is indicated by how her answer showed she understood that, in order to have students speak, she needed a pre-task that was more linguistically complex, involving whole sentences, and not just vocabulary. Furthermore, my choice of emphasizing the need to guide beginner students was thought of to reinforce my point of providing them with appropriate input. Amelia's response to my mediation indicates how her *perezhivanie* refracted it – as she mentioned she was taking notes and showed agreement by saying "*I think it's very important to try to guide them more*", it appears that she positively experienced the explicit mediation offered, which points to the extent to which it could impact her further reasoning and practice.

By using the aforementioned academic concepts, my objective was to deliberately change the social situation of development in order to promote change in Amelia's reasoning teaching and practical activity. As Johnson, Golombek, and Childs

(2023) contend, an ideal to be achieved (Vygotsky, 1994) has to be present in the social situation of development so that “[...] change in teaching practices, new dispositions, or habits of the mind, and new views of teaching/learning can take hold or be internalized” (p. 8). Therefore, the responsive nature of the mediation offered had great potential to promote situation redefinition in how Amelia understood *input* so she could appropriately provide it to students. Needless to say, such a change would only occur to the extent that Amelia refracted my mediation, her *perezhivanie* greatly influencing the pace and depth of her cognitive development.

The discussion on guiding students during the lesson led Amelia to comment on her intention to plan some reading activities for subsequent classes. As she externalized this idea, I decided to suggest ways to help her organize her planning:

A: I was thinking about the next steps and I was thinking about working with reading some texts, because I think it's very important for them to try to read more in English too. In other classes I was trying to bring them more texts, so maybe I could present to them, I don't know, some texts and read with them, discuss the texts?

TE: [...] I usually have a list of words that are very important to understand the text. Like... “recycling”, “ecosystem”, garbage”... A list of things related to environment. Then I have these words in one column and in the other column I have the definition and examples. And sometimes what I like to do before a text is having them in pairs or in small groups to put these things together. You can organize that either in slips of paper, like... slips of paper with vocabulary and slips of paper with definitions. They'd have to match the words to the definitions. Or you can even use a paper sheet, with column A and column B [...] after that I would work with the text. We would read the text that mentions all the words they studied in that pre-task, right? They would be reading a text that they were already prepared for. And you can use the text to point out some important expressions that they can use for the last part, the third part in which they are going to speak about the text and give their opinion, right? [...]

A: Yes, it's very good to know more about how to guide them because sometimes I am really trying to guide them but I don't know if I can bring to them the necessary skills, so it's very good.

TE: When I think about the pre-task, I always try to think about including something that's going to deal with vocabulary, structure, and the communicative context. So, obviously, if you want them to talk about the environment, you're going to use a song or a text that is about the environment. Maybe this can help you better organize your ideas, right?

A: Very good. Thank you. Thank you so much. (Amelia, Excerpt 11, T/TEd-12)

The choice of explicitly mediating Amelia by presenting how she could plan a reading task was made due to the way she externalized her thinking – not providing any details on the activity's steps – as well as to her apparent lack of certainty when explaining her intention, signaled by her words “*maybe I could present to them, I don't know*”, which ended up in a request for mediation. The suggestion I presented

revolved around the idea of breaking the task into different parts in order to appropriately prepare students to reach the main goal of the lesson. I drew a parallel between the activity I was proposing and what she had done, which was aimed to give her a somewhat concrete example of how to provide students with the vocabulary (i.e., *input*) they would need to read a text that discussed the same topic of the song she used. At the end, I suggested the task could have another part in which she would use the text to “*point out some important expressions*” that would help students have a discussion on the topic at issue, referencing our previous moment of interaction on *structural input* and keeping the idea of providing students with opportunities to express themselves in mind, due to its importance to Amelia. Her response acknowledged her difficulty guiding students, to which I responded by mentioning my concern with vocabulary, structure, and communicative context when planning a pre-task, alluding to the academic concepts of *lexical input*, *structural input*, and *contextual input* previously presented.

As I continued mediating Amelia towards understanding the importance of preparing students to do an activity/task, it became clear to me that we were operating on a shared situation definition, as the following excerpt shows:

TE: And I think it's so important to foster the development of their critical thinking, right? But we have to remember that they need English to talk about that. And they lack language. So, we have to try to like compensate, we have to guide them and to give them what they need. Lexically speaking, grammatically speaking, contextually speaking, right? So, they can talk, right?

A: Very, very good, Matheus. For me it's very good to hear this from you and to understand better how I can guide more my students to help them do the activities. I didn't realize this, but maybe I have to add more input so they can be more prepared to develop their output.

TE: There was a moment in your class that you were talking about the song. You asked them if they had an ecological bag, an eco bag. You asked them that and you got one or two responses, I think. So again, it's not that I think that they don't want to participate, I just think that they can't because they don't have language for that. Unfortunately, this is something that demands a lot from us because we are the ones who have to compensate for that, for something that they didn't have before, right? But it's very important if we want to help them develop their critical thinking. We need to prepare them, linguistically, to do so. (Amelia, Excerpt 12, T/TEd-I 2)

By once again alluding to the academic concepts that were introduced to Amelia, I focused on keeping the ideal forms present in the mediation, a move to which she responded by mentioning she had to “*add more input*” in order to better prepare students to “*develop their output*”. This evidences the ZPD activity created became

more robust as Amelia and I established a higher level of intersubjectivity, which is signaled by her understanding that I focused on providing students with input even though I did not mention the concept itself in my mediation. As a response, I brought a part of her video-recording into the discussion to illustrate how lack of guidance might have hindered student participation, valuing her intention to have them express themselves but also drawing her attention to the fact that, to do so, teachers need to linguistically prepare students. The realization Amelia came to as regards the need for more appropriate input in her class was only possible due to the dialectical interplay between the two of us (i.e., the establishment of the social situation of development), a process that took place due to the highly responsive nature of the mediation offered and Amelia's refraction of it.

In Cycle 3, a very interesting movement happened: Amelia sent me two files via WhatsApp, asking for mediation regarding a lesson she had planned. When sending me the material, she referred to the lesson as having two moments: a pre-task and a task. The part of the lesson to which Amelia referred as "pre-task" consisted of having students watch part of an episode of the TV show "Friends" and pay attention to the verbs in the past tense. Later on, she handed out a summary of rules to use the simple past to students, followed by a list of irregular verbs (this pre-task had already happened when she sent me the files). When it comes to what she referred to as "task", it was a text about Steve Jobs preceded by an explanation and some examples of cognates and false cognates. After reading the text, students would have to answer some reading comprehension questions and discuss which words in the text were cognates and which ones were false cognates (this task would happen on the day following the one she sent me the files).

The connection between what she called "pre-task" and "task" was not clear to me. Besides that, I had some concern with how she would link the discussion around cognates and false cognates to the text about Steve Jobs, since the examples she had written in the paper sheet she would hand out to students were not the ones present in the text. Therefore, I asked her two questions: what the relation between the pre-task and the task was; and how she thought students would identify the cognates and false cognates in the text if the examples given were not found in the text itself. As a response, Amelia told me that, in the previous class, they had worked on the pre-task – focusing on how the simple past tense was used by the TV show's character to discuss a misunderstanding – while in the upcoming class, they would work on the

task, she would explain the cognates and false cognates to students and have them do the reading activity.

Amelia did not explain to me what the relation between what she called “pre-task” and “task” was. Regarding my question about cognates, false cognates, and the text, she said she was planning an activity named “glossary”, which would come before the text. In this activity, she would choose some cognates and false cognates from the text, write them down on slips of paper, put them inside a bag, and have students pick them up and read the words out loud for the whole group. Then, they would discuss if each word was either a cognate or a false cognate. After that, she would hand out the text about Steve Jobs to students and they would do the reading and answer some comprehension questions. According to Amelia, her choices had to do with the “*input strategies*” we had discussed, therefore, her aim – as she herself stated – was the one of using more “*input resources*”, showing reverberation of our past interactions as the task she planned resembled the suggestions I gave her in T/TEd-I 2 (see Excerpt 11).

As a response, I told her that the activity with the slips of paper could be thought of as a pre-task, a preparation for students to read the text. Moreover, I mentioned that I had not understood if the slips of paper would be accompanied by translations of the words or definitions, telling her that if it were simply translations, there would not be anything to discuss with students – they would only see that the words were either similar or different from Portuguese and immediately know if they were cognates or false cognates. Then, I suggested giving students definitions – in English – and lead them to see if the words were cognates or false cognates by discussing the definitions. Amelia agreed that it would be more interesting, explaining that, in her initial plan, she had thought of giving the students the translated words in Portuguese.³¹

Although the way Amelia organized the lessons was a bit messy and, at first glance, the task about the TV show was seemingly not related to the one about cognates, false cognates, and the reading, it is clear that the idea of providing students with input was a main goal of her lesson, which became evident as, in Narrative 3, she explicitly mentioned she aimed to “[...] *promote more input to students and guide them more in English learning*”. This shows our discussions around the topic were already reverberating in Amelia’s planning, which points to how her *perezhivanie* of the

³¹ The exchanges described in the past four paragraphs happened via WhatsApp voice notes.

mediation offered had her refract and possibly move past the cognitive/emotional dissonance faced in T/TEd-I 2 (see Excerpt 9).

Another part of the narrative instantiates her concern with input, which – by looking back into the data – I believe helps explain what she had possibly aimed to when planning the activity of the TV show “Friends” in order to discuss the simple past with students:

[...] I intended to present in a text some curiosities about Steve Jobs' life, one of the iconic personalities of the tech world, to improve their English vocabularies and world knowledge, and finally I was trying to consolidate the simple past verbs that were seen in prior classes. (**Amelia, Excerpt 13, Narrative 3**).

Although Amelia did not explicitly refer to the activity of the TV show in the narrative, it seems like she thought of it in order to provide students with structural input. When considering she was “*trying to consolidate the simple past verbs that were seen in prior classes*” through the text about Steve Jobs, her view of the activity of the TV show as a pre-task makes more sense to me. It appears that the link between what she called “pre-task” and “task” was that the former provided students with structural input (i.e., the simple past tense) that would be necessary for students to read the text about Steve Jobs and answer the reading comprehension questions – which were all in the past tense. Since she did not mention the simple past tense at any moment in the video-recording, I did not see this intention at the time, therefore, I did not inquire any further into what Amelia thought of when designing the pre-task and task the way she did. It was only when I looked into the transcriptions as a whole, after the data collection phase ended, that I realized the reason behind her move – even though there was no mention to structural input in Amelia’s voice notes, narrative, or during T/TEd-I 3, she did aim to go beyond providing students with lexical input in order to prepare them for the termed task. This illustrates reverberation of our past interactions as Amelia considered another type of input (i.e., structural) when planning her lesson.

As the video-recording of Cycle 3 was only about the pre-task of cognates and false cognates and the reading task, the connection between the previous class and the one she video-recorded was not further inquired into. During T/TEd-I 3, I focused on better understanding the role input took up in her planning and practical activity, as shown in the excerpt below:

TE: [...] something else you said is that you feel more comfortable having these input strategies in class. What do you mean by that?

A: Because it's not only the students who were guided, I was too. I was very prepared. Normally I try to prepare my activities before the classes and organize my pedagogical strategies. With those resources, with the glossary game and with the words written in English and the description, like, you helped me to put the description in English too, to give more input, to guide them better, and after that they could read the text and answer the questions.
(Amelia, Excerpt 14, T/TEd-I 3)

Amelia's answer is particularly interesting as it illustrates the role of other-regulation (Vygotsky, 1987) in one's development: as she herself stated, she was "*guided*" by the idea of providing students with input as she was "*very prepared*" when organizing her "*pedagogical strategies*". Reverberation of our past interactions is once again evidenced as she not only planned an activity that resembled the mediation I offered during T/TEd-I 2 (see Excerpt 11), but also cited how I helped her "*guide them [students] better*", which highlights the highly responsive and dynamic character of the mediation offered during T/TEd-I 2 as I explicitly told her how she could break a task into parts with the aim of appropriately preparing students for the main part of it. This shows the need for TEs to be attuned to the ZPD activities created since being responsive has to do with calibrating the mediation offered as it "[...] must be negotiated and constituted *in situ* through and by the relational features while co-constructing ZPD activity" (Johnson; Verity; Childs, 2023, p. 9).

In spite of Amelia's intent to provide students with input and guide them to read the text by planning a pre-task around cognates and false cognates, the choices she made in class seemed odd to me as she first handed out the text to students so as to, later on, pass out the slips of paper with the vocabulary that they would find in the text. Even though I was under the impression this had happened, I was not sure. Therefore, I inquired into it during the T/TEd I:

TE: And I also wanna ask you... in what part of the class did you give them the text? Did they already have the text when you were working with the slips of paper or not?

A: No, I think now I can't remember, but I think I gave to them after the game, after the game. I think it was after, I'm not sure, but I think it was after... First, we did the game. I can't remember now. No... I think I gave them first the text and after we did the game, I think I started the class reading the definition of cognates and false cognates and after that I did the game. So, in this part in the cognate and false cognate description it was in Portuguese and they helped me to read, to explain.

TE: Don't you think it would've been better if you had given them the text after working with the slips of paper?

A: I don't know because sometimes they use the text like a resource to understand better. Because the activity of the game was a glossary from the text. So, sometimes they try to research in the text, but maybe, I don't know... maybe to only engage them in the activity of the game, it should've been better to give them the text after.

TE: Yeah, because I was just thinking, if you consider the activity with the slips of paper a pre-task, and you consider the text the main task, it makes sense that you first work with the slips of paper and then with the text, because then what happens... they wouldn't be really paying attention to the definitions. And this is something that I felt watching the video, you know? That sometimes they were worried about finding the words in the text, that they were not paying attention to the definition of the words.

A: Hm...

TE: This is something that I felt watching the video.

A: This makes total sense. It was maybe a lot of stuff for students to understand.

TE: Their attention should be focused on the activity with the slips on paper, but they were dividing their attention between the activity with the slips of paper and finding the words in the text, in a moment of the class that they were not supposed to be doing that, you know? Because you use the pre-task to prepare them to, later on, read the text. (Amelia, Excerpt 15, T/TEd-I 3)

Amelia's lack of certainty when responding to my question indicates the extent to which she was being other-regulated: when asked to give an explanation of what she had done, it became clear to me that Amelia's reasoning when planning the lesson was highly dependent on my mediation – i.e., the suggestions I gave her during T/TEd-I 2 when she asked me for mediation as regards how she could plan a reading activity. She only remembered the order of her actions after she started externalizing her thinking to me, an order that was not consistent with the intention of first providing students with input in a pre-task that would, later on, allow them to do the main task. I suggested – in a more implicit way, through a question – that it would have been more beneficial to hand out the text to students after having them work with the slips of paper, however, I did not explain why. This move was thought of in order to see if she would realize the logics behind doing the pre-task first (i.e., to provide students with input) without me explicitly pointing it out, which would indicate the creation of new ZPD activity.

Amelia's answer showed me there was lack of intersubjectivity between us. While she suggested that because the tasks were related students should have access to the text while they were working on the glossary, I was guiding her towards the understanding that, as a pre-task, the glossary should come before the text in order to prepare students for the reading (a core feature of pre-tasks). As Amelia kept externalizing her reasoning, it appears that she came to the realization that students did not engage in the pre-task because they were looking for the words in the text. After noticing such a realization and the ZPD activity created, I build up on the shared situation definition we seemed to have achieved and explicitly told her that, as a pre-

task, the glossary should have come prior to the text, mentioning that her students were not paying attention to the definitions of the words. As a response to Amelia's agreement with my comments, I continued explicitly mediating her, focusing on the academic concept of *pre-task* and what it entails – “*to prepare them to, later on, read the text*”, keeping the ideal form to be achieved in my mediation as I had Amelia revisit her practice through it. Nevertheless, although I strategically used the concept of *pre-task* when mediating her, I did not bring the one of *input* into the discussion, which could have been a good choice to reinforce that it is within the pre-task that input should be provided.

Another aspect of the class that I wanted to discuss with Amelia was how little time students had to do the reading, which I did so by resuming a discussion we had had in a previous T/TEd-I:

TE: [...] one thing that I noticed about this part of the class [the reading task] is that I found it too rushed. Remember that we talked about doing things step by step?

A: Yes, I remember that.

TE: So, I think that you gave them a lot of time to do the pre-task, which I think it was good and they needed it, but when they were dealing with the text, that was very fast. Do you agree?

A: I agree. They only have two periods of English, once a week. So, I think it's very difficult to manage my time. Sometimes I want to do things in the same class because I think when the next class comes, after one week, it could be so much time for them to remember and continue the activity. I don't know how to better organize this part.

TE: But one thing you can do is, maybe at the beginning of the class, the first ten minutes, you can resume what you saw, right? Resuming in the sense of like “retomar” what you worked with in the previous class. Something like “do you remember what we did last class? We talked about these words. Do you remember the meaning of these words? What does this word mean? What does that word mean?”. You know? And then you could pick up from there. (Amelia, Excerpt 16, T/TEd-I 3)

During the class, Amelia quickly went through each of the comprehension questions and had students find the answers in the text, which was done with the whole group. The students did not have time to read the text by themselves, discuss possible answers with each other, and/or focus on how the cognates and false cognates they had just studied helped them understand the text. As I told Amelia that the reading activity was “*too rushed*”, she replied by showing concern with time management – as students had few English classes a week – and suggesting that dividing the lesson into two different classes would not be good because of the seven-day gap between classes, which would probably make it difficult for students to “*remember and continue the activity*”. As I noticed her indirect request for mediation – “*I don't know how to better*

organize this part” – which pointed to her immediate needs, I explicitly mediated her by presenting a solution and – through teacherly talk – illustrated what she could do next time to have students complete the lesson at a realistic pace.

Right after this moment, Amelia once again indirectly asked for mediation as she showed signs that she did not know what to do in the subsequent class:

A: I don't know how I can reorganize the activity today, but I think I will start the class by talking to them about their vacations and after that maybe I intend to write on the board some expressions using the simple past. I don't know if I give them some questions so they answer about their vacations or if I only ask them to write a little text about their vacations using the simple past. I don't know. I think I will explain better the simple past because probably they will use it to explain about their vacation.

TE: Maybe you can start today's class by reviewing the simple past with them and kind of like having a warm up to prepare them to talk about their vacation. Like a warm up, asking them things like "what are some activities that people do when they're on vacation?", some stuff like that so they can have a look at some vocabulary related to vacation time, right? You can also maybe discuss some different types of vacation, because some people travel, some people stay home and watch Netflix, people go hiking... So, maybe you can work with vocabulary so as to prepare them to, later on, in another class, you know, talk about or write about what they did on vacation. (Amelia, Excerpt 17, T/TEd-I 3)

Amelia's subsequent class was going to be on the same day we had T/TEd-I 3, so she did not have much time for planning. It is interesting to notice that she seems to have felt the need to "*reorganize*" the activity of the day as a response to our interaction, which might indicate the realization that what she had planned for the class was too rushed. The way Amelia externalized her reasoning evidences she was somehow lost regarding what to do, which can be seen as she mentioned different ideas and kept repeating "*I don't know*". Moreover, Amelia was clearly concerned with providing students with structural input, as every idea she had was related to grammar. Since we did not have much time, because we were at the end of the T/TEd I, and her class would be in a few hours, I could not come up with any elaborate ideas. Therefore, I suggested having a warmup with students in order to provide them with vocabulary related to the topic, leaving a more elaborate activity – such as speaking or writing about their vacations – for another class.

Although the present study was designed to have teachers rotate between activities (i.e., writing the narrative and video-recording part of their class in one week, while meeting me in the subsequent week), Amelia decided to video-record and send me the class about students' vacation time (which happened in the evening of the same day of T/TEd-I 3). Since we briefly discussed some ideas for the class, I thought it

would be interesting to observe how she organized her planning in such a short notice. Her choices in class are summarized as follows: she started the lesson by asking students if they remembered what they had studied in the previous class; as some students answered, she reiterated they had studied cognates, false cognates, and verbs in the simple past tense; then, she wrote the question “How was your vacation?” on the board and told students that it referred to the past and that they had to use the simple past tense to answer it; after that, she had some students answer the question – which they did, mostly in Portuguese – and wrote their answers (in English) as examples on the board; then, she drew students’ attention to the verbs used in those examples, reviewed the differences between regular and irregular verbs, and asked students for more examples of what they had done on vacation; finally, she asked students to write a short text, for homework, saying they could “use the sentences on the board” and that they should do it “in the form of a text”.

In Narrative 4, Amelia explained the reasoning behind her pedagogical choices:

[...] the main goal of the class was to guide the students to remember what we were discussing in previous classes and to promote some speaking, and a writing assignment for homework. I expected with this pre-task to resume, talking about their vacation, something that could help students try to talk in English and after that write a short text about their vacation. [...] They were engaged in telling about their vacations and constructing together the sentences that I was writing on the board. These sentences should guide them to produce the homework with a writing assignment about their vacations. **(Amelia, Excerpt 18, Narrative 4)**

Amelia’s choices clearly reverberated our interactions during T/TEd-I 3 as she wrote she had “*resumed*” previous discussions she had had with students through a pre-task that led them to come up with examples in the simple past tense. She also explained that she wrote students’ examples on the board in order to “[...] *guide them to [...do] a writing assignment about their vacations.*”, which was thought of as a homework activity, following my suggestion to “[...] *prepare them to, later on, in another class [... talk about or write about what they did on vacation.*” (see Excerpt 17), which reveals the high extent to which she was being other-regulated. Moreover, the idea of preparing students to do the writing task through what she called a “*pre-task*” was once more present in her thinking and practical activity, albeit in a simplistic way.

Since Amelia seemed to be concerned with providing students with structural input (just like she did in Cycle 3), I inquired into her choices, as we started T/TEd-I 4, with the aim of having her further explain the reasoning behind her goals and, consequently, orienting to her reasoning teaching:

TE: What was the main goal of your class? The main goal and the main task.

A: The main goal was to give students some support, some ideas to, after the pre-task, do the main task, which was a writing task. I asked students about their vacations, what they did. I intended to maybe give students more input and guide them better, writing, in the first moment, sentences on the board and talking about their vacation using the simple past, but in an implicit way. And after that they did a main task but for homework.

TE: So, the main task was for them to write a text at home, while the main goal you had in class was to guide students to do that at home later.

A: Yes. (Amelia, Excerpt 19, T/TEd-I 4)

Amelia's answer to my probing question evidences her intention to provide students with "*more input and guide them*", through the sentences written on the board, to do the writing assignment, bringing her focus on structural input to the fore. The reverberation instantiated in both Amelia's articulated reasoning and practical activity points to the success of the social situation of development she and I have forged. As I responsively mediated her during the previous T/TEd-Is and she refracted my mediation, the idea of preparing/guiding students to do activities became essential to her reasoning teaching. It is paramount to remember that my focus on *input* while mediating Amelia was a result of her externalization that providing students with it was "*so easy sometimes*" (Excerpt 2), which happened right after she mentioned the challenge of coping with "*gaps*" in their knowledge of English. This hinted a path I could take to help Amelia fill these gaps by exploring the concept of *input* while mediating her. As presented in the data looked into so far, this speaks with Amelia's willingness to enable her students to use English, thus highlighting how her *perezhivanie* of our discussions turned input into a major goal of her classes.

In spite of Amelia's intention and effort to prepare students to do the writing activity, I once again felt the need to point out that, even though she had provided them with input, it was not enough:

TE: [...] another thing that you wrote was that you felt students were engaged, talking about their vacations and constructing together the sentences that you were writing on the board. Then you said "These sentences should guide them to do the homework as a writing assignment about their vacations." Do you do you think that only these sentences would be enough?

A: Well, we couldn't discuss all things in this class because sometimes we don't have enough time. So, we tried to talk a little bit about the vacation of each student. So, I couldn't produce with them more sentences. But I tried to produce something that could guide them, but I know that it wasn't enough. I could see this in the texts they wrote.

TE: How?

A: Because they used other sentences, not only about their vacation.

TE: And can you think of any other ways you could have prepared them more thoroughly to do it?

A: I think I could prepare the students better not only to talk English but to write in English too. They need more help in these particular competences and skills. I can see how students are engaged because they are trying. They produced the texts using other sentences. I know that they used some AI tools, but they were trying to say something to me, to talk about their vacation or other experiences in the past. I can feel that they need my help but sometimes I don't know how [laughs]... to better help them (**Amelia, Excerpt 20, T/Ed-I 4**)

I asked her a probing question in order to see her impressions of the way she prepared students for the writing assignment, which she answered by agreeing it was not enough. The realization that her objective was not met indicates the creation of new ZPD activity, which took place as my question led her to both revisit the lesson and the students' texts. As I asked her another probing question (i.e., "*How?*"), Amelia mentioned that the students used "*other sentences*" in the short texts, suggesting that they could not reach the objective of successfully writing about their vacations. With the aim of orienting to the upper limits of the ZPD activity created, instead of telling her what she could have done, I decided to be more implicit in the way I mediated her towards an alternative. Amelia was not able to come up with any concrete ideas – she only mentioned the need to better prepare students and how, even though they try, they "*need more help*" –, which pointed to the need for explicit mediation. Further evidence of such a need was found as Amelia experienced cognitive/emotional dissonance – signaled by her apparent frustration as she acknowledged that, despite her efforts, she did not know how to help students, which was accompanied by laughter and a short pause before completing the sentence.

In order to capitalize on the cognitive/emotional dissonance faced, taking into account the role of social drama in fostering internalization (Veresov, 2017), I started a movement that was aimed at having Amelia realize the inconsistency between the way she prepared students to do the main task and what the task itself required:

TE: The main task, the final task was for students to write a paragraph about their vacation.

A: Right. Right.

TE: And then you did like a warm up in class, which we had discussed that, right? In our previous meeting, this idea of having a warm up. So, you had a warm up and you wrote some sentences on the board. Do you see any differences between writing these sentences on the board and writing a paragraph?

A: Yes, because when we are talking about texts, it's not only sentences, few sentences, but a paragraph could be more strategic to help them in this particular task.

TE: Because it's more demanding and complex, right? This is one thing. I really like the idea, but I would like to complement it. I like the idea of having this warm up. I really like that you wrote the sentences on the board so students could see examples. And then through those examples you reviewed the regular and irregular verbs, but what I missed was a model, an example of what they had to do at the end, right? I mean, for example... You have to write a paragraph about vacation, so why not starting the class with an example, right? Like, "hey guys, I want you to take a look at this paragraph, at this short text that I wrote about my vacation time".

A: Uhum. (Amelia, Excerpt 21, T/TEd-I 4)

My choice of bringing the goal of the writing task into the discussion and mentioning how the warmup activity took place was made to have Amelia compare them, showing her that the way she prepared students was not consonant with the goal of writing a paragraph. The probing question – *"Do you see any differences between writing these sentences on the board and writing a paragraph?"* – resulted in the creation of ZPD activity, which is instantiated as Amelia came to the realization that *"a paragraph [in the warmup/pre-task] could be more strategic to help them in this particular task"*, pointing to a higher level of intersubjectivity between us as her situation definition of what should have happened became closer to mine. After noticing such a realization, I mentioned the level of complexity that writing a paragraph demands and acknowledged her move of aiming to review the simple past tense, alluding to the concept of *structural input*. Then, I explicitly told her that I missed a model that illustrated what students had to do and, through teacherly talk, I briefly introduced how she could focus students' attention on the model.

As Amelia did not further interact, only expressing agreement with my point, I became more explicit and drew her attention back to the academic concepts that were previously introduced:

TE: [...] remember that, the meeting before last meeting, we talked about this idea of input on different levels? On the lexical level, on the grammar level, and on the contextual level, right?

A: Right.

TE: So, the context was vacation time. You didn't even have to write a text, a paragraph about your vacation. You could have looked up some examples on the internet, right? Maybe have two or three paragraphs and have students work with those paragraphs in small groups, right? Asking them to... like, "So guys, here we have these people talking about what they did during vacation time".

A: Right, right.

TE: "Let's get in small groups and take a look at these paragraphs. And I want you to circle what they did during vacation time, right?". And then students would have to find the actions, what happened, what each person did during vacation time. You would be providing them with context and with examples of what they would have to do at the end, in

the final task. There's no problem asking students what they did, but that could be together with this idea of the paragraphs, you know? Because in this way you would be asking them to share their experiences, right? But if they had, if they had reviewed the past before, they would maybe be more prepared to talk about what they did. You would have reviewed some verbs with them. You would have reviewed the regular, the irregular verbs.

A: And I really wanted to, to try to prepare them. So, these ideas are very important, sometimes we don't have time to maybe think better about how to organize the classes in a more effective, pedagogical way. So, it's very good. Thank you.

TE: In this case you would have examples. At the end, when you were explaining the final task, you would say "you saw three examples. What I want you to do is something similar to that, but related to your vacation time or a trip you took in the past". In the paragraphs they would have contextual input, lexical input, and grammatical input, you know? And you could also add, after that, "now let's see what you did on your vacation. Did you do anything that is similar to what the people from the paragraphs did?", you know?

[...]

TE: [...] And remember that one thing we discussed was this idea of doing things step by step, right? So maybe you didn't have to do everything in that class. You could have split that into two different classes like... in one class you would use the paragraphs and have them see examples of actions in the past, vacation time and you could have reviewed the verbs in the past. Then, in the subsequent class, you could have resumed what they did in the previous class and have them do an activity to share some ideas of things that they did during vacation time. And then something to prepare them to write the paragraphs. (Amelia, Excerpt 22, T/TEd-I 4)

After bringing the ideal forms back into the discussion – “*we talked about this idea of input on [...] the lexical level, on the grammar level³², and on the contextual level*” – to have her revisit what she did, I started to explicitly mediate Amelia – through teacherly talk – by showing concrete ways to act in accordance with the academic concepts. First, I drew her attention to *contextual input* by focusing on the content of the paragraphs (i.e., vacation time); then, I referenced *structural input* as I showed her how she could have asked students to focus on actions (i.e., what each person did on their vacation); second, I circled back to what she had done in the warmup and acknowledged her focus on having students talk about things they could relate to – “*There's no problem asking students what they did, but that could be together with this idea of the paragraphs, you know? Because in this way you would be asking them to share their experiences, right?*”; then, I emphasized how *structural input* was needed so that students could come up with examples on their own during the warmup – “*if they had reviewed the past before, they would maybe be more prepared to talk about*

³² Although I had referred to it as “structural input” up to this point, my mediational move was still consistent since the word “grammar” can be seen as a synonym for “structure”.

what they did.” – as the answers to Amelia’s question “how was your vacation” were mostly in Portuguese, therefore, showing how little oral output in the target language was produced. Summing up, I attempted to show an alternative to what she did by using paragraphs to provide students with input on different levels, which would be more appropriate, both for the warmup and the writing task planned. Amelia’s answer shows her *perezhivanie* of the mediation offered as she acknowledged her willingness to prepare them for the tasks and learn how to “*think better about how to organize the classes in a more effective, pedagogical way*”, which goes along with how she had been focusing on providing students with input.

As I reiterated how using paragraphs could have both provided students with input on different levels and models of what was expected from them in the writing task, through teacherly talk and mentioning the ideal forms at issue, I afresh alluded to the warmup by emphasizing how – through the paragraphs – she could have prepared them to orally share what they did on vacation. Moreover, I referred to her previously stated concern with time management and illustrated how to prepare students “*step by step*”, something I did consider essential in Amelia’s classes due to the “*gap*” in her students’ knowledge of English. Although I was responsive to her needs, by focusing on how Amelia could provide students with different levels of input and, at the same time, with a model of what they would have to do, my mediation did not particularly focus on writing paragraphs. This was intentional, as Amelia was dealing with too many concepts at the same time and it would probably have been too complex to add a different discussion (e.g., features of a paragraph) at that moment.

In Cycle 5, the lesson discussed was a result of Amelia’s concern with the university entrance exams. She used some texts and questions retrieved from ENEM³³ to prepare an activity in which students had to read those texts and answer multiple choice questions that followed them (the same sort of questions that are found in those exams). She started the lesson by telling students some things that had happened to her, writing examples on the board. After that, she focused their attention on the verbs in the past, resuming the discussion on the simple past tense they had previously had by giving other examples of questions and negative statements. Amelia summarized her plan in Narrative 5, as she explained the goals of the lesson:

³³ ENEM stands for Exame Nacional do Ensino Médio (High School National Examination), which is aimed at facilitating students’ entrance in higher education institutions.

I began the class showing to students some sentences in the simple past tense as a pre-task, to guide them to develop better the reading game main task. I organized the main task with texts from ENEM and entrance exams, and some of the texts had sentences with simple past, so it was a way to help them, giving more grammatical input. (**Amelia, Excerpt 23, Narrative 5**)

Excerpt 23 evidences Amelia's focus on providing students with structural input as she explicitly externalized the aim of "*giving more grammatical input*", such a reverberation indicating how aware she was of the type of *input* she aimed to provide students with. The fact that Amelia did not simply use *input*, but described the level of input she focused on (i.e., grammatical), shows a more robust situation definition of it, which points to how the previously introduced ideal form (i.e., structural input) became part of her reasoning teaching and, consequently, started to inform her practical activity. This illustrates the power of putting tools into teachers' hands (Johnson; Verity; Childs, 2023) as I intentionally and strategically used academic concepts with the goal of mediating Amelia towards a more precise, appropriate, and coherent teaching.

As I realized that Amelia's situation definition of the role of input had become closer to mine, I decided it was time to mediate her towards a more robust understanding of tasks too, since – as previously mentioned – we have been using the words "activity" and "task" interchangeably. Therefore, I started to treat the academic concept of *task* as such:

TE: [...] I understand that you wanted to give them more grammatical input and review the simple past tense, but I don't agree with you that it was a pre-task. It was part of the preparation for them to do the task. I understand your reasons, but I just wanna show you why I don't see it as a pre-task. A task involves students doing something.

A: Right.

TE: And in that first part of the class, what did they have to do?

A: Well, in this part of the class we just remembered some, maybe some sentences, maybe some verbs in the simple past. But in the first part, I think it was more centered in, in my opinion, not in the student's opinion. So, they didn't participate so much.

TE: There's no problem. I understand that and I understand what you wanted to do and I agree with you. I think it was a good way to do it. You had some sentences in the past and you drew students' attention to the sentences and to the verbs in the past.

A: It was a very explicit activity.

TE: It was in an explicit way and there's no problem. I'm not questioning that, OK?

A: OK.

TE: The only thing that I wanted to talk to you about is that this is different from a pre-task. Let me put it another way. Usually, in a pre-task, students create something. They do something that will help them do the main task later, right?

[...]

TE: There's this idea of the pre-task planning, which is, like, planning that occurs before the learner begins the target task, the main task. It

can be further categorized as a rehearsal, for example, because students rehearse, they have this first contact with what they're going to do later. They have the opportunity to perform the target task, the main task, before really performing it. It's some kind of strategic planning which is often defined as opportunities for learners to decide what to say or write before the main task. It involves action. It involves students doing, creating something that is going to impact the main task later. So, with this first moment when you were reviewing the simple past, it was explicit and there's no problem in that, but I just want to show you that it is different from a pre-task. (Amelia, Excerpt 24, T/TEd-I 5)

After acknowledging her move of providing students with input, I explicitly told her that, in spite of being a preparation for students to do the reading, what she had done was not a pre-task. Through a probing question – “*in that first part of the class, what did they have to do?*” – I had Amelia realize that the part of the lesson she called “pre-task” did not require students to do anything. As we kept talking, I thought she felt I was criticizing the explicit nature of her approach, which I told her I was not. My mediation focused on the fact that, in order to call it a “pre-task”, students have to “*create something*”, as a sort of “*rehearsal*” that would allow them to “*perform the target task [...] before really performing it*”. As I continued, I focused on introducing an academic conceptualization (i.e., an ideal to be achieved) of *pre-tasks* by mentioning some of the key features we take into account when planning tasks. Then, I circled back to what Amelia did, making sure I mentioned – once again – that there was no problem in doing that, but that it was “*different from a pre-task*”.

As Amelia and I used “activity” and “task” interchangeably from Cycle 1 to Cycle 4, it is essential to explain the reason why I had not built upon an academic conceptualization of tasks up until Cycle 5. The main reason why is that I did not want to clog Amelia’s mind with too many concepts, as I saw her struggle to make sense of and enact the ones which had already been introduced. Therefore, I waited until I saw signals that Amelia’s conceptualization of *input* was somehow more stable than in the first cycles to start working with an ideal form of tasks. By doing so, I changed the social situation of development as I focused on another ideal to be achieved in order to intentionally provoke changes in Amelia’s thinking activity and practice.

As our interaction went on, Amelia’s *perezhivanie* became evident as she externalized how important it was for her to have students “*do something and get involved in the activity*”:

A: Okay. It's very important to see this difference because I think the students need to... in order to develop their knowledge in the language, it's necessary that students do something and get involved in the activity.

TE: Another thing that I wanted to ask you is that you talked about input and this idea of pre-task. Considering what you did, do you think it was more related to pre-task or to input?

A: I think it was more related to giving input.

TE: Right? Because you were giving them examples, reviewing things that they have studied before as a manner to provide them with examples, with explanation, with sentences in the past. So, that is input. They were being exposed, right? Because input, in a very simplistic definition, is what the learner, what students, are exposed to.

A: Right.

TE: And it can be in terms of vocabulary, grammar, etc. In this in this first part you were preparing students by giving them input. (Amelia, Excerpt 25, T/TEd-I 5)

Her *perezhivanie* shows appreciation of the mediation offered as pre-tasks call for student participation, which signaled the impact that the insertion of the ideal form might have on her future planning and practical activity. Therefore, Amelia's focus on planning pre-tasks (as in the academic sense of the concept) was expected for the lessons to come. Right after that, I asked a probing question that had her go back to her lesson and think about whether what she was calling a "pre-task" was "*more related to pre-task or to input*", to which Amelia responded that it was more "*related to giving input*". The ZPD activity created led Amelia to such a realization, a moment I capitalized on by briefly going through what she did and presenting a succinct but accurate definition of input, reminding her of its different levels – "*be [it] in terms of vocabulary, grammar*". In short, I kept these ideal forms present, reinforcing that what she did was actually related to providing students with input and not to pre-tasks.

At the end of the class, Amelia handed out the texts to students and directed them to, in groups, read them and choose the correct forms of the verbs in the past to complete the passages. She also told students that, when reading the texts, they would "*apply the reading strategies*" they had previously studied, reminding them of the concept of "scanning", the cognates and false cognates. In Narrative 5, Amelia wrote about her choice of mentioning reading strategies, cognates and false cognates, which caught my attention since she explained that her aim was to provide students with "*conceptual input*". It was not clear to me what she meant, therefore, I inquired into it during the T/TEd-I:

TE: [...] there is the part when you were talking about these reading strategies, you said "this was a good way to help students understand the subject of the texts and help them and give them more conceptual input". What is this conceptual input that you are referring to?

A: I think I was referring to the concepts of cognates and false cognates that we learned in our class, to understand better, to scan the text, about these conceptual things.

TE: OK, so I think you meant lexical. This is related to vocabulary.

A: Yes, maybe it was related to vocabulary.

TE: You were talking about having students identify the cognates, the false cognates, right? That is vocabulary.

A: Yes, yes, right. And when they scan, it is related to vocabulary, because when we are scanning, we are looking for some key concepts that we know or some vocabularies that we know, to understand the whole sense of the text or to understand the main concept of the text. So, it is related to vocabulary, to lexical. Yeah, right. **(Amelia, Excerpt 26, T/TEd-I 5)**

Amelia's answer clarified she was referring to *lexical input* as her aim was to have students focus on identifying cognates and false cognates. Her misuse of the concept points to the embryonic stage of its development: although she had planned to focus students' attention on vocabulary, she was not able to come up with the appropriate academic concept when externalizing her reasoning, which pointed to the need to foment *praxis* as her everyday knowledge and its theoretical counterpart were not fully merged yet. In order to be responsive to her needs, I intentionally mentioned "*lexical*" and "*vocabulary*", alluding to the previously introduced ideal form (i.e., lexical input), a move that was made to enable Amelia to connect what she had planned and what happened in class to the academic concept at issue. As she still seemed unsure – "*maybe it was related to vocabulary*" –, I responsively mediated her by explicitly mentioning that what she did drew students' attention to vocabulary. After showing agreement, Amelia's thinking started to unravel before my eyes as she gave me an explanation of how scanning was connected to the goal of having students focus on vocabulary, which evidences the creation of new ZPD activity and highlights the responsive nature of the mediation offered. At the end of her explanation, Amelia emphasized – seemingly, to herself – that what she meant by "*conceptual input*" was, in fact, "*related to vocabulary, to lexical*". This represents a powerful moment as my mediation enabled her to use the appropriate words to revisit her practice and further articulate her reasoning, a movement that has the potential to reorganize her thinking activity due to the role of academic concepts in linking novice thought to expert thought (Johnson; Verity; Childs, 2023).

The lesson ended but students did not manage to finish the activity, thus Amelia decided to continue it in the coming class, which was discussed in Cycle 6. In this class, after having students get together in the same groups of the previous one, Amelia reminded them of what they had studied, focusing on the verbs in the past and the idea of cognates and false cognates to help students understand the texts. Briefly speaking, the class took place as follows: in groups, students read four texts and

circled the option to fill in blank spaces with the correct verbs in the past for each of the texts; students exchanged texts so that every group had the chance to read every text and discuss the possible correct answers; after every group read every text, Amelia opened the discussion to correct the activity and discuss the answers.

It is important to mention that Amelia made an interesting request after we finished Cycle 5 – she texted me asking if I had some material on tasks because she wanted to study the topic more deeply. I contacted a professor of my graduate program, who is an expert in TBLT, asking for some material on the topic. After reading the texts she recommended, I sent Amelia part of the material. Having in mind her request, I gave a lot of attention to exploring the discussion on tasks during T/TEd-I 6. Therefore, at the beginning of it, I brought part of Narrative 6 into the scene as Amelia referred to the last part of her class as “post-task”:

TE: Let's start off with the narrative. There was a part in which you said that you wanted to do a post-task to wrap up with students the meaning of the verbs in the past, right? What was the post-task?

A: Well, the post-task was ending the main activity. I asked students to help me understand each one of the questions. We were trying to understand what verbs were related in the texts, if they were negative or interrogative, if they were regular or irregular. So, I tried to put all things together at the end and I was trying to see if the students really knew, really understood the meaning of the text and the meaning of the verbs within the texts. **(Amelia, Excerpt 27, T/TEd-I 6)**

In the final part of the class, Amelia corrected students' answers. As can be seen by her response, she considered it a post-task because it was “*ending the main activity [...] put[ting] all things together*”, a sort of wrap-up moment. Besides Amelia's everyday conceptualization of *post-task*, what also caught my attention was the fact that tasks are heavily focused on meaning and communicative outcomes, which were not the goals of Amelia's lesson as it was mainly about having students practice the simple past tense by answering multiple choice questions to complete a text with the correct forms of the verbs given.

Throughout Narrative 6, as well as during T/TEd-I 6, Amelia interchangeably referred to the activity she had prepared as both “activity” and “task”. Given the movement I initiated in the past cycle (i.e., drawing Amelia's attention to the academic concept of *task*), my main goal during our interaction became the one of fomenting a more robust discussion around tasks:

TE: [...] another thing that I would like to discuss is if you understand the difference between an activity and a task.

A: Well, I think I can think in more everyday concepts. I think activity is only to do an activity, for example, fill in the gaps. A task is when the students are related to organize and to do the task. The students they are, they are in action in a task.

TE: OK, that's a good starting point. One of the main differences is that when you have a task, the focus is on... meaning is the main focus. You have an outcome, a communicative outcome in mind. You don't want students to use the verbs, the regular verbs in the past. You want to prepare students to talk about their past vacation time. That would be an example. Of course, very briefly speaking, when we talk about pre-task, task and post-task, this is what we are dealing with.

A: Right.

TE: Students doing things to reach a communicative goal. That's it.

A: Very nice, Matheus.

TE: This is the main difference. That's why I started this meeting asking why you considered that a post-task. That was not a post-task. That was a wrap up. I understand what you mean by that. You said "post-task" because it was after everything, just to wrap up... but wrapping up is not a post-task. (Amelia, Excerpt 28, T/TEd-I 6)

I began this moment of interaction with the goal of orienting to the extent to which Amelia was aware of the differences between tasks and activities. As we had briefly discussed it in Cycle 5 and she read part of the material I had sent her, I expected she would be able to explain, even if briefly, such a difference, which she managed to do, signaling new ZPD activity created. Amelia's interesting mention to thinking in "*everyday concepts*" and the way she responded to my inquiry evidenced the need for further explicit mediation so that *praxis* could be enhanced. Moreover, her answer shows reverberation of our past interactions, especially the one we had in T/TEd-I 5 when I told her that, in order to be considered a pre-task, it needs to make students "*create something [...] that will help [students] do the main task later*" (see Excerpt 24). Besides relying on a concrete example – "*I think activity is only to do an activity, for example, fill in the gaps*" – to explain what an activity is, Amelia reverberated my mediation during T/TEd-I 5 as she said students "*are in action in a task*", thus reinforcing the other-regulated nature of her thinking.

As the need for explicit mediation became clear to me, I presented Amelia with some core features of tasks – "*meaning is the main focus [...] You have [...] a communicative outcome in mind*" –, gave examples in order to connect such abstract ideas to concreteness – "*You don't want students to use the verbs, the regular verbs in the past. You want to prepare students to talk about their past vacation time*" – and mentioned the concepts of *pre-task*, *task*, and *post-task* in order to keep the ideal forms to be achieved within the ZPD activity created. Then, I contrasted the ideas presented to what she had done, naming it "*wrap up*" in order to show Amelia that she actually

did what she thought she had done (i.e., wrap up the lesson's main topic – verbs in the past), but that it was different from a post-task.

Amelia kept showing agreement and positive appraisal – “*right [...] very nice*” – throughout our interaction. Due to the complexity of the new social situation of development created, since it involved academic conceptualizations of tasks that, up to the last cycle, were not the ideal forms under the spotlight, I continued offering Amelia explicit responsive mediation. I did so by projecting my screen and discussing an example of task cycle from one of the texts I sent her (which she had not read yet):

TE: Here you have instructions to students. “Think of the busiest day you have had recently. Work in pairs and tell your partners all the things you did”. So, for example, you tell students “I want you to get together with a classmate and talk about things that you have done recently, on busy days. Make a list and share this list with your classmate”. This would be a pre-task. They would brainstorm ideas and think about things they have done recently, right?

A: Right.

TE: They’d be working in pairs. Then “Now you have to decide which of you had the busiest day, then tell the class about it”. Then “Now decide who in the whole class had the most hectic day and say why”. Everybody would be working together, and then, finally, “from memory, write a list of the things one person did on their busiest day, without revealing their name. Read it out loud to the class or display it on the walls to see how many people can remember whose day it was”.

A: Very nice.

TE: Here you have a whole task cycle, of course, very briefly presented, right? But here you have a whole task cycle. You have a pre-task in which students prepare the ideas. You have another part in which they have to talk about, exchange and compare ideas, and report to the class. And a post-task right, in which they have to remember the list of things somebody did and display it on the wall. Everything is tied and everything has a communicative purpose. That is, to communicate is to pass a message. Here [showing on the screen], it is to tell the partner what they did. Here [showing on the screen], it is to compare who had the busiest day. Here [showing on the screen], in the final part, they are remembering what the other classmates had done and preparing a list to display on the wall. You have a clear communicative purpose in each of these parts.

A: Very nice to see how it is organized. The end and the beginning, all the things are together.

TE: And this is related to something that we have discussed. Remember we discussed this idea of preparing students to do the activity? You do not necessarily need a task cycle, but in a task cycle you have this idea of preparing students. [...] it is important to think of what you are planning in terms of steps. (Amelia, Excerpt 29, T/Ed-I 6)

Through teacherly talk, I mediated Amelia by illustrating how she could present a task cycle to students, providing her with a concrete example so she could understand what is expected from them as they get engaged in tasks. Then, I introduced the concept of *task cycle* and commented on the example given with the

goal of clarifying what each part of the task cycle corresponded to – “*You have a **pre-task** in which students prepare the ideas. You have **another part** in which they have to talk about, exchange and compare ideas, and report to the class. And a **post-task**, right, in which they have to remember the list of things somebody did and display it on the wall*”. By mentioning the concepts of *pre-task* and *post-task*, I kept the ideal forms present in the mediation in order to enable Amelia to merge them with the concrete example given. When looking back at this moment, I believe I could have also mentioned the concept of *main/while task*, since I only referred to it as “*another part*”. However, I think it was clear to her what the main task was since I displayed the information in order – “*pre-task*”, “*another part*”, “*post-task*” – and mentioned the other two academic concepts at issue.

Another key element of my mediation was the use of *communicative purpose*, which is related to the concept of *communicative outcome* I introduced at the beginning of T/TEd-I 6 (see Excerpt 28). Given the importance of having a clear communicative purpose in mind when following a task-based approach, I explicitly told Amelia what the communicative purpose was in each part of the task cycle – “*Here [showing on the screen], it is **to tell the partner what they did**. Here [showing on the screen], it is **to compare who had the busiest day**. Here [showing on the screen], in the final part, they are **remembering what the other classmates had done and preparing a list to display on the wall***”. As Amelia acknowledged the interconnectedness of these parts, I went back to our previous discussions on preparing students for activities and connected it to our current discussion, highlighting the importance of “*think[ing] of what you are planning in terms of steps*”.

As our interaction went on, I brought *input* into the discussion once again as I commented on how her teaching became more appropriate to her group of students:

TE: [...] you did this activity in two classes. First, you reminded them of verbs in the past. Second, they got together and they read the texts within groups. Then, they exchanged texts. These steps prepare students to do things, little by little, right? You provided them with input, which was very important. It's a more realistic way of doing things. You were guiding them, you were preparing them to do things.

A: Yes. I can see how it's effective to use these strategies because when I did this last activity, this last task, I could see how students were engaging and were very confident. Sometimes they don't want to talk a lot in English. I can see now, by giving input, the students are more confident to sometimes produce output. It's very nice.

TE: You mentioned input a lot in your narrative. What role did input have in your class, in your opinion? And do you think it was beneficial to have

things done step by step, you know, like this whole movement, how do you feel about it?

A: I think it's very, very important to give students input, to give them guidance so they can do the activity. At the beginning I was worried about doing the things and only giving students the tasks and sometimes I didn't have time, I didn't know how to continue in the next classes, but I think it's very enriching to do the activities in steps. If I do the activities in steps, giving students, in each part of the activity, input and guiding them, they have more opportunity to understand and develop their knowledge. **(Amelia, Excerpt 30, T/TEd-I 6)**

By revisiting what Amelia did, I acknowledged her “*more realistic way*” of teaching, taking into account her students’ needs by providing them with input. This circles back to the previous moments of interaction we had on how to prepare students for action through the ideal form that Amelia herself brought into the discussion in Cycle 1. Her response shows her positive appraisal of providing students with input so that they can “*produce output*”, which evidences how she had been deliberately focusing on doing so, pointing to the extent to which her *perezhivanie* of our moments of interaction allowed her to take up the academic concept of *input* and connect it to *output* when both planning and teaching.

In order to make the most out of Amelia’s contribution, I invited her to further explore the role of input in her class. She externalized its importance as it “*give[s] them [students] guidance*”, clearly showing how her participation in the series of dialogic activities led her to a more robust understanding of her teaching activity as *input* reverberated in both her reasoning teaching and practice. Besides that, Amelia’s *perezhivanie* once again is evidenced as she expressed being “*worried about doing the things [... and] only giving students the tasks [...since she] didn’t have time [...or] didn’t know how to [... do] the activities in steps*” at the beginning of her participation in the dialogic activities. It appears that the mediation offered during the cognitive/emotional dissonance she faced in previous T/TEd-Is (see Excerpt 9, Excerpt 21, and Excerpt 22) enabled Amelia to use the emotional drama experienced to “[...] shape a thoughtful response.” (Johnson; Verity; Childs, 2023). As I capitalized on those moments of dissonance, through the academic concept of *input*, and mediated her towards ways to appropriately prepare students to perform activities, Amelia refracted my mediation through the *perezhivanie* of a teacher that wanted to guide and help students cope with the “*gaps*” in their knowledge of English (as discussed in Cycle 1). This is further illustrated by the way Amelia expressed that when “[...] *do[ing] the activities in steps, giving students, in each part of the activity, input and guiding them, they have more opportunity to understand and develop their knowledge.*”, which points

to the power that emotionally experienced collisions have to change one's thinking activity in substantial ways (Veresov, 2017). It goes without saying that it is not the collisions *per se* that mattered the most, but the interplay between my mediation and Amelia's refraction of it – in other words, the social situations of development created as we interacted, which led her to think and function in more robust ways.

The intricacy of the social situation of development created during T/TEd-I 6 is captured by the significant change in Amelia's reasoning and practice evidenced in Cycle 7. Amelia not only decided to prepare a task cycle but also articulated the reasoning behind it via academic concepts throughout her narrative and the T/TEd-I. The class discussed in Cycle 7 is summarized as follows: she started it by writing on the board some of her plans for the coming year; then, she told students that, since the new year was coming, it was time to make some plans, and they could do so by using the expression "be going to"³⁴, just like in her examples; after that, she asked students to share some of their plans and wrote them on the board too, making some corrections and explaining how to properly use "be going to"; following this moment, students paired up to ask and answer the question "What are your plans for the future?"; after that, she had the pairs share their plans with the whole group; in the end, she had them revisit everyone's plans by asking each student to talk about one classmate's plan they remembered.

It became clear that Amelia read the material I had sent her in the previous week since she used the authors' words throughout Narrative 7 when explaining the reasoning behind her choices. The first lines of the narrative are shown below:

When I was planning the class, I had in mind a task as it was proposed by Ellis (2003), within a work plan that involves real-world practice of language, focus on one or more language skills, in this case it was related to speaking and writing, promotes opportunity for focus on form too and has a defined communicative goal. I divided the class in three parts to assist and guide the students, to promote first input in order to try to produce speaking and writing in the while-task. **(Amelia, Excerpt 31, Narrative 7)**

³⁴ To the best of my knowledge, a task-based approach to L2 teaching does not concur with this sort of pedagogical choice (i.e. explicitly drawing students' attention to grammar in the pre-task and determining a specific structure they should use in the task). However, this was not discussed with Amelia. I decided to overlook it since one of the main goals of my mediation was to help Amelia prepare students for activities, and providing them with structural input in order to cope with their limited knowledge of English was at the core of our interactions. Therefore, I think it would have been misleading and confusing to Amelia – as well as inconsistent with the mediation offered so far – if such a discussion were explored.

Amelia explained the goal behind what she planned following Ellis' (2003) conceptualization of *tasks*, focusing on some of the key aspects that constitute a task-based lesson. Besides that, she once again expressed her intention to “*guide students*” by providing them with input to prepare them to the main part of the task cycle. I invited Amelia to further explore her reasoning at the very beginning of T/TEd-I 7, aiming to tap into the extent to which her choices were deliberate and reflected a more robust understanding of tasks in comparison to her previous one:

TE: [...] Something that you wrote was “when I was planning the class, I had in mind a task as it is proposed by Ellis”. Why did you decide to do it this way? I know we discussed it, but you could have made the decision of not doing it this way, but why did you decide to do it this way?

A: Well, because after our meetings I realized that it would be more profitable to my students if I could apply a task in a cycle. And I really tried to do this task in a more communicative way to give the students more input to produce output. I tried to put together what we talked about, what I learned from what I read, what I learned from you.

TE: Good. And when you mentioned this idea of “cycle”, why did you think of the class in terms of a cycle?

A: To introduce the assignment to students, to prepare students and guide them to do the main task. So, I think it's very important for them to do this pre-task first to develop the task in a more appropriate way, and after that, I think it's very profitable to do the post-task to give an ending, to put the things that students learned together, and maybe to see if the students really understood the activity, really understood what I brought to them, to see if the class was profitable.

TE: I understand. And you also mentioned the idea of a communicative goal. Why did you consider that when planning the class? Why did you take that into account?

A: Because I really want to do with my students something related to output competences, and I think this communicative concern is related to do something that students can speak in English and maybe write in English. And I know now that for my students to produce output I have to give them more input. I think that in these last classes students were more engaged, more confident. So, I was trying to give my students the opportunity to talk in class.

TE: And in this class specifically, to you... what was the main communicative goal of the task cycle?

A: Well, the main communicative goal was students talk about something related to their lives, their experience, something that students could understand, like, “how to say something that I'm going to do in the next months?”. So, I organized the class to propose to students plans for the future, and [...] I was trying to give the students this input, this structural input to understand how I can say something in the future in English [...] (**Amelia, Excerpt 32, T/TEd-I 7**)

Amelia's answer evidences a more robust reasoning teaching (Johnson, 1999) as she was able to build upon our interactions and the material that I sent her (as she herself stated), taking into account the idea of *communicative purpose/goal* previously discussed and the concept of *input*, which shows how reverberation of our past interactions strongly influenced her. As I had her continue exploring her choice of

planning a task cycle, Amelia once again mentioned the intention of guiding students, briefly referring to the parts of a task cycle – which were intentionally added to our discussion in the past T/TEd-I – and what each of them was aimed at.

As the idea of having a clear communicative goal was discussed in the past cycle, I had Amelia articulate why she considered it when planning the lesson. Her response afresh reverberated the concept of *input* as she connected it to *output*, showing that her situation definition of the intrinsic relation between these two concepts reached a more mature stage, concurring with what was instantiated in Cycle 6 (see Excerpt 30). Due to the brief and simplistic depiction given by Amelia – “*the communicative concern is related to do something that students can speak in English and maybe write in English*” –, I asked her to explain what the communicative goal of her class was, aiming to orient to her situation definition of the concept. It became obvious that Amelia’s focus was on having students talk about/discuss plans for the future, a topic that was “*related to their lives*”, which represents the real-world language mentioned by her in Narrative 7, as well as how the concept of *communicative purpose/goal* was impacting Amelia’s planning and practical activity. As she continued exploring her ideas, she used the concept of *structural input* to explain its role in enabling students to talk about their future plans, which, together with the data presented in the past couple of cycles, manifests the result of the interplay between my mediation and Amelia’s refraction of it.

The mature nature of the social situation of development established during T/TEd-I 7 shows how the back-and-forth movement of our interaction gave Amelia room to revisit her practice and expand her reasoning as she used previously introduced ideal forms (i.e. communicative goal; input; structural input; tasks) to externalize, complete, and make sense of her thinking. Such a maturity is also illustrated in the excerpt below:

TE: [...] you also said “I divided the class into three parts to assist and guide students to first promote input in order to try to produce speaking and writing³⁵ in the while-task”. Why this concern of dividing it [the task] into three parts?

³⁵ Although Amelia mentioned that one of her goals was to have students both speak and write, there was no part of the task cycle that involved writing. I did not realize it up to the moment I finished the data collection and read every narrative and excerpt as a whole. I believe Amelia either thought that writing students’ examples on the board or having them write some sentences that represented their plans for the future counted as writing. In spite of that, I did not inquire into what she meant or offer mediation to have her explore it.

A: Because when we talk about the task divided into a cycle, we have something to do first to prepare the students for the main task, and then, after that, the post-task, to put all things together. And to give the students more time, a different way than that I was doing, because I think in the first classes that I sent you I was trying to give the students something that, maybe, the students couldn't do at that time. So, they didn't have enough time to organize, to think better in English, to receive more input. [...]

TE: Good. And you mentioned input here when talking about your class and in the narrative, at multiple times. So, I can see that it's something important for you, right?

A: Yes.

TE: Why do you think you have this concern? Why do you think you consider it important?

A: Well, because I think in almost every real context, the students need input, especially when we are talking about this group. They are in the final year of high school. Unfortunately, there is this lack in their English learning, so it's very important for these students. [...]

TE: If you think of a class without providing students with input, what problems do you think we can have when there's no input?

A: Well, I don't know if it is possible to develop, especially in language classes, when we don't have input because the students need input to understand how language is organized, not only to speak but the writing, and how language is used. Besides that, the students maybe feel more comfortable to try to use, to try to produce output. I really have this in my mind now. I know that sometimes I gave the students input but I didn't give the right input or I wasn't giving enough time the students needed to learn English. **(Amelia, Excerpt 33, T/TEd-I 7)**

Amelia acknowledged the change in her teaching as she answered my question by comparing what she used to do at the beginning of her participation in the dialogic activities to what she did in the past two classes. By building up on academic concepts (i.e., main task; post-task; task cycle; input), she responded to me by revisiting her former practical activity – *“trying to give the students something that, maybe, the students couldn't do”* – and comparing it to her current one – making sound instructional choices guided by mediational means (i.e., concepts) that were strategically offered so that the exact sort of robust reasoning teaching illustrated in the excerpt above could happen.

As our moment of interaction progressed, I asked her to elaborate on the importance of input to her classes, which she answered by mentioning her group of students, circling back to the aforementioned *“gap”* in their knowledge of English. This evidences that my move of capitalizing on the concept of *input* during our interactions in order to have Amelia cope with her stated concern in Cycle 1 was indeed responsive to her needs, which highlights the power of the situated nature of my responsive mediation as it emerged out of the dialogic interactions between Amelia and me. In order to have her continue reasoning upon the importance of *input*, I asked her to imagine the problems that could result from not providing it to students. Such an

importance came to the fore as she once again connected *input* to *output*, mentioning the role of the former in helping students understand how “*language is organized [...] and [...] used*”, and suggesting that the lack of it would hinder students’ development. Moreover, Amelia once more referred back to what she used to do, saying she did not “*give the right input*” or the “*time the students needed to learn*”, reverberating our interactions around appropriately preparing and guiding students during the class.

An interesting aspect of how the lesson took place caught my attention as, during the pre-task, students were able to give Amelia examples of their future plans—in spite of some minor inadequacies and lack of vocabulary –, which was a direct result of how she provided them with structural input via her own examples and explanation. This is different from what happened in the previous classes, and Amelia noticed it, as shown in the excerpt below:

I feel very happy about the way that the whole task was developed, because I could perceive how much the students were confident in their learning, because I could provide them with good input first, inquiring into their plans for the future, writing with them the sentences on the board. After that, they could practice in pairs in the while-task, and for the post-task they could restructure knowledge learnt previously. (Amelia, Excerpt 34, Narrative 7)

Amelia’s *perezhivanie* of the way the pre-task took place evidences that her goal was achieved, pointing to her realization of the consonance between her idealization of the lesson and how it actually took place, which marks a turning point in her developmental path as it represents how she cognitively and emotionally experienced the outcome of her pedagogical moves. Given the importance of *perezhivanie* to shape one’s development, I decided to further explore such a realization by inquiring into how Amelia felt about the way her practice positively impacted students’ engagement:

TE: [...] you said “the goal of the pre-task was to guide them to elaborate the task before giving to students an opportunity for planning time prior to task performance”. How do you feel about this part of the class, especially about the way the students answered, the way the students participated? How do you feel about it?

A: I am very happy because I really feel how students really had enough time to plan, to elaborate, I gave students this input, and the students were very confident in the while task because I think the students received the correct input, and had time to elaborate, had time to plan the activity. This is very important, to be more successful in the main part of the class.

TE: Yeah, it was very nice to watch this part of the class. They were engaged, sharing their experiences, they were doing what you asked them to do after you gave them some input that helped guide what they had to do. It was very, very nice to watch. Congratulations. (Amelia, Excerpt 35, T/TEd-I 7)

As Amelia externalized how she felt, the frustration once experienced gave room to a different sort of feeling – happiness – as she acknowledged that, due to the input provided, students were confident and able to plan and elaborate the task, which led them to be “*more successful in the main part of the class*”. Her *perezhivanie* of the situation referred back to a previously stated concern – i.e., the need to cope with students’ lack of knowledge in order to foster their learning – by resolving it as she managed to fill in a “*gap*” that was preventing her students to thoroughly benefit from her classes. Due to the way Amelia experienced such an event, I see it as a turning point in her trajectory, especially considering that emotion and cognition form a unit that is responsible for determining the extent to which change in the social situation of development may lead to change in one’s intrapsychological functioning (Vygotsky, 1994). Given such an importance, I could not help but compliment her as an expression of how much I acknowledged and valued the teaching practice she crafted.

In Cycle 7, the reorganization of Amelia’s thinking became plain to see as she moved towards a more robust way of reasoning and teaching, which was evidenced as the web of interconnected concepts I intentionally introduced reverberated in both her planning and action. Her reasoning teaching and coherent practical activity demonstrated she was cognizant of what she was doing, displaying that she took some steps ahead on the path towards internalization and self-regulation, which points to her future independent functioning.

In the final cycle, the planning of tasks was once again at the heart of our discussion as Amelia taught a lesson that was clearly thought of having the sequence of a task cycle in mind. Briefly speaking, the class took place as follows: she drew three columns on the board and wrote, at the top of each, one of the following words – “affirmative”, “negative”, or “interrogative”; then, she handed out one piece of paper to each student with either an affirmative sentence, a negative sentence, or an interrogative sentence in the future tense written on each of them; after that, she opened one piece of paper as an example, showed it to students and asked them to what category that sentence belonged and why; then, she went through each of the sentences written on the pieces of paper and, as students discussed the categories they belonged to, she led them to think about what specific aspects of each sentence allowed them to categorize them (e.g., the verb “be” at the beginning of the sentence tells it is affirmative); after writing each example under its correspondent category, she

used them to explain the use of “be going to” to talk about the future; then, she had students write down one question about the future using “be going to” to, later on, ask a classmate; after students got together in pairs to ask and answer the questions, she had the pairs ask and answer the questions in front of the whole group, taking the opportunity to correct students and review the use of “be going to”; in the end, she handed out a paper sheet to each student with a summary of what they studied during that class, which was followed by fill in the blank questions about the use of “be going to”, and told them that the activity would be graded.

In Narrative 8, the way Amelia explained the reasons behind her intention to plan a task cycle caught my attention as she was concerned with establishing a balance between formal and communicative aspects of language during the lesson, as the excerpt below presents:

Even being in a dilemma providing classes with this balance between communication and form, I was trying to organize my class in a cycle, with a pre-task, a while-task, and a post-task. For me, as an English teacher, it is relevant to sort out the classes in tasks cycles, because I can guide in a more appropriate way my students, and in this lesson format I could give to my students the input necessary for them to develop the whole task-cycle within steps, promoting communicative and formal purposes. In addition to that, with the task cycle, I was trying to use Skehan’s (1998) idea of maximizing the chances of a focus on form through attentional manipulation, so in the beginning I provided students with some explanation about form within a pre-task, and after that the students could practice in a conversation, the while-task, and in this moment the attention on form was left out, and the attention was on communicative purposes, using the structure of interrogative sentences to ask classmates about “going to”. **(Amelia, Excerpt 36, Narrative 8)**

Although Amelia’s intent to plan a task cycle due to the importance of guiding students by providing them with input became evident as I read the narrative, what caught my attention was her attempt to balance “*communicative and formal purposes*”. It is as if she were trying to find a middle ground between having a communicative outcome in mind – as required in a task cycle – and providing students with structural input, which was a strategy she and I discussed to cope with the “*gap*” in her students’ linguistic knowledge. This points to how the ideal forms discussed were reverberating in Amelia’s reasoning teaching as she was trying to merge an essential characteristic of tasks with the “*input necessary*” for her students to do the tasks at issue, which highlights a more robust sort of reasoning as she aimed to combine different aspects of her professional landscape (i.e., the communicative goal required by tasks, her willingness to have students speak, and the students’ needs) when planning her

lesson. This becomes particularly interesting when considering that Amelia acknowledged that looking for such a balance was a “*dilemma*”, which suggests the difficulty she had planning the lesson and shows her level of engagement in and commitment with the series of dialogic activities.

Such a commitment is also evidenced by her choice of bringing Skehan (1998) into the discussion as his work is extensively used throughout the articles that I sent her. The “*idea of maximizing the chances of a focus on form through attentional manipulation*” is discussed in one of those articles, which also helps explain Amelia’s focus on planning part of the lesson to draw students’ attention to form as it goes along with our previous discussions around *structural input*. Following Skehan’s ideas, one of the articles discusses how pre-tasks can serve different purposes, such as “[...] to introduce new language, [...] and] to mobilize and recycle language previously learned [...]” (Silveira; Xhafaj, 2020), which is exactly what Amelia planned to do through a pre-task: to teach students how to make interrogative and negative statements with “be going to”, as well as review the affirmative statements they studied in the previous lesson.

Some clarification is needed in order to understand Amelia’s choices and the extent to which they actually follow a task-based approach. As Long (1991; 1998) contends, tasks prioritize meaning. However, focus on form rather than focus on *formS* is also expected – in few words, while the former involves briefly drawing students’ attention to form, within context, as it incidentally comes into the scene as a result of communication, the latter takes places when a particular linguistic structure is taught with the aim of having students use it afterwards. This difference was not explored with Amelia – we did not have time and opportunity to do so since we only started discussing tasks, in their academic sense, in Cycle 6. In order to not overwhelm her with another concept to be taken up, I did not touch upon such a difference in any of the T/TEd-Is, therefore, I believe that when reading the material I sent her, Amelia must have understood that focusing on form through attentional manipulation meant to explicitly draw students’ attention to a specific structure pre-determined by her (which is what she did). Even though her move does not thoroughly concur with a task-based approach to L2 teaching, I understand where she was coming from and what her aim was – to provide students with structural input so that they could engage in speaking during the while-task. This shows how our interactions have impacted her reasoning

teaching as she once again deliberately planned her pedagogical moves in order to appropriately prepare students for the activities of the lesson.

Moreover, Amelia mentioned how, during the while-task, attention was directed to “*communicative purposes*” as students had to ask each other questions about their future plans. However, the way she externalized her reasoning is contradictory since at the same time she explained “*attention on form was left out*”, she also said this was done in order to have students use “*the **structure** of interrogative sentences to **ask classmates about ‘going to’.***”, not focusing on a specific communicative purpose (e.g., ask and answer about future plans) but on the use of “be going to” instead. This led me to inquire into her view of communicative tasks during T/TEd-I 8, as shown in the excerpt below:

TE: What is a communicative task for you?

A: Well, for me it is when students have a purpose to say something in English, something that is related to their real lives, not something that students have to repeat, it’s contextualized with their lives.

TE: They have a purpose to say what they want to say.

A: Yeah. Reasons. Reasons to say something in English.

TE: Yes. And what was the communicative part of this task cycle that you prepared?

A: It was the while-task. In the first part of the class, I present to them some sentences on the board and I introduced some negative and interrogative sentences using “going to” for plans, talking about plans for the future. And in the second part, they had to ask their classmates, in pairs, about the plans for the future, about their lives, about next year, at the beginning of the next year or about the end of this year. It was a more communicative task. (**Amelia, Excerpt 37, Narrative 8**)

Amelia’s response to my question shows her previously stated concern with preparing activities that allow students to communicate ideas they can relate to, as this gives them “*a purpose to say something in English*”. In order to have her further externalize her reasoning, I asked which part of her lesson she considered communicative, a question to which she responded by saying that the while-task focused on having students “*ask [...] about the plans for the future*”, which shows her deliberate choice of planning a “*more communicative*” task. Moreover, her answer further signals that she was indeed trying to balance form and communication, trying to provide students with the structural input they needed (during the pre-task) so that output could be produced (during the while-task), once again pointing to her intent to merge what she saw students needed with a task cycle.

In spite of the inconsistency between what Amelia did in the pre-task and what a task-based approach contends, it is evident that she was being mediated by the ideal

forms previously introduced (i.e., structural input; task cycle) with the aim of appropriately preparing students to engage in the activities planned. As I noticed this intention, I inquired into Amelia's choice of splitting the lesson into interconnected parts that guided students to, step by step, engage in the lesson:

TE: [...] you mentioned this idea of guiding students to do things, step by step. I can see that this is pretty much present in your teaching activity now, right?

A: Right.

TE: Can I say that this has become an important goal to you?

A: Yes, to give students the correct input. For me, now, it is very clear. I can see how important it is to guide students to be prepared. Before the task, giving input... and I think it's a very important part of the class.

TE: And how different is this from what you were doing at the beginning of our meetings?

A: I think at the beginning I was not so conscious about the input. I was not conscious about the importance of the input and the importance of input to produce output. So, for my students to talk in English and write in English, they need the correct input to develop the output. And I was not so conscious about this process. **(Amelia, Excerpt 38, Narrative 8)**

The relevance that input assumed in Amelia's thinking activity is evident as she herself came up with the concept to answer my question, which shows the extent to which she came to the understanding that input is of extreme importance to guide students to perform tasks. In order to bring into concreteness how her practice changed, I asked her to compare her current actions to what she did at the beginning of the dialogic activities, leading her to explicitly state her lack of awareness as regards the importance of input, which further evidences the change Amelia had been going through as a response to her participation in this study. Furthermore, she once again referred to the connection between *input* and *output*, showing that situation redefinition of the strict and dialectical relationship between these two aspects indeed took place.

Just like in Cycle 7, Amelia mentioned her intent to have students do a writing assignment, however, I did not see any writing tasks during the lesson. Therefore, I had her explain what the writing part of the class was:

TE: You said there was a writing assignment, so that's what I wanted to know. What was the writing assignment?

A: Yes, it was in the while-task. When students were asking their classmates about what they were going to do, so I asked to them to write in their notebooks. To write the sentences, the question, to give students the opportunity to talk.

TE: So, they would write the question, then they would ask the classmate.

A: Yes, yes.

TE: This was the second part. It was still a preparation for speaking, right?

A: Yes, planning, planning the speaking. (**Amelia, Excerpt 39, Narrative 8**)

Like in the previous cycle, Amelia's misconception of writing was evident – what she understood as a writing assignment was, in fact, solely part of the preparation to have students ask and answer about their future plans (as they were required to write down the questions to as one another). In order to tap on it, I explicitly mentioned it to Amelia, her answer signaling she was aware that writing the questions down was part of "*planning the speaking*". Although this pointed to the need to further explore writing as an academic concept, I missed the opportunity for mediation. I do not remember why I decided not to explore such a conceptualization with Amelia, however, I believe that the fact that we were in the final cycle influenced my choice given that there would not be further opportunities to work on Amelia's reconceptualization of it.

Together with that, I overlooked another part of Amelia's class – the post-task. It was only when I was analyzing the data that her post-task caught my attention. As previously mentioned, she planned a post-task that consisted of fill in the blank questions about the use of "be going to". Amelia's choice seems to have been made after Skehan's (1998) view of post-tasks presented in one of the articles she read – according to him, post-task activities aim to alter students' attentional balance and have them reflect on and consolidate what they learned in the previous parts of the task cycle (Silveira; Xhafaj, 2020). Amelia's choice make sense as I looked into how she planned the post-task: besides having a summary of what the students studied in the lesson (the use of "be going to" to talk about plans for the future), she drew students' attention to form, changing the focus when comparing the while-task (in which they had to ask and answer about future plans) and the post-task (a fill in the blank activity focused on form). Her intent was expressed in Narrative 8 as she externalized that, in the post-task, she "[...] was trying to give students the opportunity for reflection and awareness in a more formal way". It is clear that Amelia was trying to incorporate TBLT tenets into her lesson, which afresh shows the intention of maximizing the opportunities for learning by planning a lesson that students could follow via sequenced steps.

The final narrative, which was aimed at having Amelia revisit and explore the changes she went through as she took part in the series of dialogic activities, instantiates the extent to which she was cognizant of such changes, which further evidences the development of her reasoning teaching:

In this final moment of the teacher education process, I can say that this experience was so important to my professional development, and I can see many aspects that improved my way of teaching English. One of them is related to my initiative to try to plan activities where my students can express themselves in English, producing output competences. Now, it is totally clear to me that, to produce output, I have to provide input first in an effective way. I cannot consider that only presenting some new information in one way could be correct input, because the students (especially in public schools, where there are many gaps) need to receive input in different levels, in a lexical, grammatical and contextual level. [...] I can say that the way that I organize my classes is something that has changed after the teacher education initiative, because now I can think about my classes in a whole picture. I can see that there is more profit if I can give students enough time to develop the tasks. Now I organize my classes in parts, conducting the activities with a pre-task to prepare my students, to guide them to, after that, elaborate the while-task. In the end, I give students an opportunity to consolidate the learning in a post-task. This process to arrange the activities in different tasks give more time to students to elaborate the learning process, and I can follow the steps to lead the students better. Normally, I used to prepare the students with a warm up first, but after the teacher education initiative I could see that I need to rush less my tasks, even if I don't have enough time [...] in particular, the moment when I saw my students producing output, talking in English, for me this was remarkable. [...] I could evolve in many aspects, and the space of the teacher education initiative was for me a refuge where I could find answers to the many dilemmas that arise in my classes. [...] It was wonderful to have this opportunity to revisit my practice with teacher educator Matheus, he was a great partner and friend, he couldn't have been better and more responsive. I am very grateful to have experienced this in my professional journey. Thank you so much for these incredible moments, I'll never forget them, I'm sure of it. **(Amelia, Excerpt 40, Final Narrative)**

Amelia's mention to providing input "*in an effective way*" in order to produce output instantiates how the insertion of ideal forms allowed her to more thoroughly understand the dialectical relation between *input* and *output*. Moreover, Amelia also acknowledged that, when it comes to input, it is not only a matter of providing it, presenting it "*in one way*", but doing so in an appropriate manner. This idea was further explored as she referred to the aforementioned "*gap*" in her students' knowledge, suggesting that providing them with different levels of input may help cope with such a gap. Also, Amelia seems to have developed a more accurate and realistic view of her teaching and her students, as she commented on how organizing her classes in parts is more profitable to students as it gives them more time to do the activities/tasks. On that note, our discussion around tasks guided her to organize her classes in ways that gave students the time they needed to "*elaborate the learning process*" as planning her lesson through tasks enabled her to "*lead students better*" as they engaged in the learning process.

Amelia's reference to the moment she saw her students were able to speak brings her *perezhivanie* to the fore as it highlights her contentment with the realization

that her aim was achieved, which shows how she experienced the mediation offered as she capitalized on it to improve her teaching practices. Her *perezhivanie* is also instantiated as Amelia referred to the dialogic activities as a “*refuge*” to deal with the “*dilemmas*” she faced, alluding to the safe space created during the social situations of development she and I crafted that allowed her to, with my assistance, go beyond her current capabilities. As Johnson and Golombek contend, mediational spaces can be seen as safe zones “[...] where teacher teachers are allowed to ‘play’ at being and becoming teachers, where they can, with assistance, function ahead of themselves [...] advancing their understanding of what it takes to think, talk, and act like an L2 teacher” (p. 28), Amelia’s words evidencing that such safe zones were indeed created. As she wrote, participating in the series of dialog activities was “*wonderful*”, an experience that will certainly continue to reverberate in her thinking and practice as it represented, in Amelia’s own words, “*incredible moments [...] that I’ll never forget. I’m sure of it*”.

Just like George did, Amelia brought the supportive design of the study to the fore, which highlights the power that Vygotskian-based initiatives have to promote safe spaces for teachers to take risks and reflect on their professional activity through responsive mediation that is strategically offered to help them imbue such an activity with meaning. Also, another characteristic of the study’s design that was highlighted during Amelia’s participation was its dynamism: although the initial interactions were directed to her quest for mediation regarding the teaching of speaking, other aspects of her teaching popped up and were tackled as the cycles progressed. This goes along with VSCT as the design allowed for fluidity and change in the way I mediated Amelia, illustrating the highly situated nature of mediation that Vygotskian-based studies call for.

To conclude, it becomes important to mention that even though further mediation is needed to push Amelia towards a more robust understanding of tasks, the data here discussed instantiate her growth when it comes to appropriately thinking about and enacting ways to guide students to engage in activities, the concept of *input* and its different levels being at the core of the process that fostered such a change. In short, the interplay between my mediation and Amelia’s *perezhivanie* of it (i.e., the social situation of development) displays the extent to which she and I actively allowed her developmental path to bloom, a move that was not only nurtured by this interplay, but that constituted the interplay itself.

CHAPTER 5

FINAL REMARKS

5.1 INTRODUCTION

This final chapter is divided into four separate sections: 5.1 Introduction, in which I explain how the chapter is organized; 5.2 Main findings, in which I resume and answer each research question in order to summarize the study's main findings and draw parallels among them; 5.3 Limitations and suggestions for further research, in which I present some constraints of the study and give recommendations for future research on teacher development; and 5.4 Pedagogical implications, in which I discuss the potential that Vygotskian-based teacher education initiatives have to foment teacher professional development.

5.2 MAIN FINDINGS

The study's main goal was to investigate how a TE's mediation and its refraction by two ESL teachers during a series of dialogic activities forged the social situation of development that promoted robust reasoning teaching and pedagogically informed instructional practice. Having this in mind, the following paragraphs answer each of the research questions that helped reach such an objective.

When it comes to the first research question – *what was the character and quality of the mediation offered by the TE during the series of dialogic activities?* – I was highly responsive to the teachers' needs from the very beginning of our interactions, missing few opportunities for mediation. Going along with the literature, most of my moves started off with probing questions, which were essential to help me calibrate my mediation – i.e., to move from implicit to explicit assistance (Lantolf; Aljaafreh, 1995) – whenever I saw the teachers could not take up the implicit mediation offered or when they directly asked for more explicit assistance. During this process, I deliberately introduced ideals to be achieved – in George's case, the concepts of *communicative context*, *focus on function*, and *student-centeredness*; and in Amelia's case, the concepts of *input* (and its different levels – contextual, lexical, and structural) and the concepts related to task cycles (*pre-task*, *while-task*, and *post-task*). As I stayed attuned to the teachers' intentions and practical activity, I intentionally brought

the inconsistencies between what they idealized and what happened in class to the fore, which resulted in moments of cognitive/emotional dissonance. To capitalize on such moments and guide the teachers towards *praxis*, I often resorted to teacherly talk to help them connect the ideal forms dealt with to concreteness, illustrating how such ideals could be enacted within their specific contexts. Consistently encouraging the teachers to revisit their thinking and practical activity through the ideal forms at hand during ZPD activity was a key aspect of the mediation offered, a move that is asserted to act as a catalyst for L2 teachers' cognitive development (Johnson; Golombek, 2016; Johnson; Verity; Childs, 2023). In short, the situated, intentional, strategic, and responsive nature of my mediation stood out as instrumental in providing teachers with the appropriate conditions to grow into successful professionals.

As for the second research question – *how did the interplay between the TE's mediation and the ESL teachers' refraction of it forge the social situation of development?* –, with respect to George, his concern with balancing the explicit teaching of grammar and what he termed "*real language*" became the focus of my mediation from the start. His ideas were not clear to me in the first cycles, so I intervened by guiding him to articulate his thinking more deeply, giving him room to externalize it, which forged the social situation of development. This allowed me to orient to his reasoning, leading me to the realization that a more integrated and student-centered view of grammar teaching would help resolve his concern. As our interactions created ZPD activity, I had George revisit his practice and ideas through the concepts of *communicative context*, *focus on function*, and *student-centeredness*, which promoted constant situation redefinition of his professional activity. During our interactions, I kept referring to his practice in light of such concepts, thus building up on the power of ideal forms to shape the social situation of development (Vygotsky, 1994). Besides leading George to place students at the center of the teaching-learning process while making sense of grammar, I also focused on guiding him to become more cognizant of and able to capitalize on the communicative context when thinking about and enacting his teaching. George's refraction of my mediation was, at times, conflicting, leading him to experience moments of cognitive/emotional dissonance as he saw his class was too centered on him, which pointed to his willingness to foster a different sort of teaching-learning process than the one taking place. As higher levels of intersubjectivity were reached, the social situation of development created became more complex, enabling George to take up the mediation offered to, during ZPD

activity, look back to what he did and compare it to the ideal forms brought into the discussion. This shows his deliberate effort to make sense of and enact the kind of grammar teaching that combined the explicit instruction of rules and the communicative context as well as prioritized active student participation during explanations.

As to Amelia, her initial aim of having students speak in class gave room to a more necessary and realistic goal as our interactions progressed: preparing students for activities by providing them with appropriate input. In the first cycles, I mediated Amelia to further explain some of her moves in class and ideas expressed in the narratives so that I could orient to her reasoning. As her concern with students' lack of knowledge of English became evident, I decided to capitalize on the concept of *input* (which was mentioned by Amelia herself) and its different levels during the T/TEd-Is, aiming to help her resolve the termed "*gap*" in her students' knowledge and have her see they should be more appropriately prepared for activities. This created ZPD activity as Amelia was able to move past her current understandings through the assistance provided, which significantly altered the social situation of development forged as her view of input and her understanding of how to provide students with it became more robust, closer to mine. As higher levels of intersubjectivity were reached, I decided it was time to explore some key concepts of a task-based approach to L2 teaching with the aim of fostering a more academic understanding of them, once again building upon what Amelia mentioned during our interactions and altering the social situation of development. Just like what happened to George, Amelia's refraction of the mediation offered led her to face moments of cognitive/emotional dissonance, which was expected due to the highly emotional dimensions teachers experience when learning to teach (Johnson; Worden, 2014). With the purpose of being responsive to such moments, I presented her with alternatives to foster the kind of teaching-learning process that took her students' needs into account as well as went along with her own goals as a teacher. As I remained attuned to these instances and offered responsive mediation, Amelia kept reexamining her instructional decisions and incorporating the ideal forms provided into her thinking and practice. Consequently, her *perezhivanie* of our interactions allowed her to make the most out of the mediation offered in order to cope with the "*gap*" in her students' knowledge, helping her prepare her students more efficiently.

Finally, as for the third research question – *how did the social situation of development forged promote robust reasoning teaching and pedagogically informed instructional practice?* – it was seen that, as the interplay between my mediation and the teachers' refractions of it progressed, the ways they thought of and enacted their teaching significantly changed. When it comes to George, the social situation of development created allowed me to guide him to articulate his thinking more clearly, towards the ideal forms – i.e. *communicative context*, *focus on function*, and *student-centeredness* – that emerged as I responded to his immediate needs. The strategic introduction of such academic concepts enabled him to revisit his emphasis on teaching grammar explicitly, without connecting it to real-world context, and minimizing student participation. By making mediational moves that built upon what George brought to the table, ZPD activities were created, allowing me to capitalize on the tools (i.e. ideals) to push him beyond his current capabilities. Consequently, his situation redefinition of grammar teaching started to take place and the higher levels of intersubjectivity between us became part of the social situation of development, which significantly changed as George's reasoning teaching and practical activity became more consonant with the ideal forms introduced. This process was marked by reverberations of the academic concepts of *communicative context*, *focus on function*, and *student-centeredness*. The concepts mediated how he incorporated strategies to actively engender student participation, focus on the communicative context when drawing students' attention to form, and emphasize the communicative functions of language. Furthermore, he externalized his reasoning teaching in robust ways by using these concepts.

The social situation of development created was also marked by moments of cognitive/emotional dissonance as my mediation made George aware of the discrepancies between his idealized teaching and what actually happened in class. By staying attuned to such moments, I was able to offer responsive mediation to help George overcome them and move towards more robust understandings of his teaching. By the end of the series of dialogic activities, George was not only teaching in accordance with the ideal forms introduced but also justifying his choices by the means of such ideals and deliberately choosing not to follow the teachers' manual when it was not consistent with them. This signals internalization of the academic concepts introduced since George became able to self-regulate and deploy them to come up with solutions to teach in accordance with these concepts. The consonance

between pedagogical theory and classroom activity reached by the end of the dialogic practices shows how George's *perezhivanie* of the mediation offered led him to achieve a more robust understanding of grammar teaching, George himself externalizing how positively he experienced his participation in the dialogic activities.

With respect to Amelia, the mediational spaces created by the series of dialogic activities allowed her to externalize her concern with students' lack of knowledge of English and her intent to promote speaking in class. As our interactions progressed, my mediation focused on enabling Amelia to appropriately prepare students for activities, the concept of *input* emerging as an ideal to be achieved, which became an alternative to help resolve her concern. Although she herself came up with the concept, it was clear that she needed to refine her situation definition of it, thus I started to strategically draw her attention to the importance of providing students with appropriate input so they could engage in the activities planned.

Such a strategic move led Amelia to revisit her teaching activity as well as her reasoning teaching. As our interplay forged the social situation of development, ZPD activities were created, which I built upon by intentionally presenting Amelia with ways she could provide students with the input they needed. Her situation redefinition of how she was doing so started to take place as she became more realistic regarding the lessons she planned as well as cognizant of her students' reality. Amelia's focus on *input* became evident as the concept started reverberating in the externalization of her reasoning, which, consequently, started to inform her practical activity as she understood the connection between input and output. However, her initial attempts to connect these aspects were not successful since the sort of input she focused on was not the one her students needed in order to perform the activities at hand. In response, I brought this into the discussion, which led her to experience moments of cognitive/emotional dissonance that I remained attuned to by introducing more ideal forms (i.e., different levels of input) to have her revisit her goals and lessons, pushing her towards understanding that the level of input provided had to converge with what was required from students in the activities.

The social situation of development forged went through transformations as Amelia and I reached higher levels of intersubjectivity regarding the levels of input and how to provide them. This gave me room to direct our interactions towards some key academic concepts of task-based teaching (i.e., *pre-task*, *while-task* and *post-task*) in response to Amelia's reference to tasks during the T/TEd-Is, which I saw as a good

strategy to help her further prepare students during class. Although Amelia and I had little time to deepen our discussions around such ideal forms, they reverberated in her externalized reasoning and concrete activity in the last couple of cycles, thus pointing to her potential to internalize such concepts as pedagogical tools to continue to foment *praxis*.

The ways both George and Amelia experienced the series of dialogic activities highlight the extent to which the social situations of development led them to significantly restructure their thinking and actions. Their expression of content and gratitude in the final narrative emphasizes the safe spaces created during our moments of interaction, which enabled us to work together towards robust reasoning teaching and expert-like practical activity. As Johnson and Golombek (2016) contend, the safe spaces created during interaction are instrumental in allowing teachers to function ahead of themselves through expert guidance, consequently impacting their professional development. This study shows that intentionally deploying academic concepts to have teachers revisit their thinking and practice has great potential to allow them to develop robust reasoning and make pedagogically sound instructional choices in class. All in all, the interplay between my responsive mediation and the teachers' refractions of it during the dialogic activities forged social situations of development which served as catalysts for the teachers' growth, aligning with Vygotsky's (1987) view of the role of the dialectical relations between individual and environmental aspects in promoting cognitive development.

5.3 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

In general, the main limitations of the study have to do with my difficulty finding participants. As explained in the method, it took me some time to find teachers who were willing to take part in the dialogic activities, which made it impossible for me to follow them during a longer period of time. By limiting the data collection procedures to four months (two of them in the first semester of 2023 and the other two in the second semester of the same year), my interactions with the teachers were confined to a shorter period of time than I desired. When it comes to Vygotskian-based microgenetic studies in teacher education, the longer we follow teachers the more opportunities we have to responsively mediate them, which may substantially impact the extent to which their development is enhanced. In the case of Amelia, this could

have made the difference in her maturing understandings of a task-based approach to L2 teaching. That being said, it could have been insightful to follow the teachers for a longer period of time, in other semesters and/or contexts in order to look for further evidence of the dialogic activity's impact on their professional development, as well as to continue mediating them towards teaching expertise. Future studies in the area might want to focus on expanding the length of the data collection phase.

As regards number of participants, I previously explained that my initial goal was to collect data with teachers who were working in different sorts of institutions for the sake of variety, as well as to investigate settings that I was not very acquainted with, since both my undergraduate and master's studies were conducted with teachers of the Extracurricular Program at UFSC. I believe this could have provided me with a broader understanding of the educational scenario of L2 teaching in Brazil, possibly generating rich discussions that would contribute to the development of my expertise as a teacher educator as well. Nonetheless, the difficulty finding participants led me to drop some of my initial requirements, thus adapting to the contexts of the participant-teachers that decided to take part in the study. Although microgenetic studies that are aimed at tracing teacher development usually rely on a small number of teachers, it would have been compelling and enriching to follow more teachers that taught in different contexts, a suggestion I leave for further research.

A limitation related to the study's design is the video-recordings of the teachers' practical activity – since they were instructed to record parts of their lessons (those in which they taught the topics chosen for discussion), some important data might have been missed. Our professional activity as teachers has a lot to do with going back and forth between the parts of our classes, resuming previous discussions and touching upon topics that are not the focus of instruction in a specific moment, but that we feel the need to accentuate as a response to students' needs. Therefore, it is possible that the teachers reverberated our interactions during moments that were not video-recorded, resulting in loss of data.

A final suggestion for future research has to do with fomenting opportunities for teachers to interact with one another while participating in the sort of dialogic activities as the ones developed. Due to a number of reasons – including conflicting schedules – this was never my intent; however, I do value the role of peer-interaction in fostering teacher development, a practice that has great potential to succeed as

expert teacher educators guide peer-teachers while they engage in co-constructing the social situation of development.

Finally, a minor limitation of the study was the length constraints of the dissertation. Since I had a 70.000-word limit, one of the teachers who participated in the dialogic activities from beginning to end was cut out.

5.4 PEDAGOGICAL IMPLICATIONS

As a study whose rationale revolves around the idea of fostering teaching expertise, a number of pedagogical implications can be drawn. The results illustrate the value of having teacher educators strategically mediate teachers towards more robust understandings and expert-like practical activity, which highlights the importance of qualified experts to push teachers ahead of themselves during ZPD activity. As Johnson, Verity and Childs (2023) advocate, by intentionally creating the social situation of development, teacher educators play a crucial role in supporting the development of L2 teacher reasoning.

The cyclical design of the investigation allowed for convergence between what the teachers brought into the discussion with the recurrent introduction of ideals that served as “models” to resolve their concerns and reach their aspirations, emphasizing the innovative character of such a design (Agnoletto; Dellagnelo, 2024 – forthcoming). As Johnson and Golombek (2016) state, “the essence” of teacher education is to expose teachers to academic knowledge so that they overcome everyday notions and misconceptions of the profession. In Vygotskian terms, this may consequently lead to abstraction descending to concreteness and concreteness ascending to abstraction (Vygotsky; 1987). When this happens, teachers start thinking in concepts (Karpov, 2003), consequently making pedagogically sound decisions that are appropriate to their contexts and meet their idealized goals. Although each teacher responded differently to the mediation offered during the dialogic activities, the results display how both of them took up the ideal forms used in the mediation to plan their pedagogical moves and teach accordingly, putting the role of the *word* (Vygotsky, 1987) in (re)organizing human thinking under the spotlight. This points to the importance of providing teachers with continuing opportunities to systematically revisit their everyday notions through academic concepts, which calls for the power of teacher education

initiatives that are aimed at creating sustained mediational spaces for teacher reflection.

In addition to that, George and Amelia's refractions of our interactions shed light on the active part teachers take in creating and maintaining the appropriate conditions for their developmental paths to flourish. This shows that Vygotskian-based teacher education practices should focus on building upon what teachers themselves bring to the discussion, giving them space – as well as appropriate means – to actively contribute to their own development. A sociocultural stance on teacher education foregrounds the need for the dialectical relationship between the dyad teacher educator/teacher, which means that it is the interplay between these two parties that promote the ideal conditions (i.e., social situations of development) for cognitive development to take place. To Vygotsky (1994), one's *perezhivanie* of an event plays a pivotal role in shaping how what is socially experienced ends up structuring one's intramental plane since an individual never passively goes through a situation, but refracts it with their own singular lenses instead. *Perezhivanie* represents the unity between intellect and affect, which was shown in the study as George and Amelia experienced dramatic events when they came to realizations of inconsistencies between their idealized goals and actual teaching. The responsive mediation offered as they faced cognitive/emotional dissonance enabled them to overcome their highly emotional reactions to those realizations by shaping thoughtful responses (Johnson; Verity; Childs, 2023) that pushed them beyond their current capabilities. By no means this was surprising – since a Vygotskian approach to teacher education claims for the interconnectedness between emotion and cognition, the mediation offered aimed to capitalize on the collisions faced, once again illustrating the interplay between the teachers and me when it comes to forging the social situations of development. Going along with Agnoletto, Dellagnelo and Johnson (2021), this points to the need for teacher education initiatives to embrace teachers' emotions by placing moments of cognitive/emotional dissonance at the core of the process of learning to teach, which meets Vygotsky's (1987) claim for displacing emotional life from periphery, towards the center of human consciousness.

The sort of teacher education practice presented becomes especially interesting as I go back to some specificities of the teachers' educational backgrounds mentioned in Chapter 3. Both George and Amelia started teaching before getting a license to teach – as George opted for a bachelor's degree, he neither took courses whose focus

lay on teaching nor had a practicum experience; when it comes to Amelia, she began teaching at the very beginning of her undergraduate studies, which must have been a rather challenging experience during which she probably relied on very little support. More often than not, undergraduate students in Brazil step into the classroom on early stages of their programs due to various reasons (such as shortage of qualified professionals), which – besides being challenging – is usually a rather lonely and unsupervised experience. The kind of dialogic activities George and Amelia participated in may help cope with such a controversial situation faced in the country, providing teachers with appropriate guidance and support in order to develop more robust understandings of the profession. The dilemmas George brought into the discussion showed issues that would have probably been tackled if he had chosen to pursue a license to teach. As for Amelia, although she is a licensed teacher, her professional path may help explain why despite having experience teaching English for some time, her concerns and limitations when trying to resolve them resembled the ones of a novice teacher. In these contexts, the dialogic activities designed may be an alternative to either complement teacher education curricula or serve as an additional learning opportunity for students who need to walk in the shoes of a teacher without the necessary and expected support.

In short, the study adds to the body of research that claims for the power that Vygotskian-based teacher education initiatives have to nurture teacher professional development (Johnson; Dellagnelo, 2013; Johnson; Golombek, 2013; Arshavskaya, 2014; Golombek, 2015; Biehl; Dellagnelo, 2016; Johnson; Golombek, 2016; Dall'Igna, 2018; Agnoletto, 2020; Agnoletto; Dellagnelo; Moritz, 2020; Biehl, 2020; Dall'Igna; Agnoletto, 2020; Agnoletto; Dellagnelo; Johnson, 2021; Dellagnelo; Agnoletto; Johnson, 2022; Johnson; Verity; Childs, 2023; Rieker, 2023). As the series of dialogic activities described served as mediational spaces, they gave the teachers room to externalize their concerns to me, a teacher educator who was capable of responsively mediating them. As the teachers refracted the mediation offered, ZPD activities were created and moments of cognitive/emotional dissonance came into being, to which I remained attuned. By deliberately deploying ideals to be achieved, I further mediated the teachers towards robust reasoning teaching and pedagogically sound informed practice, not only enabling them to resolve their concerns, but also take steps towards self-regulation. All in all, the process here summarized instantiates the powerful role of Vygotskian-based teacher education practices in potentializing teacher growth.

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APPENDICES

Appendix A – Consent Letter



UNIVERSIDADE FEDERAL DE SANTA CATARINA
Centro de Comunicação e Expressão
Departamento de Língua e Literaturas Estrangeiras
Formulário do Consentimento Livre e Esclarecido Elaborado de Acordo
com a Resolução 510/16 (dirigido aos professores participantes)

Prezado(a) professor(a),

Gostaria de lhe convidar a participar de uma pesquisa intitulada *Investigando o desenvolvimento da autonomia docente através de uma perspectiva Vygotskiana*. Você está sendo convidado(a) a participar deste estudo por ser um(a) professor(a) de língua inglesa em início de carreira que está atuando num dos seguintes contextos: escola pública; escola privada; escola de idiomas; ou programa de ensino de inglês em universidade federal.

Este estudo tem como foco o desenvolvimento de professores de língua inglesa em relação às suas práticas pedagógicas e a conceitos relacionados a teorias sobre ensino e aprendizagem de inglês, bem como o papel da interação social entre profissionais da área no seu desenvolvimento. Dessa forma, o estudo possui o potencial de contribuir para a formação de professores de línguas estrangeiras, dando suporte para profissionais que estão em início de carreira e carecem de oportunidades para pensar criticamente sobre suas escolhas pedagógicas. O estudo será conduzido por mim, Matheus André Agnoletto, sob a orientação da Professora Doutora Adriana de Carvalho Kuerten Dellagnelo.

A coleta de dados deste estudo ocorrerá através da sua participação num curso online de formação de professores, que ocorrerá via Moodle. As suas atividades (que ocorrerão semanalmente) durante o curso serão: (1) escrever uma pequena narrativa sobre algum/alguns aspecto(s) pedagógico(s) da sua atividade profissional (que serão escolhidos por você) em resposta a uma pergunta norteadora feita por mim; (2) gravar em vídeo uma parte de sua aula (entre 5 a 10 minutos) na qual você lida com o(s) aspecto(s) pedagógico(s) mencionado(s) na narrativa, bem como fazer o upload do vídeo no Moodle; e (3) participar de entrevistas – que ocorrerão online e serão gravadas – nas quais conversaremos sobre a narrativa escrita e o vídeo. Os dias e horários das entrevistas serão combinados com você, de acordo com sua disponibilidade.

A participação neste estudo não envolve riscos de alto nível, porém, ansiedade e nervosismo podem ser recorrentes durante as entrevistas, visto que revisitaremos aspectos de sua prática e, muitas vezes, isso envolve mudança de crenças e autocrítica. É importante salientar que os resultados do estudo serão tornados públicos, mas sua identidade será totalmente preservada através de um pseudônimo,

não sendo incluída nenhuma informação pessoal que possa identificá-lo(a). Somente minha orientadora e eu teremos acesso aos dados na fase de análise. Apesar de todo o cuidado, há uma remota possibilidade de quebra de sigilo, visto que seus colegas professores e/ou seus alunos poderão associar o estudo a sua imagem após a publicação.

Os resultados da pesquisa poderão ser apresentados em conferências, reuniões pedagógicas, congressos e outros eventos relacionados à área de linguagens, mas seu nome e quaisquer informações relacionadas que possam ferir sua privacidade serão mantidos em sigilo. Ao final da pesquisa, eu irei lhe mostrar os resultados obtidos e as conclusões do estudo, o que poderá lhe ajudar a ter uma melhor percepção de suas práticas pedagógicas e do seu desenvolvimento profissional.

Você poderá desistir da pesquisa a qualquer momento por qualquer motivo, sem necessidade de justificativa, não acarretando em prejuízo algum para a sua pessoa. Além disso, você poderá esclarecer qualquer dúvida que surgir antes, durante ou depois da pesquisa diretamente comigo, pesquisador, ou com a minha orientadora.

Para esclarecimentos, você pode entrar em contato comigo através do e-mail matth.ufsc@gmail.com, ou através do número (48) 9 9930-1381, ou no seguinte endereço: Rua Lucas Alvim Dutra, 136, Bairro Saco dos Limões, Florianópolis – SC (CEP 88045-625). Se preferires, podes entrar em contato com a minha orientadora pelo e-mail adrianak@cce.ufsc.br, através do número (48) 9 9188-0453, ou no seguinte endereço: Rua Alves de Brito, 442, Ap. 401, Bairro Centro, Florianópolis - SC (CEP 88015-440). Além disso, você poderá contatar o Comitê de Ética em Pesquisa com Seres Humanos da UFSC através do telefone (48) 3721-6094, do e-mail cep.propesq@contato.ufsc.br, ou presencialmente no seguinte endereço: Rua Desembargador Vitor Lima, nº 222, Prédio Reitoria II, 4º andar, sala 401, bairro Trindade, Florianópolis.

Eu e minha orientadora nos comprometemos a conduzir a pesquisa de acordo com as exigências da Resolução CNS 510/16 que trata dos preceitos éticos e da proteção aos participantes da pesquisa. A resolução não permite compensação financeira pela sua participação, porém, os seguintes direitos lhe são assegurados: ressarcimento de quaisquer gastos oriundos da participação na pesquisa; e indenização por possíveis danos resultantes da participação na pesquisa.

Se você aceitar participar, por favor, assine este consentimento em duas vias - uma cópia ficará comigo, pesquisador, e outra com você - e rubriche em todas as páginas. Ao assinar o documento, você estará consentindo com o uso dos dados coletados para a pesquisa.

Obrigado pela participação!

Declaração de consentimento:

Eu, _____, RG _____, declaro que li as informações do presente Formulário de Consentimento Livre e Esclarecido, referente à pesquisa intitulada *O desenvolvimento da competência docente através da (res)significação colaborativa da prática pedagógica*, e concordo em participar da presente pesquisa por livre e espontânea vontade, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Além disso, declaro que quando necessário, fiz perguntas e recebi esclarecimentos.

Assinatura do(a) participante _____

	Matheus André Agnoletto	Adriana de C. Kuerten
Dellagnelo	Pesquisador	Orientadora

Florianópolis, ____ de _____ de 2021.

APPENDIX B – George’s narratives

Narrative 1 – George

Think of one to three aspects of your teaching activity that you believe deserve attention. With this/these aspect(s) in mind, read the following questions and write a short narrative (from 350 to 650 words) about the topic(s):

- 1. Why did you choose this/these aspect(s)?**
- 2. Do you remember any past experience you had either as a student or teacher with the aspect(s) chosen that marked you? If so, write a little about it.**
- 3. How important do you think this/these aspect(s) is/are for teaching English as a second/foreign/additional language?**
- 4. How do you assess yourself in terms of the way you teach this/these aspect(s)? Why?**
- 5. In what ways do you think working on this/these aspect(s) of your teaching will help you develop professionally?**

One aspect of my teaching activity that I believe deserves attention is grammar teaching, as I have some difficulty with grammar rules and mainly eliciting them to the students in a clear way. I have always had some problems with grammar, and now that I am becoming more used to the English language I do not rely on the rules as much as before; therefore, when teaching some grammar in English I have to search for help previously and explicitly learn the rules again to have them fresh in my mind.

I remember the problems I had learning English as a second language, and even when learning Portuguese at school, regarding grammar points as I was not used to the grammar categories and I could not relate that to the “real” language. And when I understood the matter in question, I used to have some problems using the rules in the different possible ways, being limited to the examples mentioned in class and similar forms.

However, I do think that learning grammar explicitly is important and helped me a lot throughout my English journey. Grammar gave me a direct explanation of the system of the language, shortening the path to fluency. Therefore, being a good English teacher when it comes to grammar rules explanation is very important. For this reason, before each class, I check what are the grammar points involved in the unit and I search for them online, learning the explicit rules and trying to see how I can teach them. To help me at the moment of teaching, I always prepare some slides previously, with the most important grammar points and also with some examples so I can have them in the class and I do not need to think more nor get nervous, forgetting something. I think that has been working, and students like it, as I see them taking pictures and asking if they have access to the slides. Moreover, a student of mine told me, last class, that she likes that I bring extra content to the classes, like the slides with grammar explanation.

Therefore, I think that improving my grammar teaching practice will help me a lot as I will become more confident in the practice and less nervous. These are important

aspects of a teacher in my point of view.

Narrative 2 – George

- 1. Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
- 2. How do you feel about your pedagogical choices when teaching the topic? Do you like the way you did it? Why/why not?**
- 3. What was your role and your students' role during the class?**
- 4. In our meeting you said you always had difficulty drawing a parallel between the “categories” and the “real language”. How did you explore this in your class, in other words, how did you help your students draw this parallel?**
- 5. Most of the explanation was in Portuguese. Can you tell me why?**

When teaching the demonstratives in English using the grammar table we have in the textbook, I tried to explicitly elicit the rules involved with the words in question, but at this time, I tried to ask more questions before giving the actual answers, as a way to make students think about them before having the explanation. My role, then, was to make students think about the rules and thus give them the answer, again explicitly explaining grammar. The students' role, on the other hand, was to consider the question and analyze what could be the “right” way to use the grammar points. However, I understand I am still much more the center of the situation than are students.

In that class, I could not make a bridge to the “real language” as I wanted. In order to make students broaden their senses in grammar, I used exercises as a way to consider the usage of demonstratives in other situations. But, at the end of my last class, I brought a song containing different features we have already learned so we could connect the explicit grammar to the “real language”. And by doing that, I could see that they have more difficulty compared to the textbook exercises, as expected, and they seemed interested in relating their learnings to a song most of them already knew.

Moreover, I feel that this manner of teaching grammar is not bad, but at the same time, it's not one of the best. I have been thinking of ways I could approach grammar with them, and when thinking about the English teachers I had, it seems like they did almost the same as I do, so I don't know. Along with that, I tried to explain things using English but my students asked me to do that in Portuguese because they cannot understand English yet and they feel lost. In order to fix that, I try to explain both using English and Portuguese, but I actually end up using much more Portuguese as I get confused switching languages when teaching grammar, and I also forget to keep telling things in two languages.

Narrative 3 – George

- 1. Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
- 2. How do you feel about your pedagogical choices when teaching the topic? That is to say, do you like the way you did it? Why/why not?**

3. **What was your role and your students' role during the class?**
4. **In our last meeting we discussed the idea of using the communicative context to present grammar to students. How did this happen in your class?**
5. **Do you see any substantial differences between this group of students and the other one you teach in terms of participation?**

When teaching the past of be I tried to base my explanation on communicative context as much as I could. Firstly, I presented my students with questions related to the past about the listening conversation activity we were about to do. Even before listening to the audio and being aware of questions in the simple past, I already introduced the topic by presenting questions containing did. Secondly, I asked them to go over the conversation we had just listened to and try to find the correct responses for the two questions. Then, we did that together while I tried to already address some verbs in the past, like had and went. After that, we saw the grammar focus, containing more explicit content about the past of be, along with the related questions we had already seen in the conversation (trying to make a connection with context).

I think this was one of the best ways I could find to approach grammar in the classroom so far, having in mind the importance of context as discussed before. I like this way of teaching, however, I feel a little bit lost on how I should start approaching the topic without explicit explanation. When teaching the past of be, for instance, I asked questions with did and presented some verbs in the past before explicitly teaching the rules. I do not know if this may be confusing as students may not understand what I am saying.

Moreover, my students played a role in this class by trying to answer the questions, going over the conversation to find the answers, and trying to grasp how we employ the verbs in the past. However, I believe the class is still much more centered on myself, the teacher, than on the students. Still, this class is, in my viewpoint, not willing to participate as much as the other one, where I take longer to teach the same topics once they engage constantly.

Narrative 4 - George

1. **Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
2. **We've been discussing the idea of using the communicative context to present grammar to students. How do you think this happened in your class?**
3. **In your previous narrative you wrote "I feel a bit lost on how we should start approaching the topic without explicit explanation". Has this become clearer to you? Why/why not?**
4. **Did you notice any differences in the way you taught this class if compared to the previous ones? If so, what were them?**
5. **How do you feel about your classes?**

When teaching *there is*, *there are*, and *prepositions*, I started by asking my students to find questions with *is there* and *are there* in the conversation we had just seen (as

suggested by the textbook). Then, I wrote the questions on the board and asked them to find similarities and differences between the two questions. As they answered me I started approaching the topic and revealing the explicit rules behind the questions. After doing that, we revised what I had already mentioned, using the grammar focus, and added more things to the explanation, the prepositions. After all, I asked my students to complete the activity we have in the textbook concerning the topics.

I think that by doing that, I could use more of a communicative context to explain the explicit part of grammar. When using the conversation we have already discussed in class as the background to the explanation of something more explicit, students could have more concrete examples of the topics in question. The students were supposed to find the questions and recognize the differences and similarities between them. And as the questions were already elicited beforehand, the process became easier, I believe.

Moreover, using the suggestion given by the textbook to start approaching the topic was very helpful for me. I think that asking the students for sentences from the previous conversation is a good way to start. Additionally, I feel that the transition between the conversation and the grammar focus in this class was much smoother than it used to be. I started addressing some of the questions, explaining them, and showing the rules that when it came to the grammar focus we already had covered most of it. All in all, I liked using the communicative context this way and I feel more secure doing this. I can see how much my teaching practice has improved in these last months.

Narrative 5 - George

- 1. Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
- 2. In our last meeting, we discussed the idea that language does not exist in a vacuum, that we use it within specific sociocultural contexts, that it gains meaning once we engage with concrete communicative activity. Do you think this idea was present in the part of the class you video recorded? If so, in what ways? If not, why do you think so?**
- 3. How do you feel about this class? Is there anything you wish had happened differently?**

When teaching *Indirect questions from Wh-questions* I started off with some indirect content about the topic, and the conversation, and then I tried to move smoothly to the *Grammar Focus* section where we have a more direct explanation. When making this shift I used some slides with a method suggested by the *Teacher's book*. On the slide, I made two sections, on one side I wrote words present in the question from the conversation, and on the other side I wrote direct questions from those indirect ones in the conversation so students could visualize the difference. Then I asked them to see in the conversation how the questions were placed and to rewrite these questions using the given words, and compare with the direct ones we had on the slides.

I think that this ideal was somehow present in the class as indirect questions are

basically about this sociocultural context. I remember saying that we use this type of question to be more polite, to refer directly to something or someone and I believe that this is related to the presentation of the idea. However, that was basically that, the rest of the explanation was much more focused on the grammatical aspect of the topic.

I feel OK with this class. I think I am improving in the way I teach, but at the beginning of the semester in Level 3 I felt kind of insecure and my explanation was not going the way I planned. Also, I was expecting students to be more advanced as they were, with the suggestions from the book and so on. But apparently, they still have some basic problems which have to be taken into account. Moreover, I wish I had explained what the students were supposed to do in rewriting the questions in a better way. Seemingly, it was not very clear and they had some problems in answering what I asked which does not help in the explanation.

Narrative 6 - George

- 1. Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
- 2. We have been discussing the idea that language does not exist in a vacuum, that we use it within specific sociocultural contexts, that it gains meaning once we engage with concrete communicative activity. How was this present in the part of the class you video recorded?**
- 3. How do you feel about this class? Is there anything you wish had happened differently?**

When teaching the *Sequence adverbs* I first played the audio of the Grammar Focus box so students could read and follow the text. Then I pointed to the adverbs in question and asked them what these adverbs are used for (when asking this question I tried to use as many synonyms and different types of questions as possible so I could be sure students understood my point). When a student answered me I confirmed the answer and told them that two out of the five sequence adverbs presented in the box could not change places; so I asked students which adverbs were these. When they answered the question I just reaffirmed the answer and explained more explicitly that the first and last adverbs could not change places while the other three were interchangeable.

I believe that the idea of language within sociocultural contexts was presented in the class when I asked students the purpose of the *Sequence adverbs* "What are they used for?". When asking this question the functionality of these words was taken into account.

I feel good about this class as I think this is an easier topic to explain. Students didn't show to have much trouble with *Sequence adverbs* even in the previous activity (*Perspectives*) in which we already had them presented without an explanation. Moreover, students engaged in the class, answering my question, all correctly, making it even easier to carry on the explanation.

Narrative 7 - George

1. **Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
2. **What was your role during the class and what was the students' role during the class?**
3. **What did you focus on during the explanation? In other words, what guided your explanation?**
4. **How do you feel about this class? Is there anything you wish had happened differently?**

When teaching the future with *be going to* and *will*, I started introducing the topic with the conversation on page 30. I wrote the questions suggested by the textbook on the board and already mentioned that they referred to the future as one student could not understand the question at first. Then after discussing the people's plans in the conversation, we moved to the grammar focus box. So I started asking students what time it was referring to and the difference between the two forms. Afterward, we started discussing the topic and I gave them a more explicit explanation on it.

I believe my role during this class was to guide students to notice the aspects of this new topic. Whereas the students' role was to recognize that we can use the two future forms in different ways and when each form is more adequate. Moreover, during the more explicit part of the explanation, I was in the center telling students the rules and they were more passive in the process, although I think this took a small part in the class. My explanation, therefore, was guided both by the previous conversation and the grammar focus box even though I tried to stick with the conversation and let the grammar focus just to the end as a clarification of the topic. I am happy with this class, I think I did a good job guiding students and explaining the topic. In addition, they did not show to have trouble with the following activities approaching the topic and so far they have shown to have understood it. Therefore, I think I would not change what I did.

Narrative 8 – George

1. **Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
2. **What pedagogical goals did you have in mind when teaching the topic the way you did? Why?**
3. **How do you feel about the interplay between you and the students during the explanation?**
4. **How satisfied are you with the way the class developed? Why?**

To introduce the *Quantifiers*, I discussed the conversation with the class and made sure everyone understood it. Afterward, I asked students the percentage of the quantifier "many" (present in the conversation) so they could see that it does not hold a specific percentage number even though we can tell that the word refers to a high value (as one student answered me, 80%, for example). After that, I presented them with the grammar focus box, went over it more explicitly, and asked them some questions regarding form. Then I tried to write more examples on the board together with the class using real situations such as how many people speak French so that they could better understand the topic and ask any remaining questions. Finally, I asked students to do the activity using quantifiers.

When teaching this topic I had in mind the idea that students should play a role in the process and that the learning should involve a sociocultural aspect. To accomplish the goal of having students participate in the learning/teaching process I managed to ask them questions and let them question themselves and the topic itself as a way of evaluating and noticing some aspects of it. I believe that by doing that students can engage more and become more aware of the topic, consequently helping the learning process. With respect to the sociocultural aspect present in the process, I think that having this as a background to base the class is very helpful and convenient once students can connect the grammar point to the “real language” and see the context in which it is used.

I am quite satisfied with the way the class developed as I believe I was able to understand the dynamic of the book, understand its suggestions, and improve even more on what the book has not mentioned. Even though the book suggests we go directly to the grammar focus box after the conversation, I tried to make a bridge between them and start teaching the topic before moving to the grammar focus. Moreover, I feel that students engaged in the process and played a significant role during the explanation, contributing a lot to it.

Final narrative – George

At the beginning of it, you were asked to write about aspects of your teaching activity that you thought deserved attention. During the months we worked together, we discussed these aspects and some other ones related to them. Now, at the end of the series of activities in which you participated, I would like you to revisit your trajectory and write your final narrative, having the following guiding questions in mind:

- 1. Has the way you think about and teach these aspects changed if compared to when we started discussing them? If so, in what way(s)?**
- 2. Do you think the way you understand your teaching activity in general has changed by the end of the process? If so, in what way(s)?**
- 3. Are there any positive moments of the process you'd like to comment on?**
- 4. Are there any negative moments of the process you'd like to comment on?**
- 5. How do you feel about the ways the activities you engaged in allowed you to revisit and think about your teaching activity?**
- 6. After participating in this series of activities, are there any suggestions you'd like to give in order to either add something to or change how the process took place?**

At the beginning of last semester, when I started teaching English, I was very much afraid of teaching grammar, more specifically, so I chose to work on that to feel more confident as a teacher. I had an idea of grammar as something abstract, apart from everyday language, and therefore difficult in such a manner that even I had, and have, problems with. However, throughout the weeks of discussion I could see that grammar is more than abstract rules, rather, it is deeply connected to language and its dimensions such as the context, which for me now is the key when teaching grammar.

Moreover, I used to think that I was there in the classroom to “tell” students the rules of grammar but not as the mediator of a class in which I do not need to tell anyone anything but rather we can build the knowledge together. I can see now, much more clearly, the role of students and teachers in a classroom, an environment where everyone may have one thing to share and add. Now I see a teacher more like a mediator who is there to lead the class by raising students' awareness "implicitly", asking questions, discussing the topics together, and making students actively participate in the process.

At first I was kind of insecure about having the discussions and recording my classes in a way that I could be judged or negatively evaluated. However, the process proved to be much more joyful than I thought it would be. Matheus never told me in an assertive way "Don't do that/do that", but instead, we had rich conversations where I could understand the process of teaching grammar better and change as a result, and not as an order. I appreciate the patience and kindness as I never felt stupid or something similar in the process. It is so nice to see that we can learn so much without any kind of evaluations or things like that, but we can discuss it together.

I would not change anything in the process and I think that it is so helpful and meaningful that every teacher interested in such a thing should have the opportunity to do something similar. One-by-one conversations are very meaningful and can improve ourselves noticeably. It may seem I am being flattering or something similar but that is not the case, just trying to thank you and tell what I really think about the process. Thank you!

APPENDIX C – Amelia's narratives

Narrative 1 - Amelia

Think of one to three aspects of your teaching activity that you believe deserve attention. With this/these aspect(s) in mind, read the following questions and write a short narrative (from 350 to 650 words) about the topic(s):

- 1. Why did you choose this/these aspect(s)?**
- 2. Do you remember any past experience you had either as a student or teacher with the aspect(s) chosen that marked you? If so, write a little about it.**
- 3. How important do you think this/these aspect(s) is/are for teaching English as a second/foreign/additional language?**
- 4. How do you assess yourself in terms of the way you teach this/these aspect(s)? Why?**
- 5. In what ways do you think working on this/these aspect(s) of your teaching will help you develop professionally?**

I chose SPEAKING SKILL to start this teaching pedagogical program because for me as an English teacher is a very important aspect to improve for my students, and sometimes, to include the output competences in the English classes is very challenging.

Usually, the students don't feel so comfortable to expose the oral competence, and suggesting something that really means to them is a very crucial point in the English classes, because this ability is one of the principal uses of the language in real life. Inside the context of the public school in the city of Imbituba, to promote English as something near the reality for my students and propose to them activities where they have reasons for saying that, not only disconnected exercises, is a very relevant pedagogical goal.

As a student, I remember some meaningful activities when I was supposed to speak and express myself in English, talking about some personal topics, like who I was and what I liked to do. They were remarkable experiences.

As a teacher, I usually engage my students to speak in the foreign language and express some opinion about trending topics, to engage them to develop critical views about contents in general.

For me, engaging the students to talk properly and having autonomy to speak in the foreign language is a very relevant aspect to develop in the English classes, because this is an opportunity to create tools to use the language, not only in the school, but outside in their real lives.

In this way, I try to bring in English classes a reflection learning about different topics, to promote classes where they could express their opinions and talk about their preferences, about things they like or do not like to do and not only discuss language learning, not just grammar.

I believe there are a lot of manners to propose tasks with learners that expand their critical views, thus improving academics and professional opportunities, specially with adolescents and adults. Organize classes who recognize the perspectives social, cultural and historical is a very important think to me as a teacher too.

In this particular group that I chose to apply the program, they are a 3rd year of high school. I couldn't improve speaking in the classes, because there are many gaps in their knowledge. They had just a little bit of learning about English at public school. In the beginning of this year, I applied a personal questionnaire to them, asking "what do they want in English classes?", and they answered that they wanted to learn, because they had just few opportunities to understand English. So, I don't know how to help them to develop their knowledge in a foreign language, especially in speaking (output competences).

Therefore, I guess that one of the biggest challenges for being a teacher is day by day inside the classroom, is to understand the particular context of each group and develop a better way to improve their knowledge. But, usually, to improve the output competences is a very challenging aspect, because the students don't feel confident to try speaking in English. As I can see, nowadays, it is becoming increasingly common that young people in high school lack interest in learning something.

I hope to develop better output competences in my classes should help me in my professional experiences and try to be a better teacher.

Narrative 2 – Amelia

- 1. Try to recall what you did when teaching the topic. Can you write a few words describing how you went about it?**
- 2. What were your main goals during the class? Do you think you reached them? Why/why not?**
- 3. Do you think there were enough opportunities for students to speak? Why/why not?**
- 4. How do you see the use of Portuguese in your class?**

When I was teaching the topic of the second class that I have sent the video recording, I was proposing some listening and speaking activity. The first part was related to a pre-task which was presenting the concepts about the environment called 3 R's (reduce, reuse and recycle) and then it was proposed an activity of listening and completing a song with the 3 R's in the lyrics. After that, students did a task with a critical debate about suggestions about the 3 R's concepts, that were highlighted in the song, and how to implement these attitudes in our lives.

The main goals during this activity was to promote to students a critical perspective about the 3 R's outlook - with this enrich their knowledge of English vocabularies - and environment preservation attitudes to develop speaking output competence.

I believe that I reached just in parts some of my main goals, because there were two activities to apply in a short time, so I didn't have time enough to do deep reflections and to promote effective speaking in English. I could reorganize the class in two parts,

but sometimes it is very difficult to continue tasks after one week of break, so I decided to try to do them all in the same day.

Because of the little time to develop appropriately the tasks (only two periods of 50 minutes each one in a week) sometimes I have to use more than I want Portuguese in my classes. Moreover, I feel that students don't understand when I talk in English and I end up being afraid to discourage them from participating in the classes, even though I know that it is more beneficial for them if I talk more frequently just in English. I could say that nowadays, half of my classes I speak in English and another half in Portuguese. But I have tried to teach only by speaking in English.

Narrative 3 – Amelia

- 1. Try to recall what you did when teaching and write a few words about it.**
- 2. Having the activities proposed in mind, think about the following:**
 - a. What were your goals?**
 - b. Did things go the way you expected? Why/why not?**
 - c. Would you have done anything differently? Why/why not?**
- 3. What was the students' participation like?**
- 4. We talked about guiding/preparing students to do the activities. What was this process like during the class?**
- 5. How do you feel about your pedagogical choices?**

When I was teaching this reading activity of cognates and false cognates, I realized how much the students were engaging to learn English, because every time during the activity they were involved asking me about the vocabularies and sharing their experiences about the subject of the text. I believe that we have an affective classroom environment and this makes the teaching and learning so much easier.

My goals with this activity were to promote more input to students and guide them more in English learning.

So, I tried to explore reading strategies with the concepts of cognate and false cognate and then I intended to present in a text some curiosities about Steve Jobs' life, one of the iconic personalities of the tech world, to improve their English vocabularies and world knowledge, and finally I was trying to consolidate the simple past verbs that were seen in prior classes.

I think that the class path was dynamic and the things went in the way that I expected, because I was pursuing to engage the students to develop this activity and they were receptive in all questions that I made, but when I asked to some students read the glossary words, some of them wasn't so comfortable in talk in English, but they made some efforts and try to read in loud voice for everybody.

I believe I could talk less in Portuguese, because if I want that students produce more output competences, it is better for them if they listened the teacher talking more in English, and I should studied the translation of the text more, because I couldn't explain correctly in Portuguese what was the vocabulary "dogma" to students, it is frustrating if we couldn't explain something to students, but on the other hand, the teacher does

not need to know everything and sometimes it is better if the students do a research about their doubts.

One of the things that motivates me the most is the students' willingness to learn English, in this activity I could perceive better their participation, they helped me with the reading in Portuguese and took more risks reading in English too, I suppose it was because they receive a text to guide them, maybe they could feel more comfortable in having a written support to develop this task. In this task I gave to students a paper and written on the board too, so it were two pedagogical strategies to guide them

Normally, I prepare the students with pre-tasks to develop the activities, so for this one I made some game with drawing vocabulary from the text, building the glossary with them and writing on the board the words to guide them during the reading and answering task. After the class, the students did an assignment and answered questions about information from the text and the results were successful.

I presume that all task was outstanding except by the part that the students could not answer in English about the glossary vocabularies during the game, but they tried to read the words and their definitions in English. I could talk more in English to encourage them, but sometimes I realized that should be a gradual process in the class.

I really like the idea to prepare the students and guide them more in the classes, so I feel comfortable applying to an English class with more input strategies. I am committed to elaborate classes that could be more effective for students' English learning. From the conversations I had with Matheus I realized that the students did not receive enough input to produce output, even when I gave to them more grammar explanations and language exercises, therefore I believe that explicit help it was not adequate to develop their knowledge in English, now in this activity with implicit help between me and them I appreciated that the pedagogical choices were more suitable.

Narrative 4 – Amelia

- 1. Try to recall what you did when teaching and write a few words about it.**
- 2. Having what you planned in mind, think about the following:**
 - a. What was your goal?**
 - b. Did things go the way you expected? Why/why not?**
- 3. How did students participate? How do you feel about it?**
- 4. At the end you assigned them some homework – they had to write a short text about their vacation time. How did the class taught prepare them to do so?**

When I was teaching, I was trying to resume the contents that we saw at English classes before the winter vacations.

For that, the main goal of the class was to guide the students to remember what we were discussing in previous classes and to promote some speaking, and a writing assignment for homework.

I expected with this pre-task to resume, talking about their vacation, something that could help students try to talk in English and after that write a short text about their vacation. Maybe I could insist more on making them talk in English or could use other

pedagogical strategies. I supposed that the theme Vacations was not something interesting to them. Before the videotaping, some students were asking me about UFSC entrance exam and ENEM, maybe these contents could be more attractive for them and, with a planning and repetition task, they could be more prepared to produce output competences.

However, things didn't go as I expected, they were very involved and helped me to write on the board the sentences related to their vacations and that was a good part of the class. I feel that the students are more confident in English classes, and maybe they are more mature in their learning, because while I was asking them about some verbs in the past to build with them sentences about their vacations, sometimes they looked at the English notebook and remembered.

They were engaged in telling about their vacations and constructing together the sentences that I was writing on the board. These sentences should guide them to do the homework as a writing assignment about their vacations.

Narrative 5 – Amelia

- 1. Why did you start the class by showing them some sentences in the simple past tense?**
- 2. What was the activity of the paragraphs about (I mean, what did the students have to do?) and what was your main goal with it?**
- 3. How did you prepare students to reach this goal?**
- 4. Why did you mention the reading strategies in the second class? In what ways were they related to the activity?**
- 5. How do you feel about the way the classes developed?**

I began the class showing to students some sentences in the simple past tense as a pre-task, to guide them to develop better the reading game main task. I organized the main task with texts from ENEM and entrance exams, and some of the texts had sentences with simple past, so it was a way to help them, given more grammatical input.

After summarizing some of the concepts seen in previous classes, the students remembered reading strategies that I taught to them in other reading moments of our classes. This was a good way to help them to understand the subject of texts and could assist them and give more conceptual input, to promote more students' confidence at reading time.

So, the main task was to read in small groups of students some activities from ENEM and entrance exams, that they should use the reading strategies and recognizing some past tense verbs to help them to understand the meaning of the texts. After that, they should choose one answer and then change the texts with the other groups. In the end of the activity (that has not happened yet) the group with more correct questions will be rewarded with candies.

My main goal with this activity was contributing input competences necessary to do ENEM and entrance universities exams.

I think that the classes were enriching and fruitful to the students, even with some external interferences we tried to take advantage of our reduced time in English class, including the students telling me sometimes that they want more time for our classes, so I believe that we are developing the knowledge somehow.

Narrative 6 – Amelia

- 1. What was your main goal during this class. Why?**
- 2. How do you feel about the way the class developed?**
- 3. What do you think about the activity's results. Think about the way the activity happened. What do you think that led students to those answers?**
- 4. Do you think that, by the end of the class, students were able to recognize and understand the meaning of the verbs in the past? Why OR why not?**

In the last activity, I was finishing the task of reading questions from ENEM and entrance exams, giving the opportunity to students to exchange and read the questions from the other groups, improving the reading of texts and recognizing other verbs in the past, to then, to do a post task to conclude with the students the meaning of the verbs in the past there were within the texts.

My main goal was to give to students the use of the past verbs with a focus on meaning, from universities entrance exams texts, thus giving to students more input to do the reading in English, ENEM and universities entrance exams are coming and the students are very worried about this moment, so I was trying to put in English classes activities with social relevance to give the students a moment through language to practice something that is going to happen in their lives.

The activity's result was good, because during the task's process the students could develop their knowledge through the reading in small groups and discuss themselves the use of the verbs in the pass, after some input from previously classes, they could identify the use of some past verbs within the texts from ENEM and universities entrance exams.

In the end of the class, students were able to recognize and understand the meaning of the verbs in the past, because during the post task, we discuss the meaning of the verbs from the texts, and they given to me the right answers, so I asked to them what is the correct answer and why is it correct, and they could told me with confident what were the correct answers and why - if the verb was a regular or irregular, and even what is the present form of the verb - because they knew the answers.

I think what led students to develop the activity appropriately was the way that task was organized, to develop in different steps, giving students time to develop the activity and organize their reading strategies looking for verbs in the past, consolidating what they studied before.

Narrative 7 – Amelia

- 1. What did you have in mind when planning the class?**
- 2. You divided the class into three parts. Why is that? What was the goal of each part?**

3. **How do you feel about the way the class developed?**
4. **How do you feel about the way students participated? How would you explain it?**

When I was planning the class, I had in mind a task as it was proposed by Ellis (2003), within a work plan that involves real-world practice of language, focus on one or more language skills, in this case it was related to speaking and writing, promotes opportunity for focus on form too and has a defined communicative goal.

I divided the class in three parts to assist and guide the students, to promote first input in order to try to produce speaking and writing in the while-task. So, the first part, it was a pre-task, taking in account that the “purpose of pre-task activities would be to introduce new language, to enhance the possibilities that restructuring will occur[...]” (Silveira and Xhafaj, 2020, p.8), so I introduced to students a new way to use English in order to talk about plans for the future within a pre-task. I explained first some grammar, with sentences written on the board with some students’ examples about plans for their future. The goal of the pre-task was to guide them to elaborate the task beforehand, giving to students an opportunity for planning time prior to task performance (Foster and Shehan, 1996).

In the second part, the while-task, or a task itself. The goal was to promote students' chance to talk in English and practice in pairs the sentences introduced in the pre-task and put a communicative proposal, creating opportunities for language use, for producing output.

In the third part, it was related to a post-task where the students had the opportunity to engage in reflection about what they learned (Skehan, 1998). So, the goal was to give students through the written activity, a way to consolidate what was worked on in the while-task.

I feel very happy about the way that the whole task was developed, because I could perceive how much the students were confident in their learning, because I could provide them with good input first, inquiring into their plans for the future, writing with them the sentences on the board. After that, they could practice in pairs in the while-task, and for the post-task they could restructure knowledge learnt previously.

I was very glad about the way students participated in the class. I think with the sections’ mediations with the teacher educator, I could provide to my students a way to develop their knowledge appropriately. I think I am more assertive in my pedagogical strategies.

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Narrative 8 – Amelia

- 1. What did you have in mind when planning the class?**
- 2. You divided the class into three parts. Why is that? What was the goal of each part?**
- 3. How do you feel about the way the class developed?**
- 4. How do you feel about the way students participated? How would you explain it?**

When I was planning the class, I was looking for bring to my students some communicative task, but with a little of explanation about form too, because I had to produce with them some writing assignment, and this combination is a challenge in planning classes, as Skehan points out, “the challenge is to channel attentional resources so that there is balanced concern for communication on the one hand, and form at a general level on the other hand, so that neither dominates at the expense of the other” (1998, p.126).

Even being in a dilemma providing classes with this balance between communication and form, I was trying to organize my class in a cycle, with a pre-task, a while-task, and a post-task. For me, as an English teacher, it is relevant to sort out the classes in tasks cycles, because I can guide in a more appropriate way my students, and in this lesson format I could give to my students the input necessary for them to develop the whole task-cycle within steps, promoting communicative and formal purposes.

In addition to that, with the task cycle, I was trying to use Shehan’s (1998) idea of maximizing the chances of a focus on form through attentional manipulation, so in the beginning I provided students with some explanation about form within a pre-task , and after that the students could practice in a conversation, the while-task, and in this moment the attention on form was left, and the attention was on communicative purposes, using the structure of interrogative sentences to ask classmates about “going to”. In the post-task I was trying to give students the opportunity for reflection and awareness in a more formal way.

After the mediation sections with the teacher educator, I am becoming more confident in preparing my lessons and I have the feeling that the students are becoming more confident too. I have received feedback from some students who took the ENEM exam and were able to ace the English test using the reading tools and some of the vocabulary they've learnt in our classes. Other students have informed me that they are now more proficient in expressing themselves in English. As an ESL teacher in a public school in Brazil, this is the most rewarding thing for me, to know that my students feel more assertive in their English learning process.

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Final Narrative – Amelia

At the beginning of it, you were asked to write about aspects of your teaching activity that you thought deserved attention. During the months we worked together, we discussed these aspects and some other ones related to them. Now, at the end of the series of activities in which you participated, I would like you to revisit your trajectory and write your final narrative, having the following guiding questions in mind:

- 1. Has the way you think about and teach these aspects changed if compared to when we started discussing them? If so, in what way(s)?**
- 2. Do you think the way you understand your teaching activity in general has changed by the end of the process? If so, in what way(s)?**
- 3. Are there any positive moments of the process you'd like to comment on?**
- 4. Are there any negative moments of the process you'd like to comment on?**
- 5. How do you feel about the ways the activities you engaged in allowed you to revisit and think about your teaching activity?**
- 6. After participating in this series of activities, are there any suggestions you'd like to give in order to either add something to or change how the process took place?**

In this final moment of the teacher education process, I can say that this experience was so important to my professional development, and I can see many aspects that improved my way of teaching English. One of them is related to my initiative to try to plan activities where my students can express themselves in English, producing output competences.

Now, it is totally clear to me that, to produce output, I have to provide input first in an effective way. I cannot consider that only presenting some new information in one way could be correct input, because the students (especially in public schools, where there are many gaps) need to receive input in different levels, in a lexical, grammatical and contextual level. This aspect now is so relevant, because the students need some different examples to organize their learning in a second language, and this is the nice part of being a language teacher, because the language is something so dynamic and rich, that we can present to students different manners to express themselves in English.

I can say that the way that I organize my classes is something that has changed after the teacher education initiative, because now I can think about my classes in a whole picture. I can see that there is more profit if I can give students enough time to develop

the tasks. Now I organize my classes in parts, conducting the activities with a pre-task to prepare my students to guide them to, after that, elaborate the while-task. In the end, I give students an opportunity to consolidate the learning in a post-task. This process to arrange the activities in different tasks, give more time to students to elaborate the learning process, and I can follow the steps to lead the students better. Normally, I used to prepare the students with a warm up first, but after the teacher education initiative I could see that I need to rush less my tasks, even if I don't have enough time to continue in the next class (because the way the schools are organized is so dynamic). But, like the teacher educator said, quoting Karen Johnson, the way we organize our pedagogical strategies always depends! Depends on social, cultural and historical contexts, because each group, each school and each moment in classes are distinct.

In the whole process of the teacher education initiative, I can say that there were a lot of positive moments, like when I could see my students obtain more profit learning, and develop their English knowledge, in particular the moment when I saw my students producing output, talking in English, for me this was remarkable.

There weren't any negative moments, because I could evolve in many aspects, and the space of the teacher education initiative was for me a refuge where I could find answers to the many dilemmas that arise in my classes. The teacher educator was so responsive, even in the moments where I saw things that I needed to develop better in my classes, I felt assisted by him, and he was an exceptional mentor to me.

For me, as an English teacher in public schools in Brazil, I can say that I felt in the whole process of teacher education, what professor Karen Johnson said about teachers being life-long learners, and this is something that I really appreciate. We are always learning, understanding better how to conduct classes in different contexts and moments. Therefore, the way that I engaged in the activities during the teacher education initiative was so important to me, to get to know myself better as a teacher, to see what aspects I could improve in my classes, and this is so important, because to be a teacher is to be a reflective individual, we have to do some self-reflection during the professional path.

I would like to say that I didn't do anything different in the teacher education initiative, I feel that the whole process was conducted with great wisdom and reciprocity. It was wonderful to have this opportunity to revisit my practice with teacher educator Matheus, he was a great partner and friend, he couldn't have been better and more responsive. I am very grateful to have experienced this in my professional journey.

Thank you so much for these incredible moments, I'll never forget them, I'm sure of it.

APPENDIX D – Transcriptions of the T/TEd-Is with George

T/TEd-I 1 – George

TE: So this is our first conversation, and I just want to explain to you how this is gonna go. I have some questions related to the narrative you wrote and the video recording of the class you uploaded. Basically, I'd like to know some details about some things you did and further explore some interesting ideas, and I'd like to hear a little bit more from you, what you think about the things you said and did.

G: Ok.

TE: So I'll ask you a lot of "whys" and "hows", and of course this doesn't mean that I think you did something wrong, this is just to further explore your reasoning so that I can better understand you.

G: Ok.

TE: The objective here is to think together about your practice, so it's more of a two-street conversation than a one way thing. Whenever you have any questions, any comments you're welcome to share your thoughts, ok?

G: Ok.

TE: At the same time that you may be learning something I may be learning too.

G: Ok.

TE: So let's start off with your narrative. In a part of it you mentioned you wanted to talk to me about your grammar teaching. You mentioned you've always had some problems with grammar. Can you give me any examples to illustrate what you mean?

G: Yeah. From the first moment of my education I've had problems with very basic things related to grammar, like the categories, right, and grammar, and to relate the real language with those rules, you know, with those subjects... not subjects, I don't know the word, you know? I couldn't relate them. So when speaking I couldn't think really about the rules with the language, but with time... nowadays I can do that easily, you know?

TE: Uhum.

G: And I see that with my students, because I say something like "now it's the pronoun" and they don't even know what the pronouns is. Not just English, but like in Portuguese they have problems with is as well, you know? These categories and relate them to the broad language which can have varieties of the same thing, you know?

TE: By categories you mean what a noun is, what a subject is...

G: Articles... yeah.

TE: When you say "real language"... like... in your narrative you wrote "when it comes to grammar, I was not used to the grammar categories and I could not

relate to the real language". Could you explain a little bit further what you mean by "real language?"

G: (laughs) Yeah. When speaking... like, not the meta... I don't know how to explain that, but... I think it's different when you're learning in the classroom and when we're talking outside this environment, we don't think exactly about the explicit rules of the language. We just keep talking and trying to match our thoughts and the language, you know?

TE: So you mean something like "Oh, I wanna talk about general experiences. What specific grammar structure do I have to use to do that?" Is that what you mean?

G: I don't know if I get you. Maybe like... When learning the grammar rules we talk about those grammar "names", categories, and we don't even have to know them to speak, like... when we are younger. We don't know the names, the categories so...

TE: Ok.

G: I think what I mean is metalanguage.

TE: Ok.

G: What' the opposite? Like, when speaking about language and just when you're talking without paying attention to the words you say?

TE: Ok. I think what you mean is the functional aspect of language. What to do with language.

G: Yeah.

TE: It was difficult for you to relate the structure of language to what to do with it.

G: Yeah. In different examples, you know? So I see... like "My name is George", so using the possessive in other... how do you say it? In other...

TE: Contexts?

G: Contexts. Yeah.

TE: Get it. Thanks. So, another thing you wrote was "when teaching grammar in English I have to search for help previously and explicitly learn the rules again to have them fresh in my mind."

G: Yeah.

TE: How important do you think this is?

G: Searching for?

TE: Yeah.

G: First because I think it's important to remember it all, because sometimes there are specific points I don't recall, or just know them implicitly, right?

TE: Uhum.

G: I don't have them explicit in my mind anymore. And I have to teach them... I'd like to teach them explicitly because... also... sometimes I forget. Like some days ago I was studying the differences between make and do and I didn't know exactly what the differences are, and this may be a question for them, you know, for someone. So I'd like to know the differences very clear in my mind so when someone asks me I can tell them correctly, the answer, right?

TE: Uhum.

G: Like, last class someone asked me the differences between "job" and "work" and I didn't know exactly the differences.

TE: And what did you do?

G: I said what I remembered (laughed). Like, "job" is more like as a noun and "work" is more like a verb. But we can say like "I'm going to work" as well. That's it.

TE: Ok. You also mentioned you like explaining these things explicitly.

G: Yeah, I like it.

TE: And you also wrote "being and English teacher, when it comes to grammar explanation is very important."

G: Yeah!

TE: Can you elaborate more on that?

G: First of all, I'm taking my personal experience, right? I started learning English by myself. And I see the people my class, many of them, already know some things. They've seen movies and played games in English, but they don't know the rules and sometimes they mess things up because they don't know... uh... what they are doing, you know? Explicitly.

TE: Uhum.

G: When I started learning English at the University, with professors, I saw many things explicitly and I could finally understand and use them freely. So I think that at least knowing them is good because you can explain when someone asks you why and how. Many times they ask why and how. And even for thing I don't know. In one of my first classes one student asked me why "I" is written in capital letter. And I said "it I what it is." (laugh)

TE: Yeah, and it is what it is. Some things are just like that.

G: Yeah.

TE: So, another thing is that you mentioned that before teaching each class you check the grammar point involved and prepare slides. And you wrote you prepare slides previously so you can have them in class and you don't have to think more, or get nervous or forget something.

G: Yeah.

TE: What is the number one reason for you to prepare PPP?

G: Personally, I like to see, you know? Not just talk. I like to see them there, then I can talk about and explain them. Also not to forget things, right?

TE: So with this in mind, do you think you do it more for you or for the students?

G: Good question. Uh... (laughter). Maybe it's more for me? But I also think it helps them, right? One student specifically told me she likes that I use slides. I don't use them a lot. Just... sometimes we have exercises which approach points that are not really mentioned in the book, right? So I like just to... uh... show them and explain to them the rules behind the things. And they could, of course, learn these things like... in the way the book... it's supposed to be like... more naturally, right? Without really paying attention to the whys, but for example, in my first class the students saw the apostrophe plus "s" for possession... and they were really confused. There isn't an explanation in the book. So they asked me about it.

TE: Yeah.

G: So I explained the basic ways to use it. Of course they won't remember everything, it's a lot of information. Just maybe if they have questions they can see how it works. I don't know.

TE: Ok. Get it. Also related to that, there's a part in your narrative that you say "I think that improving my grammar teaching practice will help me as lot as I will be more confident in the practice and less nervous, and these are important aspects of a teacher in my point of view." So what do you mean by grammar teaching practice? How to teach grammar or your knowledge of grammar?

G: Uh... mainly... uh... how to teach. Also my knowledge, by mainly how to teach it. Sometimes I know the rule but I can't say it explicitly. Or the way I explain, sometimes they don't get it. I see they have questions.

TE: You also mentioned being less nervous and more confident. Why do you think this would make you feel more confident and less nervous?

G: Because if I'm sure... not sure, but if I'm more confident with what I'm doing, and what to do, I think this would consequently help me build confidence, you know?

TE: So just a more general question now that is related to what we've been discussing here: if you could try to describe what kind of teacher you wanna be, what would you say?

G: I think... In which ways? Like... I think... The one who can teach clearly and without much uh... Without being boring you know?

TE: Ok.

G: Uh... I don't know (laughs).

TE: No problem. This is some food for thought. Something you can think more about.

G: Yeah.

TE: I'd like to go back to this idea of relating the categories to real language. Do you have any idea how you can do that as a teacher and not as a learner?

G: Uh... I try to give different examples using the same thing, you know? Like, different ways you can use the same thing, mentioning you can use it in different ways, you know? And also activities, so students can think of the categories without help... and also with my help when necessary.

TE: Ok, get it. So now I wanna talk about the video recording of your class. Just to start off, I'd like to know what you were teaching and what you did in class. Do you remember?

G: Yeah, I was teaching the indefinite article. I showed my slides, I explained them explicitly... the things I wrote on them. I gave some examples, which were written on the slides. Then they did an activity in the workbook.

TE: And how do you feel about it? Do you like what you did? Do you think it was good? If you could've done something differently, what would you have done?

G: It was just a week ago (laughs) so I'd do the same. I haven't thought much about it. I can't think of any other options.

TE: That's ok. The next question I have is... I wanna know what you think your students' role was during that part of the class. And what was your role?

G: My role was to explicitly teach and theirs was just listen to it? Acquire knowledge? Is that what you mean?

TE: Yeah.

G: Ok. It was explicit teaching. I had to go over all the topics and they had to try to understand the explicit rules. Later on... their role was to match what we previously saw... do the activity without my... my... How do you say it?

TE: Interference?

G: Yeah. And my role afterwards was to check what they did and not "judge"... but correct what was wrong, and... their role was just to correct and (laughs) go over the rules, right?

TE: Why did you laugh? (laughs)

G: I don't know (laughs).

TE: Ok. So... considering everything you just said, who do you think was at the center of the process?

G: Uh... myself?

TE: Ok. And how do you feel about that?

G: uh... I don't know (laughs). Some doubts, doubts... uh... how do you say that... Doubtful?

TE: Ok. And why?

G: Because as they're the students I suppose they'd also be like... uh... the focus? Right?

TE: Ok.

G: So... I don't know. I'm not sure.

TE: Can you repeat that, please?

G: Why doubtful?

TE: Yeah.

G: Cause as they're supposed to learn, not me, I'd also expect they'd have some important role in the class and actively contribute, right?

TE: Yeah.

G: And engage... and then acquire the knowledge they're supposed to acquire.

TE: So... this idea of them actively contributing. We can agree that this did not happen, right?

G: Yeah.

TE: You were talking most of the time.

G: Yeah.

TE: And would you rather keep it this way or you think you'd like to... uh... work on having them participate more?

G: Yeah, the second option. So they contribute more, and... Yeah?

TE: Ok. I just wanna go back to what you did. Basically, you presented the slides and explained the definite and indefinite articles, when to use A/A/THE etc... This is all information you gave them. Can you think of any ways in which you could've had them participate a little more?

G: Asking them, like... instead of already giving the answer?

TE: Yeah?

G: And make them think about it, like how we could use these things, and when... in which ways... I don't know.

TE: Yeah. That's a very good idea.

G: Just one comment, because in this class I could see they have more English than the other group I have, but they engage less. They're not willing to talk so much. Most of them usually do the activities by themselves, you know?

TE: And can you/

G: I don't know if it's just because of the beginning of the semester.

TE: You just said "I feel like they're not willing"/

G: Yeah.

TE: This is your impression, right?

G: Yeah.

TE: Maybe that's not what happens.

G: Yeah.

TE: Maybe you could, as we just talked, you could try to engender their participation, right?

G: Yeah.

TE: By doing things like... as you said, asking them before explaining everything. Leading them, guiding them so they can talk more, participate more. This is something... You came with the answer (laughs).

G: Yeah.

TE: Maybe having them think about the things would make the class less teacher-centered and more student-centered, more focused on... In a way that the teaching-learning process considers learners as active participants.

G: Yeah.

TE: Not just listening to you and letting what you explain sink in, you know what I mean?

G: Yeah, totally. I totally agree. Also, not just being more passive, but... uh... me, myself, as an example... the explanation gets too long. I'm lost... not lost, but... my attention goes everywhere else and I have to consciously come back. And sometimes I'm not able to follow the course of the explanation.

TE: I see it. You lose the thread.

G: Yeah.

TE: So this is something for us to think about... how to try to have them participate more and, uh... engender their participation. This is something you can keep in mind.

G: Yeah, awesome.

TE: This idea of placing them at the center of the process, inviting them... giving them more room to participate.

G: Yeah.

T/TEd-I 2 – George

TE: I'd like to start off by asking you to revisit your class. If you remember what the topic was and how you went about it.

G: I was explaining how to use "this", "that... also the use of "one" and "ones"... using the Grammar Box, the textbook. I was kind of giving them explicit knowledge about it... using the examples in the textbook. This time I was trying to ask them more questions instead of telling them everything... eliciting how to use those words in questions. That's it.

TE: You wrote in your narrative "I tried to explicitly elicit the rules, but this time I tried to ask them more questions before giving the actual answers in a way to make students think about them before the explanation".

G: Yeah.

TE: I know we talked about this in our last meeting, but I'd like to hear why you decided to incorporate it in your class.

G: As we talked before, when you have something given from the beginning you may not acquire it... also because through explanations it can be boring, the students are not involved, so I think they're more engaged when answering questions during my explanations. And if they think of something that is not the right thing, they can correct it... and when they think about it again they can recall the explanation and correct or... see the correct way.

TE: This has to do with what we discussed in our last meeting about engendering their participation.

G: Yeah.

TE: I really liked the way you interacted with them. It was different from the first class I watched. You were able to engender their participation in a way that got them involved to talk to you, to think together, with you while you were explaining.

G: Not just being passive.

TE: Yeah. It was really nice.

G: Yeah.

TE: So another thing you wrote in your narrative is "my role was to - again - explicitly explain grammar, and the students' role, on the other hand, was to consider the questions and analyze what would be the right way to use the grammar points." And you added "I understand I'm still much more the center of the situation than the students." What tells you that? Why do you think you feel that way?

G: Because I feel I'm still like... explicitly eliciting the rules and asking... and even though I'm... like... I talk much more than they do. I correct them. I explicitly show the rules, so... they're still just answering the questions I make.

TE: And you feel like you could or... you want to have them participate more or...

G: Yeah. I think I'd like to... Specially this groups of students... I think they're not as willing to participate as the other group I have. The other students participate a lot. This group is more quiet, they don't talk as much, so I think it'd be nice to have more participation.

TE: I think you did a good job when explaining the grammar part. You were constantly asking them question so they could think by themselves and help you... and think together with you. I also think they participated a lot, like... answering your questions...

G: Yeah.

TE: ... helping you help them make sense of things.

G: But the other group participates even more. That's why I have problems when planning the classes because with this first group... things go faster. With the other group I cannot do everything I plan because they participate, we exchange information... this first one, they don't ask as many questions, the class goes faster so I have to prepare more things to fill up this gap.

TE: So maybe for our next meeting you can film this other group?

G: Ok, of course.

TE: Just for us to compare the two groups. Is that ok?

G: Totally.

TE: Ok.

G: It's nice because it's the same topic, it's the same level...

TE: Yeah. Another thing I wanna discuss is that we talked about this thing that you've always had some difficulty drawing a parallel between the categories of language and the real language itself... as a student.

G: Yeah.

TE: And how do you think you helped your students do that in this class?

G: As I wrote in the narrative, in this class I couldn't draw a parallel because it was much content, I couldn't accomplish this purpose but in the subsequent class I gave them this part of a song by Jessie J, "Price Tag", which is somehow related to what they were studying... buying clothes and items. We could see like... the third person singular... I tried to draw a parallel with it and also with other words we were learning... like "buying", "money"... also pronunciation, listening... listening in another context that is not the one they have in the book. It's more difficult because they didn't understand as much as they understand the listening from the book. I think this was a nice way but I haven't thought of different ways to do it. You know?

TE: Yeah. Was this the song you ended the class with?

G: Yeah.

TE: And what did they have to do with the song?

G: It's a famous song so I think they could all feel motivated, they could sing it. We went through the song (lyrics) and I told them "So in this song we use everyday speech, sometimes we don't pronounce every single word." There's a part in which she asks "you ready?", so I asked them what was missing, we talked about questions with the verb to be... the third person singular in the present... we also saw vocabulary related to buying stuff.. money... the song is "Price tag" and we have this expression in the book. That's basically it.

TE: Uhum.

G: There was the word "truth"... We saw "truthful" in the textbook... they asked me about the difference between "truth" and "truthful". Things like that. I was trying to connect it [the song] with our class.

TE: Uhum. Well, you wrote in your narrative that they had difficulty understanding the song if compared to the exercises in the textbook.

G: Yeah. First of all, regarding listening, right? They told me they couldn't follow without the lyrics. After the third time listening they could understand more, but not in the same way they understand the listening in the book. Also vocabulary, because in the song there were different words.

TE: I see it. And how do you think the song helps with this idea of making them associate the categories and the real language?

G: Ok. Hm... That's a good question [laughs]. First, I think it helps because it's not in the controlled environment of the book, you know?

TE: Ok.

G: People listen to music very often. Maybe more often than they read books and textbooks. They're (students) are more used to music, it's something they like. I also think it has to do with motivation.

TE: You mentioned this idea of not being in the controlled environment of the book.

G: Yeah.

TE: Don't you think that, maybe, their difficulty to understand was exactly because of that?

G: Yeah. I think it's a big deal. It has to do with this controlled environment. We did something that doesn't follow this pattern of language, you know? The grammar as it is in the book. The singer also has an accent, she's British. I think it has also to do with accent.

TE: So if you could summarize the idea of the song... the context of the song... what would it be?

G: The context or content?

TE: The context. What's the song's idea? What's the song talking about?

G: Oh, the song itself. So... it's talking about, hmm... how people value money and buying things and not their lives.

TE: Ok. And now I want you to tell me what you were studying in class.

G: We were studying clothing... buying things... "how much"... prices, so we had numbers. The use of "one" and "ones"... that's it.

TE: And if you think about the listening activity they have in the book, what's it about?

G: Clothing items, right?

TE: And buying things... shopping...

G: How much things are...

TE: Yeah. We have a whole context about selling and buying, vocabulary and expressions about this.

G: Yeah.

TE: The context of a store, how to ask for things, how to reply, how to interact with a salesperson etc.

G: Yeah.

TE: Can you see the difference between the song and the listening activity of the book?

G: Yeah.

TE: It's not that you cannot use music. You can introduce a nice discussion with this song, like... how people value money more than connections and more than being yourself etc.

G: Yeah.

TE: But you can't show students how the things they just learned are used in real life with that song. Do you know what I mean?

G: Yeah.

TE: In the book you're talking about shopping... but the song doesn't deal with that. I know it presents some vocabulary they saw, but do you realize they were listening to the song without a specific context in mind?

G: Yeah.

TE: Maybe this could explain their difficulty... I mean... There's isn't a relation between the context of the song and the context of the listening activity of the book. This caught my attention because you mention it was difficult for you as a student to connect these categories of language, the structure, to real life.

G: Yeah.

TE: But by using the song you were not really providing them with real life context, you know?

G: Yeah. I can see it.

TE: It's like... It makes more sense to have a specific communicative context in mind and show them how things are used in that specific context.

G: Yeah.

TE: Then you'd be drawing a parallel between this idea of language, of structure... of "categories", as you mentioned, to real life. And you have that in the book.

G: Yeah... I used the video... there's a video with a guy and a woman... I went through it. The one about the yard sale.

TE: Uhum. I remember.

G: Yeah.

TE: Can you think of any other part of the book in which you have context? I mean, in which you could show students those specific categories in a real-life context?

G: I don't think I get it.

TE: Ok. Because you said you showed them the video. The question is – are there any other parts of the book that you could've used to show them language in a specific context?

G: Like the activities?

TE: Yeah.

G: The activities 1 and 2? 1, 2, 3 and 4?

TE: What do you have before the grammar part?

G: The conversation.

TE: Yeah. There.

G: And the conversation is linked to the next part.

TE: Yeah.

G: Grammar. Yeah, I did it last class because we saw comparisons. So I showed the conversation and tried to connect it... yeah.

TE: Basically that's why the conversation is there. In the conversation you have a situation that is similar to our real lives.

G: Yeah.

TE: We have people at a store, which is something we all do. We have a communicative context. This is the main reason why the conversation is there... it presents a communicative context. It is there to help students understand this connection between grammar and context. How we use these things and in what contexts. Like... what real life situation we're dealing with.

G: Yeah.

TE: The idea of showing sentences from different contexts that contain the expressions studied is very different from showing a whole communicative context in which those expressions are used. On the one hand, you'd be just bombarding them with random sentences from different contexts. On the other hand... like by using the conversation, you have a whole contextualization of... well, they are at a store, one person is the salesperson and the other is the customer... people are buying stuff, they ask for things. Students can relate this to what they do in their lives. It's easier to understand the function of what they're about to study. Does that make sense?

G: Yeah.

TE: Do you have any questions or comments?

G: No, I'm good.

TE: This is interesting cause... when you were explaining grammar you were talking about the difference between the demonstrative pronouns. It seems like it wasn't clear for a specific student that "one" and "ones" are used to replace the noun. When you explained it you said in Portuguese "lembrando que tem que estar no contexto, né?". Do you see how important this is?

G: Yeah.

TE: And it is in the conversation that students have access to the context being talked about.

G: Yeah.

TE: So going back to the song... it's not a problem to use songs in class. But it was not very appropriate to use the song having in mind this idea of showing them real-life context.

G: Yeah.

TE: You were just showing vocabulary, that's what I mean.

G: Yeah.

TE: And when you were explaining the activity in which they'd have to choose between "this", "that" etc... you said... gimme a second...

G: I mentioned they [the people in the picture right before the activity] were close and far...

TE: Yeah! You showed the picture. This is part of the communicative context.

G: Yeah.

TE: This is interesting because you seem to know the importance of the context. I think it's just a matter of learning how to introduce the context to them and focus students' attention on the communicative context you already have in the book. Is this clear?

G: Yeah.

TE: Before we go I also wanna talk to you about the use of Portuguese in class. You wrote that your students asked you to do that, but I fell like there's another reason. Do you feel you need that?

G: At the beginning I spoke way more in English, just telling them the main things in Portuguese, but after some time they started asking me to say things in Portuguese. I prefer to talk about grammar in English cause sometimes I forget the terms in Portuguese. Also, their faces were like [makes a confused face]... and I was like "it seems like they don't understand me".

TE: Can you think of any other ways you could've... any other strategies you could adopt to not use Portuguese that much?

G: I also thought about translating right after saying things... but I think it's not a good way, it's not... if I retell... it seems like in Portuguese... they're just waiting for me to say something in English and then... everyone can understand in Portuguese [laughs].

TE: Yep! That could be a problem. They'll get used to it. They won't pay too much attention when you're talking in English because they know you're gonna translate everything.

G: Yeah.

TE: There are some other strategies you can adopt to not speak Portuguese all the time. First of all, I think you could lower the pace of your speech.

G: Everyone tells me that.

TE: This is something you should pay attention to. Second, this very idea we discussed of using the context. Much of your explanation lacks the connection to a real-life context. Like, in the conversation you have a whole communicative context... for you to use. This is there to help you teach, to help students understand things... Well, I got an email this morning... just to draw a parallel between that and what we're discussing now. I got an email this morning from a colleague and she was like "Could you help me? I have no idea of what this student is talking about." The email went like "Dear coordinator, I'd like to be transferred to another group because I was trying to do activity 5 and I think I don't have enough knowledge. Can you help me?" Then my colleague forwarded the email to me, she was like "What activity is she talking about? What's her group?" I couldn't help her because we didn't know anything about the context, she [the student] did not contextualize anything.

G: Out of the blue.

TE: Yeah. So the same thing... If you just focus on the structure itself and show students random sentences from different contexts... you're basically focusing on the expressions themselves, and not on the bigger picture of the communicative context.

G: Got it.

T/TEd-I 3 - George

TE: So I have, as usual, I just have some questions. I'd like you to tell me a little bit about the class itself, just give me like a summary, OK? What you did and what the topic was and how you felt about it. Basically, just a glimpse into what you did and how you felt about it.

G: Yeah, so based on our previous conversations, right? I was trying to include the communicative context in my grammar explanation, trying to also use the suggestions we have in the teacher's book and, like, concerning the questions we have before the conversation already presenting the past. I tried to start by approaching the grammar point before the grammar focus box, which was what I used basically in my first classes to teach grammar, but now I try to teach before... through the grammar focus and after that, so... trying to approach different things with the grammar and using the examples from the communicative context, asking questions. But as I told, as I wrote... I still don't know how to start doing that, you know? Because if I ask questions with "did" before presenting them what "did" means... I don't know. Like, should I already tell? So yeah, I feel, I feel it's nice, but I'm still not sure.

TE: Yeah, OK. So I have some comments and some further questions to ask you about this very last thing you said about using "did" before explaining what it is. So I'll keep that to another moment because I just want to go back to something else. At the beginning you mentioned the teacher's guide.

G: Yeah.

TE: That you try to use these questions. So, my first question for you is - do you like them? Do you like the questions? And how do you think they helped you, if they did?

G: I like the questions because they are, I think, simple. I was trying to think about something simple, more simple than that. And I think those were already very basic for us. And I think they helped me as they were already there, right? They were already suggested so I just thought about them a little bit and already used them, so yeah.

TE: Yeah. And following these lines in terms of the way the questions helped you, the questions and the teacher's guide helped you, can you try to like, maybe, identify to me in what ways they helped you? Like, how they guided you or what they made you think about when you were planning the lesson maybe.

G: Yeah, yeah. I think they helped me because they were similar to... Because we have already seen "what do you do", right? I've talked about it extensively before and if I'm not mistaken, the question asked "what did Cara do last week?"... So, it was very similar to what we have already seen before, "What do you do? So, now just one thing changes, right? So, what did Cara do?". Of course, the subject also. But like "what did Cara do?", I think they're similar. So, I just had to say it was referring to the past without saying exactly why, right?

TE: Yeah.

G: I tried to work with that.

TE: Yeah. Yeah, OK. So, I think that we are talking about different things. I was asking you about... because you said that you used the book's suggestions.

G: Yeah.

TE: And that's what I was talking about, not the questions itself.

G: So having the/

TE: The book's suggestions.

G: So, having the suggestions you mean?

TE: Yeah, yeah, like. Because the book gives you some suggestions.

G: Yeah.

TE: And you said that you read the book's suggestions, right? That's what I meant. And then my question is how... how did those instructions help you? That was my question, you know what I mean?

G: Yeah, I think I got it. Let me answer then. They give me some tips, right? So, they tell me what to do. I don't have to think much because they tell me what to do already. So, it's already done. Kind of not done, but the strategy right behind is already thought. They give me that option and if I want to use it, I think it helps me because it's already done. It's there. And they give me also the explanation like... "do that", "after that you do that"... So, and it also helps because it says like "here students are supposed to learn that". So, "by doing that you can approach those topics", is that what you mean?

TE: Yeah, yeah, that's it. And there is one thing that you did... you asked students to find questions with "did" in the conversation. Do you remember that?

G: Yeah. The book also tells me to do that.

TE: Right, yeah. And do you understand why the book asks you to do that?

G: I think so. I think that's because in the context we can understand a little bit the... the... the meaning, right? The... the content without knowing each specific part of the question and then we already understood the conversation as a whole. So, now just taking these questions out of there and then going deeper into them... inside the context we have already seen, we have the context right? To help guide... and the explanation of grammar which is grammar... inside context, right? We have... We don't have grammar by itself, I think, yeah.

TE: Bingo. That's basically what we talked about in our last meeting, right? And this has to do with something that you wrote in your narrative as well. You wrote "when teaching the past of "be", for instance, I asked questions with did and presented some verbs in the past before explicitly teaching the rules. I don't know if this may be confusing as students may not understand what I am saying". This is exactly why the book gives you these kinds of suggestions, OK?

G: Yeah.

TE: You were worried that it was going to be confusing because they have never explicitly studied it before. That's what I understand. From your narrative, from what you wrote, right? Is that correct?

G: Yeah. Yeah.

TE: OK. And then my question for you is: how can you make it not confusing?

G: So... context?

TE: Yeah. And that's what you did. That's what you did. And that's why the book suggests you to do that, to go back to the conversation, to have a look at the conversation. Because, as you yourself just said, you don't need to understand every single word, every single part of those sentences to understand what they meant, what they were talking about there.

G: Yeah, and we can see that they kind of understand because they answered, I don't know if it was in that class, but I think so... like "what did Cara do last Saturday?", and they said "pizza". They just, they didn't say "had pizza" because I think they couldn't say "had".

TE: Yeah.

G: They understood she had pizza. Like... "dancing". They didn't tell me "went dancing", but dancing... we can see that they understood the question and the answer fits the question, right?

TE: Yeah. Yeah. So, basically that's it. So, I just wanted to call your attention to this because this was something very important that you wrote. And this has everything to do with what you just said, what you just explained. So, you have this whole movement between the conversation, which is the part of the book

where we can find the context, the communicative context, and the part of the book in which you have the rules explicitly taught. Right? Explicitly presented.

G: Now I see better the organization of the book.

TE: Yes, yes, it's kind... It's kind of like... everything is connected, nothing is there like ... randomly. Right?

G: Totally.

TE: Do you think it's, do you think this is clearer to you now?

G: Much more, much better.

TE: This was the first thing that I wanted to talk to you about, OK.

G: Very good.

TE: I have another question here for you... I don't know if you noticed, George, but in this class you were using way more English than Portuguese.

G: Yeah.

TE: Did you notice that?

G: I'm trying to use from our last meeting on. I'm using much more English, right? Mainly with this class. This class, they understand, they understand like I see... You know... most of the things, they are very good. I think they are I don't know... they are very, they are on a higher level, you know? Proficiency level. So, they understand very well what I say. Some specific people have problems with English in general, right? So, sometimes they ask me something, I answer in Portuguese, but this one I feel safe enough to just use English, you know?

TE: Yeah, yeah. The way you did it in this class, I think that if you did with the other group what you did with this group in this class that I watched/

G: Basically the same thing.

TE: Yeah. So... do you think they have like the same level of understanding?

G: Yeah, it's funny because there [the other group] I think we have a more wider range of varieties, you know? We have even people more advanced than in this class and less people... like, on a more basic level. So, some people understand everything. I show them the videos, they understand basically everything. Some people. But the others have problems, you know? But I think they got it, yeah, even because I know a girl that she has some difficulty. It's her second time doing level one. And she told me, "oh, it's so nice that you're just speaking in English now". She told me that and I was like... it's nice to hear that from someone that I think has more problems, right?

TE: I think this [use of English in class] has gotten way better. And I think that the way you did in this class, if you did it in the other class, if you continue doing that, they won't have major problems. As you said, some people won't understand, but then there are many things to consider. There are like... learners' specificities that, of course... we will never make everybody understand everything all the time. That's normal. But this was way better in this class. I think that in the past you used way more Portuguese. The rhythm of your speech is way slower now. I think that's very good. Most of the time you were

explaining vocabulary without translating. You were defining words to students. You were giving examples to students, and that was very, very nice to watch. So, I wanted to congratulate you for that because it was very, very nice to watch that you were... Like, there is a student that confused the words went in the conversation with want/

G: Yeah.

TE: And you said “no, no, remember go dancing? So this is went dancing”. So, so you were comparing in English with something they had seen before. So... this was very, very cool. You are... you're explaining the words more and not translating. You are giving more examples. You are comparing to things that they have already studied. So, this was very cool. I wanted to say it was it was a I don't know if you noticed that, but it was a big change from the beginning.

G: Yeah, yeah. And also, one thing I noticed that helped them a lot when just using English is writing the words I'm saying, like... “want” and “went” on the board because sometimes they can't, like, just by saying, like, “want” some students don't understand.

TE: Yeah, yeah. It's the exact same thing you just said. They understand better if they see it written and it's very important for them, especially on these beginning levels to see things written. So... I was, I was going to suggest to you use the board more.

G: Yeah.

TE: It's very important for us to be writing, to be writing things down on the board. Especially with these beginning levels. This is very important. And another thing that I wanted to suggest you is... have you ever heard of recast? Do you remember what it is?

G: Recast?

TE: Yeah, yeah.

G: No.

TE: Recast is this idea of repeating what the student said. You know? You don't need to necessarily repeat the same thing. You can paraphrase it. For example, you ask “So what did she do last night?” And then the student said “pizza”. Then you said “oh guys, so she ordered a pizza”. That is recasting. And why do you do that? So first, to make sure that you understand what the student said. Second, to make sure that everybody in the class understands what the student said. Also, you acknowledge the student's contribution.

G: Yeah.

TE: And you have the chance to correct any possible mistakes or to, in this case, complete the sentence, the whole sentence as it should be. There are many benefits of using recast. It's a simple strategy, but it has many benefits. It's something that you could use in your class. And it's something that also prevents you to have to translate things, right? Because if the student said something in English, but just part of it, like the way she said “pizza”... Instead of just explaining, maybe translating into Portuguese what the student said, you

can give the whole sentence with more context. Everybody understands it, then you don't need to translate, you know?

G: Yeah.

TE: Any questions?

G: No.

TE: Something you wrote in your narrative is... "The class is still much more centered on myself, the teacher, than on the students". So, my first question is - why do you feel that? Like, what specific things tell you that?

G: This groups engages less, right? Less frequently than the other, let's say so... I think it's more centered... One reason is because they don't participate, I think, as much as the other group. So... I'm still speaking much, much of the time and I'm trying to ask them "how do we build the question?". So, the second class they tell me, like, right away. Almost right away, but this one, I think, as I told you, they are on higher levels but they still... I think mainly this one is much more centered on myself. I'm still talking much of the time. I try, for example, to ask them to read the text. Sometimes we have... and they don't want to. I'm like "come on, guys", but they are very... you know? Not willing to participate that much.

TE: OK, good. So, I haven't seen any videos from the other group. I can't compare but I would like to talk to you about how you are asking them to participate in class. First thing is that I think I don't see them as closed as you say they are.

G: Yeah, they are not. They are open.

TE: I think that when you ask them things, many times they do respond. They participate. But at the same time, in some parts of the class, you would ask something and there would be silence. You know? Maybe this has a little bit to do with the kind of question you were asking. Let me give you one example... So... when you started working with the Grammar Focus, you asked them to find the three questions with "did". You signaled them [the questions] in the Grammar Focus and you were like "so go back to the conversation, find three questions". They did that and then you asked them "How do we build the question?". Then there was silence. Instead of saying "how do we build the question", can you think of anything else you could have done here, any other way to ask something different maybe?

G: Let me think. So, asking what is in each part. Like "So, what comes first? What comes second?".

TE: OK. That that would be... that would be a little bit better because then you would be.

G: Going by [gestures]/

TE: Focusing more like little by little, yes. But also... you asked them how to look at the questions with "did", but you really didn't ask them to do anything with that. You just asked them to find the questions. You know what I mean? For example, you could have asked them "So, I want you to compare these three

questions with one another. OK? What is similar? What similarities can you find?”. This is more... little by little than “how do we build the question?”.

G: Yeah.

TE: You know? Cause I think they did not respond because they did not understand what you meant. It was too general.

G: Too general, yeah.

TE: You know? If you ask them “what are the similarities?”. Maybe when having them find the questions in the conversation, the book asks you to do that so students can see in the context those questions and for students to compare and see the similarities and the differences... to find a pattern so you can then explain the rule. You know what I mean?

G: Yeah.

TE: I saw what you were trying to do here. That's clear to me. You just have to calibrate the way you are asking the questions.

G: Yes.

TE: I like that you were, all the time, asking them what was happening. “So, do you understand this? What is “did” doing here? So... we have “do” in the present and “did” in the past.”, but there are ways for you... instead of you telling them, you can have them see these things. If they compare sentences that are similar to one another, they can find patterns, they can find differences, and this is a way to have them... more active in this process, you know what I mean? Does that make sense?

G: Totally. Yes.

TE: You were not miles away from doing this. You're not, it's... you are already like in the process of doing it.

G: Yes.

TE: Another moment was like... you said “here we have ‘I didn't go’, not ‘I didn't went’. Why?”. Then there was silence again, you know?

G: Yeah.

TE: So if you had shown more examples so they could have seen “oh, there is ‘did’ and then the verb in the present”, that in that other sentence there is no “did” and then the verb is in the past. Patterns.

G: The patterns.

TE: This... it makes it easier for you... when you ask these kinds of questions. How would students know how to answer the questions you made if they didn't have anything to compare to?

G: Yeah, yeah.

TE: So you signaled and that was good, but you didn't have them compare so they could see different things and similar things.

G: Yes, but would I show them... the... other examples from the grammar focus? The conversation?

TE: Keeping in mind this idea of focusing on the communicative context, I always start with the conversation and I always try to have them see these patterns using what we have in the conversation. For example, I would go there... You can do that in many ways, but I would go there and underline every question in the past. Then I would be like "So, here guys... we have these questions. They are talking about what they did yesterday, right? I want you to compare these three questions in which they are talking about what they did yesterday night. Can you find any similarities between them?". And they would probably tell you. You would be making them see these things, then see the patterns as a preparation for you to, later on, go to the Grammar Box and explain.

G: Yeah.

TE: Do you understand?

G: Yeah, for sure.

TE: Something you wrote in your narrative is... "I feel a little bit lost on how we should start approaching the topic without explicit explanation". It's not that there isn't going to be a moment in which you'll be explicitly explaining something. That's not the problem. You are going to do that at some point, you know? But not in an abrupt way. Like, prepare them to do that. Guide them to see things, to unpack things, and then you kind of like... You add the cherry on top with your explicit explanation. That's what I mean.

G: Very nice.

TE: Because then you won't have this problem of... as you said before "I asked questions with did and presented some verbs in the past before explicitly teaching the rules. I don't know if this may be confusing". If you do this, leaning on a communicative context, it probably won't be confusing.

G: Yeah.

TE: When you show the rules, after having them see examples, compare examples, see similarities, see differences... with the conversation... it will be way easier for you to explicitly teach because you would be just like adding the cherry on top/

G: Yeah.

TE: \To what they had just seen, to what you had just guided them to see. Do you understand?

G: Yes, of course.

TE: Does that make sense to you?

G: Totally.

TE: It's not something that you are miles away from doing. You're not. You have already started it.

G: Yes.

TE: Also, I'd like to discuss that... after some point you completely forgot about the conversation. About the communicative context. You started explaining things and saying, telling them how things are done and then you just completely forgot about it. This movement of back and forth, you know? Of explicitly showing them the rules and being like "as you can see here in the conversation...", right? It's not something that is supposed to be separate because these things are supposed to be together. It's not like you cannot explicitly teach the rules. It's not something like that and it's not something that occurs in an isolated way, you know? In the same way that you use the conversation, the communicative context to show them, to have them see patterns... you use that as a link to go to the grammar box, but don't forget about the conversation. It's still connected, even though you are more focused on the grammar.

G: Yeah.

TE: And I don't know if you noticed, you got a little lost in your explanation because you forgot to talk about the regular verbs.

G: I don't remember, but I probably did that.

TE: And you did that when students were already doing the exercises.

G: Yes, I remember that I was planning to. I actually could not find... I didn't want to... I didn't want to like, fill them with a lot of information because I couldn't do that. With the conversation I wanted to focus on the questions, but the answers imply the verbs, right?

TE: And like if you have/

G: Going to the verbs... I thought it would be too confusing. I couldn't find a way to do that, yeah.

TE: In the same way that I just told you about using the conversation. You could use the conversation to show them the verbs. You can show some regular verbs in the conversation, like "Do you see anything in common between these verbs here? They end in Ed. Do you know what that means? Do you have any other examples of verbs that that end in Ed?"... Right? "So, they're all in the past. What do they have in common? Ed. And in some other cases you don't have Ed. So how do you know it's past? It's irregular"... you know?

G: Yeah.

TE: Because when they started doing the activity, I think you realized that they were going to need that. Because in the activity it was not only about questions, it was also about answers. And there is the whole thing of keeping the verb in the infinitive form in the question, but if it's a positive statement you would have to use the verb in the past. It's just a matter of linking, in a smoother way, in a more logical way, the conversation and the grammar box. It's not about not explicitly teaching, but it's about preparing them for that first, so that it doesn't feel abrupt or disconnected, you know?

G: Yes.

TE: Does that make sense to you? Do you see that now?

G: So you go for the whole explanation, right? The questions and the answers with the context.

TE: Yeah.

G: Showing the questions, the answers.

TE: Yeah. It might seem a lot, yeah. But again, the context helps you a lot with that. Because if they see the examples, if they see it in a context, and then later you reinforce that and explain the details with the grammar box they're going to have the "aha moment".

G: I see it.

TE: That is easier to understand. That's it.

G: Very good.

TE: Yeah. Does that make sense?

G: Yeah.

TE: Basically that's what I wanted to talk to you about. And I really like how you're using way more English now. And how you've been like negotiating meaning, giving examples, speaking slower... this is something that popped up in the questionnaires students answered.

G: Yeah.

TE: They complimented you a lot, they really like you, but some of them said "I just think that sometimes he could speak a little slower".

G: Of course, of course. [laughs]

TE: I think you're doing a very good job. It's your first experience and you're doing a very good job.

G: Yeah, I think I've improved a lot. Also, it's the third week, right? It's the third week. It's been very good.

TE: Yeah. And how do you feel like... do you feel you're more prepared? Has it become a little easier for you to think of the class and the activities?

G: Totally. I feel much more like I'm doing better now, you know? So, I think I've changed a lot with our three meetings, right? So, yes, thank you so much.

T/TEd-I 4 – George

TE: I read your narrative yesterday and I found it very interesting. To start off, can you just please tell me what you were teaching and how you went about it?

G: Yeah, so I was teaching "there is", "there are", and some prepositions of place. Before starting we had a conversation which contained some of these topics, so we listened to that. I asked them to practice the conversation by themselves for pronunciation, etc. When we finished the conversation part, I asked the students to tell

me one question with “there is” and one with “there are”, using the words we had in the box, the table, just like the textbook suggested. So they told me and then I asked about similarities and differences between the two questions. When they answered me, I started eliciting the rules and telling them the differences and similarities, like why we use “is”, why we use “are” etc. We saw the differences and similarities between the questions and we moved on to the grammar focus on the next page, which we had again the same questions, kind of some answers and the explicit prepositions, one example of each. And then I covered the prepositions more explicitly, using the grammar focus, and then I asked them to do the activity right below the grammar focus.

TE: Good, thank you. And you mentioned here and in your narrative that you did some things that were suggested by the book. Do you understand why the book suggests that?

G: I think I do because the textbook's written in a certain way to use the communicative context and we have kind of a bridge between the conversation and the grammar focus. So by having the students participate and find the questions and try to find similarities and differences between them, we can have this bridge with a more explicit content and also they can also see where they have this information. So they go there and find those questions. So I kind of just told them the rules of those questions they found. That's it.

TE: Now I'm going to read something that you wrote in your narrative. You wrote “I could use more of a communicative context to explain the explicit part of grammar. When using the conversation we have already discussed in class as the background to the explanation of something more explicit, students could have more concrete examples of the topics in question. The students were supposed to find the questions and recognize the differences and similarities between them, and as the questions were already elicited beforehand, the process became easier, I believe”. So first, when you mentioned this idea of explicit, what do you mean by “explicit” and what part of the class do you think was explicit?

G: By explicit, I mean like we have “is there”, then we have a preposition. So this is a preposition. Then we have a noun. I don't know. I'm not thinking about the real explanation, but I'm like... we have a noun then a preposition, then we have “is there” or “are there”. So for me that's more explicit because we have the rules, we have plural, or singular, prepositions of place. I don't know. When you have just like “is there a bank in the neighborhood?”, we can understand the meaning, but maybe we don't know why exactly we have “is there” or “a bank”, “in a neighborhood”. So the explicit part would be to understand the grammar behind that.

TE: So basically using language to talk about language.

G: Language... meta... [laughs] yeah.

TE: Yeah, metalanguage.

G: Metalanguage.

TE: OK, good. And something you wrote here is also “the conversation as the background to the explanation of something more explicit”, right? So, it's not only a matter of preparing them to see something more explicitly, right? There

is that, but there is something else. So, can you think of any other reasons why we would use the conversation?

G: The communicative context?

TE: Yeah.

G: One more thing you mean?

TE: Like, you said that “when using the conversation we have already discussed in class, we have a background to the explanation of something more explicit”. And yeah, we have that. You're not wrong. But can you think of anything else we have there?

G: The communicative context is another thing, or is the same? I don't... The background is the communicative context. I don't know.

TE: Yeah, yeah, we're talking about the communicative context, right? And this is what I wanted to talk to you about, because it's not only a pretext to get to the grammar part, right? It's also where they can see what you're about to teach in a context that is similar to real life, that they can find in real life. I asked you this question because going back to our first meetings, I remember that you mentioned this difficulty when trying to match the “categories” to “real life”. Remember that?

G: I remember, I do remember.

TE: So this is... I just wanted to circle back to this idea that you mentioned in one of our first meetings and narrative, right?

G: Yeah.

TE: Because this is something that caught my attention at the beginning of our meetings. That you mentioned this idea of it's like “it's difficult for me to put together the linguistic categories and real life”. In the conversation we have that.

G: Totally right.

TE: You were not wrong. We use it as a background to explain grammar for them. But it's not the only reason why it is there.

G: Yeah, yeah, I see.

TE: You show the expressions, you show what you're about to teach in a real life context, and you provide them with the functional and the communicative aspects of language through the conversation, right?

G: Yeah, yeah. Good.

TE: This movement between conversation and grammar focus, and having students focus on the conversation. I wouldn't like you to see it only as a pretext to get to the grammar part. You know what I mean?

G: Yeah, yeah, now I see that.

TE: Does that make sense?

G: Yes, of course. There we have the example of the real language we use to talk, right? So... people using those topics in everyday contexts.

TE: Basically that's it. So moving on, something else that I want to talk to you about, I'm going to read again what you wrote in your narrative. "Moreover, using the suggestions given by the textbook to start approaching the topic was very helpful for me. I think that asking students for sentences from the previous conversation was a good way to start. Additionally, I feel that the transition between the conversation and the grammar focus in this class was much smoother than it used to be. I started addressing some of the questions, explaining them and showing the rules that when it came to the grammar focus we already had covered most of it. All in all, I liked using the communicative context this way, and I feel more secure doing this. I can see how much my teaching practice has improved in the last months". One thing that I would like to mention here is that you not only showed them the rules, right? You guided them to understand the reasoning behind those expressions, which places them at the center of the process. We discussed this idea of being more student centered and of you being more like a mediator, guiding them more than just explaining everything. So yes, this is correct. Again, I'm not saying you were wrong, I'm just adding something to the narrative. This is also a way to place them at the center of the process, right? You were asking them questions. You were guiding them to look at the conversation, to analyze the similarities, the differences, to see what they saw in common. You were encouraging them to think about what they were seeing, to understand the reasoning behind what they were seeing, instead of just giving everything right away at the beginning.

G: Yeah. It's funny because then we had another grammar focus, after that we had "many" and "much", and before asking them about the similarities and differences they asked me "so we have much, we have many. Is it because traffic like, is it because traffic's...", so they could like see two different types of questions there and they already asked me why exactly. So they were trying to find the reasons why we had "much" and "many", you know? They were not right, but they were already trying to guess, to grasp the reason why we have "many" and "much" for crime etc.

TE: Yeah, they were looking for patterns.

G: Yeah.

TE: Yeah, that's cool. That's interesting because you create this culture of having them participating more and more, you know?

G: Trying to find the right reasons and not waiting for me to just tell them.

TE: Not being just passive, right?

G: Yes.

TE: I think one in our meetings or one of the narratives you mentioned that.

G: Yeah.

TE: You also said that it makes you feel more... using the communicative context made you feel more secure, right? You mean like confident, right?

G: Yeah.

TE: Can you tell me why? Like, in what ways?

G: Yes, because when I was not using that I used to explain without context and then I needed those... I think real life, and more examples than those of the grammar focus, so inside other things. And now I already have this before explaining, so I build this bridge before and not after, which I could not do. And I'm using the textbook suggestions, which I think is very well planned. There is a reason behind it, which may be a good way to approach the topic. So I also like using those suggestions. I think that's it.

TE: And you understand them better? The reasoning behind them.

G: Yeah.

TE: Good. So moving on, I have another question to ask you. Whenever we work with language we hold views of language. So when we teach, when we study, we have some specific views like what we understand by language, right? And these views, they may differ from time to time, they may change, they are different if you compare different teachers' points of view and sometimes they are different for us in different moments of our lives as teachers and students, right? Like we have contact with different contexts, we work at different places, we study different things and we end up changing our views sometimes. I wanted to ask you if you could explain to me what you understand by language. What is language for you?

G: Yes, let me think a little.

TE: There's no right or wrong answer, I just wanna hear your opinion.

G: I think, first, language is our way of communicating, right? Of identification, so we identify ourselves with the language. What I want to say in a certain way, in another way or, uh... with no effort. How do I say that? Uh... consequently, I speak in that way, right? Because I'm used to being at places people speak that way. So I think it's a matter of identification. Also a way of communicating, uh... I don't know what language is. Is that what you mean?

TE: Yeah. I just wanted to hear from, like, when you think about language. ..If you're asked at a conference, for example, to explain how do you see language, what language is to you.

G: OK.

TE: Is it a system? Is it a tool for communication? Is it both? It is something else?

G: Yeah. Tool for communication. A system also as very intelligent people have said. But I think it also has to do with identification, with business, because nowadays languages, among those things, like... English is required for a lot of things. Maybe power, I don't know.

TE: I wanted to ask you that because I can see that this idea of explicit instruction is something very important to you. And I'm not saying it's wrong, I'm just trying to understand it.

G: Ok. [laughs]

TE: And yeah, now... You're laughing. [laughs]

G: I think now I got it.

TE: Come again?

G: I think I get you. I don't know. Go ahead.

TE: No, you go ahead. What do you think you got?

G: This explicit part of language is now, of course, a big part for me, mainly because I've used to see that and I could never understand, like... what is a noun? Basically, even a noun, because for me those things we already know in life are the most difficult ones to define. So I strange is very is easier to identify than something we are already used to. So this explicit part of the language for me, nowadays, I see now that they are a big deal, right? Maybe because I am someone who studied hard sciences, I don't know.

TE: Yeah.

G: So I need this, you know? Like, $1 + 1 = 2$. Now I understand and they make sense. So it's like... if you understand that... but it's difficult to understand that, I couldn't understand that. I don't know if I got it.

TE: Yeah, yeah. I just found it interesting because when I asked you what language is, you mentioned identification, communication... and you did not mention anything related to structure.

G: The structure.

TE: Yeah, but specifically at the beginning when you were teaching, your biggest focus was on explicit instruction.

G: Yeah.

TE: So it doesn't go along with your definition, you know what I mean?

G: Yes. [laughs]

TE: Do you understand that?

G: Yeah, I got it.

TE: And I am under the impression that, like, by watching your classes, especially this last class, the way you enact the teaching of English, how you do it in class, it has changed, and I think it's become closer to the definition you gave. I don't know if that makes sense to you.

G: Yeah.

TE: Now there is a moment in your class that you explicitly teach students, and that's OK. I'm not saying that's wrong. But I feel like now you've been considering some other things.

G: Yeah.

TE: Does that make sense?

G: Yeah.

TE: Can you see that?

G: Yes, now I think it's the explicit part is more blurred. Not very like "let's go to the explicit part and dive into that". I don't know.

TE: Yeah, and. And do you see how that is related to the explanation, the definition you gave now?

G: Yes.

TE: I wanted to talk to you about a concept that... to me it's very important and interesting. Have you ever heard of language as social practice?

G: Not much.

TE: OK, so language as language as social practice is a concept that has been widely used in the past decades. It's something that concurs with the definition you gave, and it's something that concurs with what researchers have been advocating in terms of language teaching in the past few decades. So first, obviously, and I think you know that by now, it doesn't revolve around the idea of language as a system, right? Although there is a system, it is organized via a system, right? It's not the number one thing. It's not the focus of it, right? I'm bringing this into the discussion because I can see that you were very much worried about this idea of explicitly teaching students. In the first classes that I watched, this was pretty much your main focus, right? And this has been shifting as we've been talking about some other aspects that are also involved in language teaching. I just want to present this definition to you. And I want to know if it makes sense to you and if it concurs with what you believe in, if you think it doesn't, you can be honest.

G: Ok.

TE: The number one thing is that language does not exist in a vacuum, right? We understand what a specific expression means because we use it within a specific sociocultural activity, a context. There is a system, indeed, but the system does not exist in a vacuum. It gains importance, it gains meaning once we engage in concrete communicative activity. It is in real life, and now I want to connect it to that thing that you said at the beginning of putting together the categories and real life, so it during the daily activities we engage in that we can find meaning, that we come to understand the expressions that we use, right? And this is related to something that you wrote in this last latest narrative of yours. You wrote "when using the conversation to explain things to students the students could have more concrete examples". And that's exactly it. Of course, the textbook, the dialogue in the textbook is not real life because we are in a classroom mimicking a real life situation. But it provides them with contexts that are relatable, that they know, that they have experienced, that are close to their reality. And this is very important when it comes to teaching a foreign language, right? This is basically what we have been discussing, right? So, this idea of language as social practice involves everything you said before. It involves using language for communicating, for understanding yourself, your identity. So it's not only communication, but it's also about thinking about things, being in the world, being a part of the world. We participate in the sociocultural activities via language, right? Like what we are doing now. It is this very act of being in the real world and interacting with people in the real world that attributes

meaning to the words, to the expressions. And this is something that I wanted to talk to you about, because this has to do with what we've been discussing so far. It's not only a system, right? It's not only a matter of breaking the system down, but seeing how we create meaning in real life, in the sociocultural activities we engaged, you know what I mean?

G: Yeah.

TE: Does that make sense to you? Was that too confusing?

G: It does, yeah. That does make sense, and I think I've never thought much about it. So it's not that teaching explicit information is easy, but it's more complex, I think not like just saying "subject", "noun" and "verb" and that's it. I think sometimes students ask me "if I want to use that thing", you know? "Would it be like that or like this?" Because... I don't know [laughs]. Because if it was just a matter of categories they would just need to know the category of that and that would be it. But it's more like, uh... because I think once we were talking about "any", and "any" was used with questions and negatives and "some" with positive statements. And then a student asked ask me "if I want to ask a person if she wants some coffee, would I say 'some' or 'any' coffee?". It's a questions and in questions we use "any". So, I was like... "we usually say 'some' like 'some coffee', but it's like the meaning, right? I don't know... and also because it's some coffee, any coffee.

TE: Different things, right?

G: Different things. Even though it's a question, it's not just "any". And it doesn't rely only on the explicit part. We gotta see the meaning, what we want to say to the person.

TE: Yeah.

G: If it's suitable at the moment.

TE: Yeah, and we get access to meaning in real life, right?

G: Yeah.

TE: In the specific sociocultural activities we get engaged with. And one thing that I wanna go back to is that you mentioned that you studied the hard sciences, so you were dealing with something different. Now you're dealing with a phenomenon that's not part of the hard sciences. So it's not just about analyzing this specific structure, it's not that clear cut. As you yourself mentioned, there's communicative context, identity, level of politeness involved etc.

G: Power.

TE: Yeah, power relations, many things, right? When it comes to this idea of language as social practice we're talking about being in the world via language, right? It's a way of thinking. It's a way of being. It's a way of positioning yourself. It's a way of establishing relations with people. And again, all of these things do not happen in a vacuum, right? They happen within specific sociocultural activities. I can see this shift in your practice off not only showing them the specificities of language in terms of structure, but also like... in this class you had students go back to the conversation, have a look at the questions, you asked them to find the questions, you asked them to find similarities and differences and see how those things were used in that specific context. So just

to wrap up, I would like to know how you've been feeling about your practical activity, about your teaching. Has this become clearer to you? Is this something that is still challenging? Is it something that is getting better? I just want to know how you've been feeling.

G: Yes, I think it's getting better. Of course it's still challenging. I think teaching is not like, you know, each day is a different day, a different topic, a different way to approach, not that easy. So it's still a little challenging, but I think it's getting better. I'm getting a hang of it a little bit. So I'm getting to understand the book, understanding the structure of the book, how things are organized. I'm feeling better now and more secure when teaching. So now I think things are becoming clearer for them, for the students when I teach, yeah.

TE: Yeah, good. I'm happy about it. And before we go, I just want to give you a compliment because you're you're using way more English in class now. I don't know if you've noticed that. I think you're doing that on purpose, considering what we discussed.

G: Yeah. [laughs]

TE: There's this very clear difference from the beginning to now and you've been negotiating meaning, you've been giving them examples, you've been explaining things in English and defining things way more than translating, and they understand it. It's been very nice to watch it happen.

G: Yes, it was nice because students came to me at the end of this semester and told me "oh, that's very nice that you use English even though I don't understand it all". It's nice to practice and to be in contact... because I think one the most one of the most important things about learning in L2 is to be in contact with the language. At first I was afraid of using that, but now I think I got it.

TE: Nice. Do you have any questions?

G: No. No. Just wanna thank you so much. It's very nice the way you approach because you can do that very, you know... smoothly. It was not like in a very abrupt way for me to change my... I would feel, I think, even more lost, you know? But then it was like step by step, I could see the path you showed me without blowing my mind.

T/TEd-I 5 – George

TE: Let's start! So the first think I'd like to discuss is that you tried to move smoothly from one part of the textbook to another. What do you mean by smoothly and why was this in your mind?

G: OK, so at first when I started teaching at Extra I saw those parts of the book, like Snapshot, Grammar Focus, Conversation, etc as separate from one another, but now I can see some kind of link between them. We don't have to change, to make an abrupt change between one another. So I was talking about it in the narrative, about the conversation and the grammar focus, right? In the conversation we have some parts of the grammar we have in the next section. So I wanted to start introducing the grammar focus by highlighting this subject before diving into the more explicit

explanation. Now, after our conversations I want to have this explicit, my explanation as the last part, just to clarify anything that was not clear. So I can have this conversation with a context as the background of my explanation of the grammar points, with examples, right? And then just clarify everything in the other part. So this is what I mean by moving is smoothly.

TE: So already introducing the upcoming part in the previous one. And I know we have talked about this previously, but you had an option. You had the option of not doing that, but you have decided to make that part of your teaching activity. Can you tell me why?

G: Yeah. First because it makes sense, right? So I saw it makes sense, it's easier I think. So I can make a clear, clearer connection to real life, as I already said, real language, as I said in our first meetings, I don't know if you remember. So the real language, not just that one you see inside the classroom. The context, right? I don't need necessarily to use extra sources. I can do that with the conversations in the book. And also by following the suggestions, I now I notice that last semester I had a problem finishing the units. It was too fast. So I had like much spare time to do exercises and I don't know how because nowadays doing this, these transitions between one another, going step by step, I am almost, in every class, late, you know? Because I don't have enough time.

TE: Like behind the schedule

G: Yes, students get engaged indeed, and now that they get engaged with my questions etc. So it takes time. I barely have time to do the workbook exercises. We are, like, exchanging information, they are participating much more than I expected. Some consequences of doing that, right?

TE: And do you see it as something positive?

G: I see it as something positive. I didn't like having this much spare time, I thought I was just, you know, doing stuff to fill in the gaps, but now I don't need to do that anymore and actually we have much to do, so I think it's very rich, we can enjoy our time with more meaningful things, but we also don't have time [laughs] to do everything I expected and I wanted to do.

TE: Can I say that you've been taking more advantage of the book now?

G: Yeah, much more.

TE: Like, in a better way

G: Yes.

TE: OK. OK. On that note, I want to talk to you about something that you said in the narrative. You said that to explain grammar you follow the manual's suggestions. So in class you had a list of words on the board, like 2 charts, right? And then you said that you followed the manual. So I would like to ask you if you remember what the suggestion was and if you understand why the manual gives you that suggestion.

G: Yeah, so I actually adapted the suggestion right, because it was a little, a little different. I didn't want to do it in that exact way. So the suggestion was to write some words in pieces of papers and give them to the students so they could come in front of

the class and then show the order of questions, direct and indirect questions. So this was the suggestion. I think it was planned this way in order to have students see this shift, like the verb going to the end and adding just specific words “can you tell me”, “do you know” before making an indirect question.

TE: Yeah. You pretty much did the same thing, well, not the same thing, a different thing with the same goal in mind.

G: Yeah. Yeah.

TE: For students to have a look at this shift in the structure of the sentences.

G: Yes.

TE: So the next question... I asked you about... if you think the idea of using the communicative context was present in your class. You wrote “I think that this idea was somehow present in the class as indirect questions are basically about this sociocultural context”. First question, what do you mean?

G: [laughs] I mean that... I believe that these indirect questions have much to do with context, so it's not a bare language. Nothing is, right? So we can interact better with others, I think so, in social contexts, being more polite. So this is what I meant. In social contexts I think it's better to have this more polite and other ways to ask a question, not that directly.

TE: Like, we are part of a specific context, we have, for example, in that specific case, in the conversation we had the woman asking questions to a security guard at the airport, and because of that she had to be more polite and etc. Is that what you mean?

G: Yes.

TE: OK. Good. So moving on, you also wrote “I remember saying that we use this type of questions to be more polite, to refer indirectly to something or someone. And I believe that this is related to the presentation of the idea, right?”. This idea of mentioning politeness, and please correct me if I'm wrong, this is not present in the book's suggestions.

G: I think it is.

TE: I read the manual yesterday and I couldn't/

G: So it's not [laughs]. Just my mind [laughs].

TE: That's the question I have for you, so why did you decide to mention politeness when explaining it to students?

G: Because I think it was necessary, like, “why don't we just use the direct questions if we already know those, it's easier or safer, we already know, right? So more direct, simpler”. So I just said “oh, you can use this to be more polite”, just an example of something to do with those new questions they were learning. I think that's why.

TE: OK, good. So you wanted them to basically not focus only on the questions by themselves, but why we use them.

G: Why we use them.

TE: The functional aspect of it.

G: Yeah. So what do we do with it.

TE: OK. Thank you. Still on the same topic.. Well, I agree with you and I really like what you did. I really like what you mentioned, this idea of being polite, right? This functional aspect of language was present in your speech while you were teaching. And of course I do agree with you, but I have a comment followed by a question that I would like you to think a little bit about. I want you to think if you used the sociocultural context, the communicative context to show the students, to explain the topic to the students. You explained the differences in terms of directness and politeness. You mentioned it to students. And you had them, you had students compare the direct questions to the indirect questions asked by the woman in the conversation. You had them do it first. What was your purpose with this very specific idea of comparing?

G: So the idea was to see the changes and similarities between those and also for us, for example, it's easier to explain, I guess I don't need to say "how do you ask for something, how do you ask for information indirectly?". I just need to say "this is like the direct way, so how do we change it to indirect questions?". Just changing the parts of the question/

TE: The order?

G: The order, yes. And also then changing the meaning. But I think it's also easier and we can see the difference between them when doing that.

TE: And do you think there was any moment in which you made it clear for them that she was using, she was making those questions in that way because she was at the airport, she was asking for information to a security guard. There's this whole thing. Do you remember using this or not?

G: No, I didn't do that.

TE: And do you see why you would use it?

G: Yes. To give them the background, like functionality, of the grammar points. I think if I would do that, I would do that before we started the conversation, right? So, setting the scene.

TE: Yes, you can do that to set the scene for the conversation, but you can also do that when explaining the grammar point. And I really like the way you explained it. I really like the way you had students see the differences in the order of words. It was very interesting. I wrote it down here that you asked students to compare the direct questions to the questions in the conversation before mentioning direct and indirect, right? And then the student gave an incorrect answer "do you know where is the nearest ATM?" and you said "take a look at it again", and they had like, an aha moment, they were like "ohhhh", and then they noticed that verb BE was at the end.

G: Yeah.

TE: Do you see the importance of guiding them to say these things now?

G: Yeah, totally.

TE: So you made that happen. You asked them questions, you had them see that instead of just telling them. It is meaningful when they can see it, when they are part of the process, when they are at the center of the process, making the class happen together with you. I really like this part, and I really like that you touched upon this idea of level of politeness, right? But my suggestion here, my question for you would be why not have them see this as well?

G: Yeah.

TE: This is where I think you could have used the sociocultural context that we had there.

G: Got it.

TE: So at the same time that you did not forget this idea of politeness there wasn't a clear connection between... Like, she's being polite, but why? "Why do you think she's being polite? Because she's at the airport, she's talking to a security guard, she's talking to someone she doesn't know. She's asking for information. Usually when we ask for information to a guard, for example, we are more formal. We are more polite. She's talking to an officer". This is part of the sociocultural context, right? And I just missed this in your class. Do you know what I mean?

G: Got it. Yeah, of course. So now I'm trying to be more... not giving everything about the grammar, but I can also do that with the context, right? With the functionality of grammar.

TE: But the manual did not suggest you that. This is me speaking.

G: Yeah.

TE: The manual suggested what you did, which was to show students how the word order changes, right? So, the manual itself was being more oriented to form, in a student-centered way, having students participate, and that's what you did, but the manual itself kind of like forgot about the context.

G: yeah.

TE: So I'm just presenting it to you, just for you to see that there can also be some changes in the manual to make it even better.

G: Yeah, yeah. I was trying to catch up with the manual so now we are trying to... surpass it?

TE: Yeah, yeah, yeah. Like, move beyond it. As you yourself said in your narrative, it is a very good tool, but it has flaws.

G: Yeah.

TE: I just wanted to show you that this is not covered by the manual in the suggestions, right? This is just for you to think more.... maybe when you plan your upcoming classes, just think about... "how is the manual guiding me to show students the differences in relation to form? and how is the manual also

guiding me to have students look at this communicative context and relate it with the grammar point that's being presented?"

G: Yeah.

TE: Does that make sense?

G: Totally.

TE: Now changing topics, you said that at the beginning of the semester, on Level 3, you felt "kind of insecure and my explanation was not going the way I planned". Can you explain that a little bit further?

G: Last semester was my first time teaching. So, I had two level 1 groups, and there were many people inside a classroom, around 20, but this semester on level three I have some classes with five, seven students, right? And I hadn't taught this level before so... also with fewer students I felt closer to them and... I don't know. I was a little bit insecure. It was the beginning of the semester and also not just because of level 3, but I didn't know them very well, right? Because last semester we had kind of a connection. They were somehow closer. Before starting the class we would chat, have some conversations and then we would go for it in a very friendly way, right? At first we were not this close, you know? So I was kind of still... distant. But now it's getting better, right?

TE: It's becoming more comfortable for you.

G: I understand better what they know and what they don't know.

TE: This is the kind of thing that experience gives you. Each group is a different group, but there are some aspects, some specificities of each level that we expect to find every semester. I'm very comfortable teaching level 3 because I've done it many times, but if I had to teach, for example, level 8, I would need some time with them before I got to really know the specificities of that level, even though I would step into the classroom with some expectations in relation to, like, I'd know what they have studied to get to level 8, what they haven't yet, you know? But it's another thing to be there. I think this happens whenever we have a different group, of course, but also when we have a different level. There's another level of difficulty there for us. Just to understand how things work on that specific level. And that's normal, that's OK.

G: Yeah.

TE: So... just to wrap up, I just wanted to circle back to this idea that we discussed, of keeping in mind both how to guide students to see the changes, the differences, the specificities in form, but also why we use that. We can understand why we use that when we look at the context, right? And something that you said in our last interview, you said "we got to see the meaning of what we want to say to the person", and what we want to say to the person, what we want to communicate is present in the context, right? In the sociocultural context, in the communicative context, right?

G: Yeah.

TE: And this is where we find the real-life thing that you yourself mentioned.

T/TEd-I 6 - George

TE: Let's start! You talked about the sequencing adverbs and you said that when teaching, you first play the audio of the grammar focus box so students can read and follow the text. Why did you do it this way? Why did you decide to do it?

G: Yes, first because the book suggested to me [laughs]. And also because we already had the presence of the sequence adverbs in the previous task, so they already saw that, right? This subsequent activity for me was more like clarification of things if they couldn't understand anything. So, I just played the audio. They read and listened to it. They understood as I saw. This is why I did that, mainly because the book suggested.

TE: I would like you to give me a glimpse of what you did before that.

G: We did the activity before the grammar focus. There was a macaroni recipe and we, I don't remember this activity very well, but we went through it. We had steps, so they had to match the images with the text. So this is what we did before, basically, with the sequence adverbs, that perspectives. But I didn't mention specifically the sequence adverbs. I let them there in the middle of the text and I just told students that we have steps to follow in a recipe, right? So we had like some steps to follow to get the final product. But I didn't mention specifically the sequence adverbs.

TE: Why?

G: I don't know. We just had them like let's say more naturally. So, I didn't go "Oh, these are the sequence adverbs". I read, I asked if they understood me. There were no questions. Seemingly they could understand, the steps and the sequence and the adverbs themselves, even not knowing specifically that those were adverbs, sequence adverbs. But they somehow already understood, I suppose, that those words were used to follow the steps in the recipe.

TE: OK.

G: Then I just went for the more explicit part.

TE: Is the relation between this perspectives activity and the grammar part clear to you?

G: Like, the link between them?

TE: Yeah.

G: Yeah. So, I think first we have like a more, not meaningful, but approaching other things than just focusing on the adverbs. So you had the macaroni with the adverbs, so we had them implicitly, and then I just brought them into focus in the next part.

TE: If you could try to tell me what the focus was on in each of these parts, what would you say?

G: I think that the perspectives' focus was on the recipe itself. So the food names, you know? Stir, pour... All this vocabulary, new vocabulary related to recipe and food, also the macaroni. This recipe. Because we were learning the vocabulary, right? So, food related vocabulary, methods like bake, boil etc. So I think this was on focus in the

perspective, this vocabulary. And also the recipe, because we were learning about food. Then we had more of the sequence adverbs inside the grammar focus, right? We have the focus on the sequence adverbs, which are used to take these steps and the recipe that we just saw.

TE: Yeah, yeah. So basically in this first part, in the perspectives, we have in each unit the focus on how things are presented in our daily lives, right? Like, we have those sequence adverbs but in a recipe, and that's how they are present, one of the ways they're presented to us in real life, right? And in the second part, it was drawing students' attention to the specific form, right?

G: Form, yeah.

TE: So this is clear to you, right?

G: Yeah, yeah. First the real life and then more explicit, right?

TE: And then you said that you were asking students questions, right? If they could understand the sequence adverbs and what they were used for and this kind of stuff. After they answered the questions, you said that you just reaffirmed the answers and explained more explicitly, right? I would like to ask you... what is the reasoning behind this movement of asking them the questions and just reaffirming later? I know we have talked about it before, but I would like to hear from you once again. Why did you decide to do this again?

G: Having in mind our conversations about student-centered and teacher-centered teaching, right? I wanted them to recognize the aspect of the language, not just me, myself, telling them everything and they just pay attention, not being much active in the process. So I had, I wanted them to tell me more actively what they could grasp from the book, from the explanation, the grammar focus, right? So they could be more active in this process. And also I could have an idea of their thoughts on it right? If they were following.

TE: I would like to compliment you for that. It was so good, the way you've been conducting your classes, like these videos that I've been watching. I'm very happy with that. I think you've been able to involve students in class and make them participate in the explanations and really build the lesson together. I think you've been doing a very good job.

G: Thank you so much. I'm happy to hear that. One thing I had a problem with was like how to ask the question, because as I teach everything in English the question was also a barrier for me because I would ask very quickly, students couldn't understand what I was asking them, what they were supposed to answer. But now I'm trying to ask them in different ways, right? Using words that are more present... with vocabulary that is more common, so they can really understand the question. Not just asking a question, but asking a clear question.

TE: Yeah. This has also to do with being more student-centered, because you were taking the students into account when asking the questions, you're taking more aspects related to them into account, using words that they probably know or words that are more similar to Portuguese, you know? You've been doing all of this thinking about them, so that's very cool.

G: Thank you. Very nice.

TE: And then another aspect of your narrative, when I asked you about the idea of language within the context, and you said “I think this was presented in the class when I asked students the purpose of the sequence adverbs, what are they used for. When asking this question, the functionality of these words was taken into account”. When you say “functionality of these words”, can you tell me what you mean by that?

G: What they are used for [laughs]. When to use them and when they are not needed, we use them to follow steps, to take steps. So, this functionality, more like when to use, why to use, where to use. The function of the words.

TE: I agree with you 100%. This was super cool, super nice. Can you think of any other ways you could have maybe further explored this idea of showing students the functionality and also showing students... bringing the context into the discussion as well? Or different contexts in which we could use sequence adverbs?

G: To be honest, I don't really know. Like, how to raise their awareness about the functionality, is that what you mean?

TE: It is a little related to functionality, but also what I mean is because you did show them why we use the adverbs, to sequence things, right? Like, there was a recipe. The only reason why I'm asking you this question is that, just maybe for some other classes to come, when you get to this part again, I think it could be nice for you to maybe just ask students in what other contexts do you think we use sequence adverbs, right? Like “Do you have any other ideas of other contexts in which we also would use sequence adverbs?”, you know?

G: Oh, got it.

TE: This is not a suggestion in the book, and I really liked what you did. I'm just giving you this suggestion to make it even better.

G: OK, yeah. Like, we don't use them just for recipes, right? I got it.

TE: The idea there is to sequence the actions, to sequence what we want to say. That's it, you know? And in the book you have a recipe. I'm just bringing this into the discussion because the context involves more than what we use these things for. It's about why we use them, how we use them, the people involved, the relations between people and object, the relation between people, etc. Of course, in that specific class you were focusing on food. I'm just suggesting the very simple action of asking them “can you think of any other contexts in which we can we use these things?”. “Oh, when we sequence our arguments in a text”, just to have them draw this parallel between what they were seeing and some other contexts.

G: Yeah.

TE: A simple question just to make them go a little further. It's not something that I missed, because I think that your explanation was very complete. It's just some food for thought for other moments to come, you know?

G: Thank you.

TE: Does that make?

G: Yes, of course.

TE: And the other question I have is... you said “Moreover, students were engaged in class, answering my questions, making it even easier to carry on the explanation”. What do you think makes it easier to carry on the explanation?

G: I think, like, the students engaging, right? So if they answer then I can go on, if they answer correctly, if I see that they grasped correctly, like, in that case, the adverbs. So I think it was easier because I didn't need to give more complex explanations, because they already kind of understood that. So I just had to reaffirm and reaffirm what they had said and. Like, yes, it's [sequence adverbs] used to follow the steps in a process, two of them cannot change places. So they told me the first and the last one. That's good because “first” always comes first, “finally” is always the last one. So I just had to reaffirmed, not to... I had to be sure everyone was in the same... in the same...

TE: On the same page.

G: Yeah, on the same page.

TE: I think it was very good, the way you did it. You were asking them questions, having them participate, putting them at the center of the process, even for the 2 words that could not be used interchangeably, right? You signaled to them that there were two words like that, but you didn't tell them which words. You had students focus on that so they could focus on the question you were asking, on the function of those specific words. So I think that was very, very nice. It's getting more and more pleasant to watch your classes.

G: Very nice [laughs].

TE: Thank you very much for being open to participate in this process. This is a different movement from the one that was happening at the beginning, right? So, I would like to ask you if you have been feeling more comfortable or more confident. If this has been making you feel better in classroom and to prepare your classes.

G: Yeah, so I'm much more secure about it. Like mainly grammar, because it was something I was really insecure about, right? Even because I couldn't understand much of grammar. And.. so, I wanted to like focus a lot on the explicit explanation, which now I see that it's not the main focus. We also have other things to do with that, right? And not just me myself telling them things. I think now I'm much more secure. Also, they are engaging more as I'm asking them, not just telling them everything. So yeah, much better. Now I can see how much I changed from the first classes [laughs] like very explicit and now I can manage better, I think. Also, I understand much more of the book right?

TE: Oh yeah, like the suggestions, how it works.

G: Yeah. And how it is organized, right?

TE: Here in the narrative you say that you wrote the questions suggested by the textbook on the board. You are referring to the questions of the conversation or the grammar part?

G: the conversation. Before listening to the conversation, the audio, because I asked them just to answer without reading the conversation, right? So before playing the audio, I wrote these questions.

TE: And then when you started explaining... well, you had already talked a little bit about this idea of future, right? That you would be talking about future, cause a student had asked you a question, right?

G: Yes, but then afterwards I asked again.

TE: Yeah, yeah. And then you focused their attention on the different sentences with “be going to” and “will” and then you went back to the conversation and you asked them if they could see any differences.

G: Who was using “will” and who was using “be going to”.

TE: Yeah. Can you explain to me what you were thinking of when you made this movement?

G: Going back to the conversation?

TE: Yeah. And asking them to identify the differences.

G: There was this girl in the conversation that was not sure of what she was going to do, and the other was sure. So one was using “will” and the other “be going to”. So I wanted them to notice that, right? “Will” in the girl that was not sure and “be going to” in the other that had already planned her vacation. I asked them to go back... they told me they had understood the conversation, so I thought they would not have much problem with that, so they would be able to answer and understand what I was trying to convey.

TE: OK. But why use the conversation to have them see that?

G: Because of the context. How do we say, the social... the communicative context, right? So, then they would see inside the conversation the planning of a vacation, talking about the future plans. This... not in a vacuum, right?

TE: I see it. Another thing is... when I asked you about your role, you said that your role during the class was to guide students to notice the aspects of this new topic, whereas the students’ role was to recognize that we can use the two future forms in different ways and then each form is more adequate. This idea of you having students notice these differences, can you tell me a little bit more about how you did it? The actions that you made to make it happen.

G: Yes. First, we were talking about the future, so I wrote both “will” and “be going to” on the board so they could visualize these two different forms and see that they are different, even though they are both talking about the future. I asked them to go back to the conversation, focus on the parts where we had that. I wanted them to notice that the girl who was not sure was using “will” for some of the plans she hadn't decided yet, and the other was using “be going to”.

TE: Yes. You did all of that. You went back to the conversation. You asked them questions, right? You asked them if they could see any differences. Right. Do you remember anything else related to that?

G: I'm trying to remember.

TE: The idea of being sure and of uncertainty, of being sure and not being sure, do you remember when this was presented or how this was presented?

G: Actually, no. I think we talked about previously decided plans, right? And things you had just decided, at the moment, and also about being sure or not, related to the girls in the conversation, right?

TE: Yeah, yeah, that's it. One thing that I want to talk to you about this part is that... I like everything that you did, right? You went back to the conversation. You asked students to identify the different forms. And you worked with this idea of being sure, of not being sure, presenting to them the functional aspect of it, within the context. But there is one thing that I would like to talk to you about... you guided them to see these things, right? But you answered your own questions.

G: hmm...

TE: And I don't think you've noticed that.

G: Probably not.

TE: The only thing I think you could have done differently was to have waited a little bit, you know? You mentioned there was something related to being sure and not being sure. You were guiding them to see it, you could have waited a little bit more, or asked about it, you know what I mean?

G: Yeah [laughs]. Yeah, I imagine I did that.

TE: That's why I asked you in the narrative, I just wanted to see if you if you had noticed that. Everything you did was very good. You were guiding them, you were using the conversation, you're using the girls, the conversation, the plans that they were making, but then you answered your own questions, you know?

G: Yeah [laughs].

TE: I just wanted to call your attention to that. It's very easy for us to get lost in these moments because sometimes we ask a question and there's silence. It's easy for us to just respond, but I would like to suggest giving them more time or ask more questions.

G: More questions.

TE: If you ask "Do you see any differences in the ways they're talking about the future?" and they don't respond, then you can go like "are there different ideas being expressed in the way they talk about the future? Do you think they are sure of what they're going to do or not? Take a look at the examples". Trying to make the same questions in different ways to rephrase what you're asking.

G: Yeah, of course.

TE: Because sometimes, even though you're being super clear, they don't understand.

G: Yeah.

TE: Or sometimes they need another question just to make sure that they understood what you want them to do. You know what I mean?

G: Yea. Also, I think if they don't answer at all, again, I could like ask them "is this girl sure? No. What is she using to mention her plans?". More direct questions if they don't answer.

TE: Yeah, yeah. Yeah. That's great. You can start, like, a little bit more general, and if they don't grasp what you mean you can narrow it down as you're doing it now. That's perfect. Just another way to guide them to see, to notice these things without you yourself telling them the answers.

G: [laughs]

TE: Is it OK for you? How do you feel about that?

G: Yeah, that's OK. I think I've been doing things more intuitively, you know? Without thinking so much anymore, and then I do these things, like... out of the blue. - NIIICE

TE: Do you agree with me? Do you think that makes sense?

G: Totally, yeah.

TE: There's also both linguistic and contextual clues that you could have used during your explanation, right? You have "guess", "think", "probably"... maybe you could also like... following your example, ask "is this girl sure? Is this girl certain of what she's going to do? Is there anything in the way that they speak that tells you they're sure or not?". You know? Then they would be focusing on both the contextual clues and the linguistic clues that you have there. There was this whole idea of planning a vacation... when you go on vacation, you usually plan. You could have also asked "which of these things are planned and why do you think they're planned? Because they're talking about vacation, right? These are plans that we usually make. So some things we organize, we have to plan beforehand etc."

G: Very good.

TE: Sometimes they need more direct questions to focus on specific things that you want them to see there, right? If you don't get any responses you can try to ask further questions, right? The example that you gave was perfect. Being more direct to focus their attention on the girls' sentences and be like "do you think she's sure? Look at the way she speaks". They would reply and then you could be like "what tells you that? What specific things tell you that she's sure or not?"

G: Yeah.

TE: Well, another thing that you said in your narrative was "I tried to stick with the conversation and let the grammar focus just to the end as a clarification of the topic". We've been talking about this, and I've been seeing this in your classes. And just once again, I would like you to explain to me what your

reasoning was. This idea of sticking with the conversation and leaving the more explicit part to the end. Why has this become a thing in your class?

G: [laughs]. Yes. I used to focus more on the grammar focus, right? Now I have the conversation, the background, the explanations, because of the language as a communicative thing, happening inside a conversation, in a context. I think it's easier for them to notice and to understand all the things behind the words and the meanings, right? The context, not just a sentence. Also because they have already understood the conversation as I asked them before explaining the topic. Some things they had already understood, words, vocabulary... Of course, the grammar focus uses sentences from there, but it changes like the environment, right? We had already gone through all the conversation and have already seen that. I try not to make an abrupt change from one thing to the other. We are there going step by step until we reach like, let's say, not a final point of course, but a more conclusive point where we can understand the things that the participants in the conversation used so we move on to the grammar focus.

TE: This whole movement you're talking about has to do with this idea of... You mentioned you have already worked with the conversation, they have already seen those things, implicitly, in a context. This whole organization of the book is thought of to help you do that. To help you make that movement of guiding students, of merging together these different aspects of language, the formal aspect, the functional aspect, the contextual aspect.

T/TEd-I 8 - George

TE: You were teaching quantifiers, and then you said that, to introduce this idea, you discussed the Conversation with the class and made sure everyone understood it. What was your focus when doing this?

G: When showing students the Conversation, my focus was on the Conversation itself at first. So, understand, set the scene, you know? Understand the conversation, the vocabulary. We have some expressions. So, first I was focusing on the conversation itself, but also when asking them the questions the book suggests, like, the number of sisters and brothers, etcetera... I was already focusing on the quantifiers, I guess, because they would have to understand the Conversation, but then when we were heading to the end of the Conversation, let's say, then I pointed more explicitly to the quantifiers in the Conversation.

TE: And you said that you tried to write more examples on the board with the quantifier together with the class using real situations. What do you mean by that? And why?

G: Actually, I don't know if I expressed what I was saying correctly, but I wanted to write things that were happening... that were real for us, in for the classroom, at the moment, for example "how many people in the classroom speak French?". So, it's not a hypothetical thing or in the book, but something that is true for us in that setting. Then we could see, like, what we wanted to tell using the quantifiers.

TE: And why not just giving them random examples with quantifiers?

G: Because I think, like, they would already understand the context, they kind of knew what we wanted to express, to say, so they would understand better the topic and also when to use it and the social context, background, would help us again.

TE: OK, good. And then speaking of which, you said that when teaching the topic, you had in mind the idea that students should play a role in the process and that learning should involve these contexts, right? I would like you to elaborate more on this idea. So, why having students participate, and why sociocultural context, “aspect”?

G: Yeah, so first I think it would be nice for them, for us, to have them engage in the process, be more motivated, and also to be more active in the process, so helping build the explanation and the class together and not having me distant from them, just telling them and they just wait patiently for things to be understood, right? So, they would actively engage and participate, and interact, use real language, right? I think that's it.

TE: OK, good. And you also said that having the Conversation as a background to base the class is helpful and convenient once students can connect the grammar point to the real language, and see the context in which it is used. Thinking more specifically about this idea of the context, as you put it, the sociocultural context, what role does it play in your class now? So why using it in class? We have talked about it, but you didn't necessarily had to add it to your classes. I want to know why.

G: Yeah, so I think that by using the context, mainly the one that I have already discussed beforehand, I'm more sure they understand what I'm basing my explanation on. I think this context is, like, very good, very helpful, because students can understand the real language, right? Like, the real situations in which the topic appears in our in everyday life. So, the situations, not having like “quantifiers are used for that”. So, we can see “oh, they are talking about that, they don't know the specific percentage, they are talking about their lives”. Sometimes... if you don't have a context you don't know when to use that. You just know that you use that. But when, right? What is the situation in which I'm using that? So, then the students can see clearly, more clearly, when to use that. When it's gonna appear in the language. And I think the meaning of the words becomes easier, it's easier to grasp, to understand, then just having the words randomly, right?

TE: OK. And something that really caught my attention was that you said, at the end of your narrative, you said “even though the book suggests we go directly to the grammar focus box, after the conversation I tried to make a bridge between them and start teaching the topic before moving to the Grammar Focus”. This is interesting for me because the book usually guides you to not focus directly on grammar, but this time the book did not do that. And you decided to not follow the book. Can you tell me why?

G: Yeah, so as you said, the book usually goes more smoothly from the Conversation to the Grammar Focus box, right? As I see, just having the Grammar Focus box as something to finish, not to finish, but to wrap up the explanation, right? Not the base of the explanation. But then, this time we have, like, “just play the audio after the Conversation”. But I wanted to go smoothly, so I highlighted one quantifier, “many” or “most” in the Conversation and asked them “how much percent?”. The percentage, right? Of the quantifier. The students were like “I don't know”. One told me, like, “80,

maybe". So, we could already see that we cannot know exactly what the percentage of the quantifier is, but it's around that. So, we know it's not "few", "many" is more [gesturing hand upwards] around 80, maybe. So, they could already start seeing the quantifiers and... because... before the conversation he had some percentage, right? Like, "in Argentina, 82% of the population..." etcetera. So, they could see the quantifiers is an approximation.

TE: Yeah. Circling back to this idea of "real life" and "real language" we've been talking about, right? This has to do with that, because in real life we don't say "oh, there's only 5% of people in class today".

G: Yeah. [laughs]

TE: We say "oh, today there are few people in class".

G: Exactly.

TE: This is a way to show them that. The percentage was there to help students see this connection between the quantifiers and what they represent. It was just a matter of showing them how we speak in our daily lives. And I think you did it in a very, very good way.

G: Thank you. I think it was nice having this. Then when we went to the Grammar Focus box, they already kind of understood what the quantifiers are used for. I just needed to show them the range, from zero to 100%.

TE: Yes, and I really like that you asked them, you kept asking them about their families, their the contexts, so they could have more examples. Even though it seemed already very clear to them, you had them use the quantifiers to talk about things that are close to them.

G: Close to them, yeah.

TE: "How many brothers and sisters do you have? Does everybody have brothers and sisters? So, here in class few people are only children". I saw this movement and I found it very nice, a nice way to connect what you had just seen, what you were seeing, to their realities, to their own realities. It was very, very nice to watch.

G: Thank you.

TE: So, that was it. A very short meeting today. It was a pleasure to follow you, to talk to you, George. Thank you for being so open and for being so responsible with the deadlines and stuff like that, and for always being willing to participate. I can see a different teacher from the beginning, right? I feel you way more secure and cognizant of your choices, like, you are more intentional. Before we finish, I would like to ask you if you have any questions or if you have any comments. And I would also like you to tell me how you feel as a teacher about your pedagogical activity, how you feel as a teacher now and anything that you want to say about the process, anything you did not like... anything.

G: So, I was thinking about it... we started doing that because in my narrative I told you that I had problems, I was insecure when teaching grammar, right? Mainly because I didn't know the grammar itself very well. And now I feel like much better teaching grammar, approaching the topic, how to begin. That was also a thing for me, right?

This process was very nice because, at first, I was like “but I don't know how to do that. I'm gonna have to record”. And I was afraid you would say “oh, don't do that! Do that!”. So, you were very kind, going step by step, you were very patient, having me question my own practice, not telling me what I should do or should not do. So, it was very, very nice having this understanding, becoming aware of the steps of the book, understanding the book. Now I can see grammar in a different way, right? At first, I was like “quantifiers... are words to do that. That's for that”. But now I can seem, like... when we use them, how to use them. Like, “let's connect this with more things”. It was very, very nice and I feel much better now teaching the grammar, and not just grammar, but also the other things in English. Now I can ask more things. I see the point of asking, of having students engage, participate in class, not telling them as I would teach... having students engage, more willing to participate, like, asking and having them answer. That's very, very nice.

TE: I'm very happy with that. Thank you so much. I think this is one of the professions in which we are always learning something, so there's always something new to be learned because everything depends a lot on the context you teach, right? But I feel like having this more holistic view of grammar, of grammar teaching, helps us see language as more than the structure. I feel like... I myself, I feel like we are more complete as teachers when we understand these various aspects of language.

G: Totally, yeah. It's not only a new view of grammar, but also a new view of teaching, right? So, now I can see this bridge between the students and the teacher. This was very nice.

APPENDIX E – Transcriptions of the T/TEd-Is with Amelia

T/TEd-I 1 – Amelia

TE: First... I have some very simple questions about some ideas you wrote in your narrative. The first one is related to the topic of your choice. You chose the development of speaking skills, right? Which I found very interesting. And in your narrative, you kind of like... you say at some point that you consider it a challenge, right? So, my first question for you is: why do you consider it a challenge? Why do you think it's something more complex and a challenge itself? And how do you usually like to approach the teaching of speaking skills?

A: Well, it is for me a challenge because I try many times to have my students talk a little more in English. To make the classes an opportunity for them to express themselves in English and maybe develop more these output competences. When you are teaching, for example, it's so easy sometimes to just give to students the input. I don't like to think about English classes... not just to explain about language or just about grammar, but it could be a space for them to express themselves and develop some critical perspectives about many topics. And then develop, of course, their English.

TE: Yeah.

A: But it's a challenge because sometimes they... I don't know why but they don't want or maybe even I don't know if they can... Even in this particular group, they are a third-year high school group but they really have little of... knowledge in English because of the background in the public schools and the English classes during the whole education system, so I think it's important for them, especially this year.

TE: Yeah.

A: To develop their skills. But not just the input, when the teacher brings to them maybe a song, or a video, or a movie... but they can't express themselves. Here where we live, it is a place where... it is a tourist place. So many of them they are working now in this tourist environment, and it could be very, very interesting for them to learn more English and make a good... how can I say... make a difference for them. But they didn't have the opportunity to do English courses either. So/

TE: The things that they know about English they learned at school.

A: At school. And sometimes on the Internet.

TE: OK.

A: When they have these ideas to learn, maybe to read some lyrics of a song and maybe watch some, I don't know, Netflix series... but I know it's very difficult for them.

TE: Yeah.

A: They told me sometimes they don't like so much to watch videos in English. They prefer to watch in Portuguese. But I try to bring these ideas so they can practice English every day.

TE: Yeah, yeah. So, can I say that one of the challenges is because it's like... they are in the final year of their studies in school and before that they didn't have many opportunities to practice and to get to a stage in which they can speak. So, you're trying to make that happen, but there are some... some things that they would have to know by now that would make it easier. Can I say that?

A: Yes, yes. Yeah. That's it. Should know, but they don't.

TE: Yeah, this is a problem. There's this lack of incentive, right?

A: Yes. It's a very problematic thing in our educational system. I don't know if it's just in the public, public system, but I think it's more problematic in the public system.

TE: I agree with you. Yeah. And another thing that caught my attention in your text is that you wrote something like "to promote English at something near the reality for my students and propose to them activities where they have reasons for saying that, not only disconnected exercises, it is a very relevant pedagogical goal". Can you elaborate a little bit more on this?

A: Especially... to make them talk in English, to develop it as a skill. I think, sometimes, that when the teacher brings to the class some topic that they don't understand or they don't, maybe, appreciate so much like/

TE: That they don't relate to.

A: ... not related to their lives or their reality. So, I think it's very important for students to develop this skill. To have reasons to say something. So... because of that, I ... when I proposed the class that I sent to you, I was proposing something related to... it's a particular... it's a famous party here, Junina party, of our city.

TE: I love it.

A: And for this reason, I explored this topic... Brazilian Junina party, for maybe to work with a content that they like. And to make the process easier.

TE: Something that is closer to their reality, right? Yes, something that they actually experience.

A: Yes.

TE: Yeah, that is... that's interesting. I really like it. Yeah.

A: Yeah, me too.

TE: Because there's a lot of vocabulary, right? Very specific words.

A: These words maybe... they're not specifically about grammar, about language, but for example if they are, maybe in this reality of this context, maybe in this place, when probably some of them could be sometimes working in the city... they'd probably need to explain for maybe... a tourist what the party is, what happens in this party.

TE: Yeah, yeah. That was very interesting. I learned, yeah, I learned some new words watching your video.

A: Nice.

TE: Yeah. Well... another thing that caught my attention that I would like you to talk a little bit more about is that you wrote "as a student, I remembered some meaningful activities when I was supposed to speak and express myself in English, talking about some personal topics like who I was and what I'd like to do. They were remarkable experiences". Can you tell me why you consider these experiences remarkable?

A: Yes. When I was a teenager, I had the opportunity to do an English course. It was very relevant for me because I really enjoyed to learn English. I remember these specific classes about speaking... when I had to express myself.

TE: Yeah, yeah. That's interesting. And another thing that is related to that which I think really caught my attention in your text is that you mentioned the development of the critical view, right? So, they can express themselves and talk about their critical views, right? My question for you is what do you mean by "critical views"? Like... in relation to what? Why do you think this is important?

A: Well, for me critical views is to bring to classes some topics very important to them, not only to them like students but like human beings.

TE: OK, like people that live in a society.

A: Yes, yes, a relevant topic is about... in these recent classes I have talked about English as a lingua franca. We talked about this idea of English, today, being a language that connects people. This is a very relevant topic. They have ENEM coming, vestibular, you know? This is sometimes a kind of topic that is approached. It's a relevant topic for them to... develop a critical view, because today I think English is not anymore a foreign language if you think about globalization and the opportunities that we have to learn English on the Internet, in the movies, and with music and the culture of English. So, I bring to them this topic to make them these questions.

TE: So, I can say that it is very important for you to give them room, to give them space to bring their perspectives into the discussion.

A: Yes.

TE: OK. That's nice. OK. Thank you.

A: Thank you.

TE: Let me see here the next one. You said something about... This is related to something we discussed before... can you point out what they... what kind of knowledge they lack the most? Do you think it's vocabulary? Do you think it's conversational skills? You know? like what? What do you think the most... challenging thing is? The most difficult thing.

A: Well, I think sometimes it's most difficult for them the ability of speaking skills and writing skills, especially the output. Because sometimes when I talk about language, I bring some topics, for example, about grammar. But when I teach these particular things, I realize that it's not so difficult for them. Sometimes it's difficult, sometimes it's not, but they can understand. Maybe because they saw before in other years at school. When I try to do classes more focused on output competences, it's more challenging because sometimes they really don't talk. In that class that I sent you, I tried to have them do this specific activity... so they could ask one another "what do you like about Junina parties?". But they... they tried, but it was a little bit of... forced.

TE: Yeah, yeah. Yeah. It was not very natural.

A: Not natural. This is maybe the most challenging thing.

TE: Yeah. And I think this is kind of like connected to my last question about your text. You said "nowadays, as I can see, it is becoming increasingly common that young people in high school lack interest in learning something". Why do you think this happens? How do you notice that?

A: I think it's not in the English classes only, because we see this inside the schools. It's difficult to make the students... I don't know how I can say this... make the students participate, participate in class. Because of course the... the... maybe the... the technological things. I try use technological things in my classes, but I don't know, because this school, it's not yet in a digital moment, I think, yeah. We are trying to use digital things. But sometimes we don't have what's necessary. Maybe the topics that they are interesting in now, during their adolescence.

TE: Yeah, yeah. And not only the things they are interested in now have changed, but also how they get access to information, right?

A: Yes.

TE: So, and then in schools we haven't been able to follow this trend, right? Because we need money for that.

A: Yes, right. And we have another, maybe another context that is not easy. Sometimes these students, they don't have access to digital, digital ways of learning. Sometimes they just have a mobile phone and that's it.

TE: Yeah.

A: I think this is the biggest challenge for us.

TE: Yeah, yeah, there are many big challenges, right?

A: Yeah.

TE: Now I have questions about the video.

A: OK.

TE: OK. So now just more related to some things that you did during the activity and some... just for me to know the purpose, what you were thinking, what you planned. OK? My very first question is a more general one. What was your goal with that activity? What did you want them to do?

A: Well, the goal, the main goal was to have students speak in English and learn some vocabulary too.

TE: OK, good.

A: And, of course, they are learning implicitly simple present and grammar of course, but not specifically that. Vocabulary in general that could be later transformed into grammar, in a grammar... maybe in grammar knowledge.

TE: Good. There were some words on the board. How did you get to that?

A: During the class I was asking for them some things that they like about Brazilian parties. We built together, the vocabulary. But I brought some in the case they didn't speak.

TE: So, you asked them about things that they liked. They were telling you these things, and you were just writing on the board.

A: Yes.

TE: Yeah, OK. And why did you decide to do this, this specific part of adding the vocabulary to the board?

A: Because it was easier for them to visualize. And to practice the words, the correct way to say something. Normally when I put something on the board it is to practice, not just the reading and writing, but I try to make them listen to my input.

TE: OK, I understand. By “practice” you mean repetition of pronunciation? Is that it?

A: Repetition.

TE: OK. And then at the end, at the end of the video you gave them the instructions... they had to ask questions about Festa Junina, right? Did you have any specific kind of questions in mind? Like, did you want them to make the

questions in the simple present, simple past... Did you have, like, another ... like a grammar goal that you didn't want to teach explicitly?

A: I think it was implicit, but I had a grammar goal because in the previous classes we talked about simple present. So, it was to... to... to do something that they could practice.

TE: Yeah.

A: Ways to use the simple present.

TE: Yeah, yeah. So yeah, I understand that... When we talk about some things that we like, we talk in the present, right? So, the way you led the activity was implicitly leading them to use simple present, obviously. Yeah, I saw, I saw that. Just wanted to confirm with you. Thank you. Well... you mentioned that they had studied the simple present before. Did you remind them about that, ask them if they remembered what they had studied before or you didn't touch upon this topic in that specific class?

A: After the activity, after they did the activity, I talked to them that if they could realize that we were talking using simple present.

TE: Ok.

A: Just to confirm with them if they could realize and I think it was... it was maybe... they could realize because during the activity when I was asking for them they answered using the simple present.

TE: OK.

A: They could do the activity because they knew before this particular form of grammar, but I didn't bring it to them in this activity.

TE: OK. I didn't see how it happened, so after your explanation... what was your impression? Do you think it was good or you were expecting something different? How did it go?

A: Well, I think they could understand the activity. They really liked to learn about the vocabulary of Brazilian parties, but in the specific... about speaking in English, it was not so much successful. Because they didn't speak a lot between them, just when answering my questions.

TE: Would you have done anything differently?

A: I don't know. I tried to put in this activity something digital... like, they could use the translator to practice the... but I don't know if it was successful because they didn't use it so much in that class. The Google translator, they tried, but I don't know. I tried to insert something digital, something technological in class and I think I was not successful.

TE: Can I give you some suggestions?

A: Yeah.

TE: The whole idea of creating the vocabulary list together with them, I really liked that. It was very cool. And I also liked the idea of doing something that is relatable to their lives, right? That they can talk about because these are things they have experienced. Junina parties are part of our culture, right? I really like that. The thing that I want to suggest is... you gave some examples orally, but maybe have some examples written down on the board, examples of questions.

A: OK, of questions.

TE: Sometimes even when we give examples, orally, sometimes it's not enough. One of the things that I think you could maybe try to do next time is just to give some examples and, I don't know, you can either print and give to them or just write on the board. You know? Even ask them to help you make a question and write on the board because sometimes they don't... even if they heard it, they end up forgetting and they start doing something else, you know?

A: Very nice.

TE: Do you agree with me? Do you think it's/

A: Yes, I agree. Because sometimes we think... when I was planning this activity, I thought "oh, they will understand". But when we were actually doing this activity, maybe they couldn't remember.

TE: Yeah, yeah, yeah. And it seems/

A: Simple present.

TE: It's simple for us because we know it, right? Sometimes we don't realize that. Like the simple fact, the simple act of writing something on the board might help them, just to keep them with a clear focus in mind.

A: Very good.

TE: Can you maybe, the next time that you record it, record the activity going on, after the explanation? Just for me to hear what kind of questions they ask you, what kind of things they say. Just for me to have an idea of how it goes after that part.

A: For sure.

TE: Let's start it! I would like to take you back to the videos, take you back to the class. There were two videos and you had two different goals, right?

A: Yes, the first one was the pre-task, the other one was the task.

TE: I just wanted you to tell me a little bit about what you intended to do, why you did it in that order, and what were your main goals?

A: I was trying to help the students to develop more the output competence. It was a speaking skill task. But in order to present some vocabulary, some critical views, I presented a pre task with a song with concepts about the environment, how to protect the environment. So we listened to the song and they completed the missing words and after that we tried to talk more about this concept, about the three R's... reduce, reuse and recycle. I think the main thing was speaking skill, but I was also trying to explore some vocabularies and think more about the environment.

TE: There was both English and the critical perspective that you would like to foster.

A: Yes. When I am trying to introduce the speaking abilities, speaking skill, I think it's nice when the student have reasons to say something. So, I brought a concept that is very important nowadays about the environment, because June 5th was the World Environment Day. It was a week that we celebrated at school and I tried to talk a little bit about this topic with them.

TE: Your main goal was speaking, with the second part. But then you wanted to prepare them for that with the listening activity. I would like to know what your impressions on the class were. Do you like what you did? Would you have done anything differently? How do you feel? Do you feel it worked?

A: Well, in that particular day I think it was a little rushed. I didn't have enough time, so I don't know if I could develop in the right way... the speaking skill. I was trying to make the students speak so I think I was trying to do all activities in that day but I think it was a little rushed, so I don't know if the students were able to speak and think properly to develop better their speaking skill. I think I didn't [sighs]... I tried but I didn't achieve [laughs] my goal.

TE: Which was to have them speak. Is that it?

A: Yes, yes. They try... They brought me some information during the song. They were very engaged in that activity. They like to study English with songs, with music. So, we discussed the vocabularies before, before the listening activity. So, they were very involved in the activity, but in the second moment, which was the main goal, the speaking activity, they couldn't talk properly, they couldn't develop their critical view. I don't know... I think I didn't achieve my goal.

TE: Ok. Well, I really want to talk to you about this very second part of the class. I would like to say that I really liked what you planned to do with them. This idea of having them, at the same time, speak and talk about something that is really important nowadays. There is this whole idea of incentivizing students to talk about current issues, right? To develop their critical views. To give students room to develop their critical thinking, right? And at the same time talk in English. I want you to think like... following the same perspective of developing critical thinking and speaking English, but having them more prepared to do

that... There's something I asked you in your narrative... It was about the use of Portuguese.

A: Right.

TE: How you feel about your use of Portuguese. You said you feel that students don't understand when you talk in English, so you end up being afraid of discouraging them from participating in class, right? I would like to suggest doing some things differently. First, I want to talk to you about the listening, the pre task. Having in mind that they had to discuss about the environment later, I would like to ask you if you think that the song was enough to prepare them for that, or if you think you could have done something differently maybe, or explore that song a little more.

A: Well, maybe this song was just an introduction to these concepts. I could maybe explore with other activities or maybe bring, I don't know, some material or video, some texts talking about this to read with them.

TE: Yeah.

A: Especially because they are in eleventh grade of high school, so maybe to develop their critical views. It'd necessary more preparation.

TE: Yeah, yeah, I agree with you. And I think this is a very, very good idea because you talk a lot about the importance of output, right? But to do that, they need a lot of input, right? And this is something very important because we talked about it in our first meeting when you said that there are many things that they need to learn, right? Because we have some problems in school. We know that English, for example, is something that is more present in schools nowadays, but back in the day it wasn't, so we are still developing this culture of teaching English in our schools.

A: It's true.

TE: Right. They lack... They lack vocabulary, they lack grammar... They lack many things that are important for them to speak.

A: Yes, right.

TE: When you think about English itself, right, I think that they need more input to do that [to speak].

A: Perfect, Matheus.

TE: Do you agree with me?

A: Yes, I agree.

TE: Yeah.

A: That could be a good explanation because they try, they wanna learn, they wanna talk in English, but sometimes they can't because they don't have this, the input, the necessary input, yeah. To develop better the output competence, yeah.

TE: And this is something that I wrote down here to talk to you about.

A: Very interesting.

TE: And I really like that you thought about having a pre task to prepare them to talk about this. This is so important and I really like it. So, I would like you to explain to me why do we need, or why do you like to have them do pre tasks before the main tasks?

A: Because I think the students need some, I don't know, some previous preparation to understand the main activity, some vocabularies. Because sometimes, when we are trying to do these speaking activities, the students don't know the vocabularies, the necessary vocabularies to talk. I think I have to present to them these vocabularies first, to encourage them to talk, to practice, and after that they could be more prepared and more confident in their speaking.

TE: Yeah, yeah, I totally agree with you. And when we say the name "pre task" itself, it already tells us that it's a preparation for something, right? In the song there was some vocabulary for them to get acquainted with the three R's, to get acquainted with vocabulary related to recycling, to the environment, right? But besides lexical, besides vocabulary, they also need the structural part that they will have to use. When we have pre tasks, we have all this input on many levels. There's lexical input, structural input, contextual input... So, you had the communicative context, you had lexical input, you had the words there, right? But to me it lacked the structural part. Like... how they were going to talk about it. What specific expressions they were going to use. Maybe you would need another pre task or just... parts A and B, one part for vocabulary and the other part for structure, you know? Because as you yourself said in our first meeting, they lack a lot of knowledge about English, right? And I think this would help you achieve your goals. If the pre task were a bit more complete, you know?

A: Even a little bit more language complex... to maybe develop sentences... To help them... to put all these vocabularies together and try to speak.

TE: Yeah. You get them so motivated. I really like your rapport, right? I see that you're very connected. They're very connected with you, right? They're very respectful. They interact when you ask them. They try to talk to you, right? But most times they lack the linguistic knowledge to do that. There's something I tell teachers when they teach the beginner levels when students lack a lot of linguistic knowledge, we have to guide them way more than we have to guide more advanced students.

A: Guide them. Good, good. I'm taking notes. To guide them because I think it's very important to try to guide them more.

TE: Yeah. Does that make sense to you?

A: Yes, totally.

TE: They need more guidance to talk about things because these are very complex things. I mean... to talk about the environment, right? What happens if we don't do that? We [teachers] end up talking more than the students. And this is not what we want, right?

A: Yes. And especially in that class I feel that that I talk more, and I was trying to make them talk, but I was talking more.

TE: And this is the opposite of what you want, right? They need more input. Something that caught my attention that you wrote here is that “I feel that students don't understand sometimes when I talk”. So, imagine if they don't understand you... how difficult it is for them to speak, right? I think you do a very good job when speaking English in class... I think the rhythm of your speech is very good, your articulation is very good... You articulate every word... I can see that you choose words that are easier for them to understand. That's very good, right? And, of course, you have this teacher persona. It's very, it's very, very pleasant to watch you teach.

A: Thank you.

TE: I'm just giving you these suggestions, something for you, for us, to think about together, right? Because I think it's something that can make your classes even better, right?

A: I think it's very nice that you mention these observations, because I was thinking about the next steps and I was thinking about working with reading some texts, because I think it's very important for them to try to read more in English too. In other classes I was trying to bring them more texts, so maybe I could present to them, I don't know, some texts and read with them, discuss the texts?

TE: I really like using texts as pre tasks. I've done that many times. Like for example, let's pretend that instead of having a song, you had a text, right? There are some comprehension questions. You use the text to introduce vocabulary. You call their attention to some aspects related to structure, right? And then you prepare them to a second part or third part of the class that is the discussion. For example, right? Something that I like, and of course, there are different ways to do it, but I'm just going to give you an example of what I usually do. I usually have a list of words that are very important to understand the text. Like... “recycling”, “ecosystem”, “garbage”... A list of things related to environment. Then I have these words in one column and in the other column I have the definition and examples. And sometimes what I like to do before a text is having them in pairs or in small groups to put these things together. You can organize that either in slips of paper, like... slips of paper with vocabulary and slips of paper with definitions. They'd have to match the words to the definitions. Or you can even use a paper sheet, with column A and column B. I like to use slips of paper because I think it's more dynamic. They have to sit in small groups and then talk. But, of course, when you have many students, that's a little more time consuming, right? And then after that I would work with the text. We would read the text that mentions all the words they studied in that pre task, right? They would be reading a text that they were already prepared for. And you can use the text to point out some important expressions that they can use for the last part, the third part in which they are going to speak about the text and give their opinion, right? And something that I like to do is to bring some expressions to give opinion. “I think”, “in my opinion”, “I strongly believe”, you know? As I told you before, they need more guidance on this level.

A: Yes, it's very good to know more about how to guide them because sometimes I am really trying to guide them but I don't know if I can bring to them the necessary skills, so it's very good.

TE: When I think about the pre task I always try to think about including something that's going to deal with vocabulary, structure, and the communicative context. So obviously if you want them to talk about the environment, you're going to use a song or a text that is about the environment. Maybe this can help you better organize your ideas, right?

A: Very good. Thank you. Thank you so much.

TE: And I think it's so important to foster the development of their critical thinking, right? But we have to remember that they need English to talk about that. And they lack language. So, we have to try to like compensate, we have to guide them and to give them what they need. Lexically speaking, grammatically speaking, contextually speaking, right? So they can talk, right?

A: Very, very good, Matheus. For me it's very good to hear this from you and to understand better how I can guide more my students to help them do the activities. I didn't realize this, but maybe I have to add more input so they can be more prepared to develop their output.

TE: There was a moment in your class that you were talking about the song. You asked them if they had an ecological bag, an eco bag. You asked them that and you got one or two responses, I think. So again, it's not that I think that they don't want to participate, I just think that they can't because they don't have language for that. Unfortunately, this is something that demands a lot from us because we are the ones who have to compensate for that, for something that they didn't have before, right? But it's very important if we want to help them develop their critical thinking. We need to prepare them, linguistically, to do so.

A: Yes. Prepare them linguistically, and not only for English maybe, but for their lives.

TE: It's basically putting together English and critical thinking. If they just explore critical thinking, it ends up being a Portuguese class, and that's not what you want. You want both, right? And we also have to be realistic about our objectives, considering our context, right?

A: Yes. My next steps will be to work on input, to try to help them to be more conscious about the language.

TE: If you want help with that, you can prepare an activity and send it to me so I can have a look. Or if you want, for example, if you want, we can even do that via WhatsApp. We can like exchange some voice notes. We can talk about it. Okay?

A: Yes, right. It's very, very important to me, Matheus. For me, it's very important this moment because I really, I really like what I do. I want to be a better teacher and I want to develop my skills. For next class I was thinking about input, maybe not so much grammar, but how to talk maybe about an important thing that happened in their lives. I don't know, maybe I will try to make the classes with more steps like you said, part A and B.

TE: Yeah. And even if you cannot do everything in one day, that's not a problem. But you can do part A and B today and then part C next week, for example, right? You don't need to cover everything. I think that the important thing is that you don't skip the steps.

A: Yes, we are always rushing.

TE: Yeah.

A: For me, as a teacher, I really don't like to deal with the bureaucratic stuff, to make assignments... because we need to have assignments.

TE: Yeah.

A: But it's part of the game. And because of that sometimes we rush the important things, to just achieve a grade.

TE: Yeah.

A: And this is not what is important.

TE: Yes. And it's so much more beneficial to go a little bit more slowly, but like really touching upon things and having them think like... explaining and having them use that and having them practice one or two things in a thorough way than teaching ten different topics very quickly.

A: It'd be very beneficial for them if they could maybe have more time to learn English at school, but it's not possible.

TE: Yeah, but so again, whenever you want, you can just text me and send me like PDF files. I don't mind it. I really don't mind it.

A: Thank you. Thank you again. This is a very important moment because I'm really happy about being in this teacher education course because I think not only me as a teacher, but especially for the students. This, what happens here between you and me, it's important for them too.

TE: Yeah, yeah, of course. Of course. And little by little we interact with people, we learn from them, we teach them. And I think we end up making this world better in general, right?

A: Yes, that's what I believe too.

TE: Do you have any other questions for me?

A: No. I think I will maybe work on my tasks. I'll try to improve the structure [of the class]. To organize the tasks in parts. I will try to organize them to maybe not do them in one class, maybe two classes.

TE: Maybe that would be more, I would say realistic considering the context you have, right? Again... It's better to do it more slowly, but to not skip the steps, right?

A: It'll be more beneficial.

T/TEd-I 3 – Amelia

TE: I want to start off discussing the narrative, OK?

A: Sure.

TE: So, when you were explaining the goals of your activity, you said “to promote more input to my students and guide them more in English learning?”. When you say input, you mean input in terms of what? And why?

A: The input... it was proposed because we discussed about it. To promote output competences, maybe I need to put more input in the classes. So, I realized that it was very important for them because during the activity they were really engaged. I could feel it. I could feel the students very involved in the activity, so it was to promote output competences after that activity of input.

TE: Basically, following what we discussed in our last conversation, right?

A: Yes, right.

TE: Thank you. There is another part in which you say that you felt students were a little uncomfortable. So, I would like to ask you what specific thing you noticed that, in your opinion, made you feel they were uncomfortable and why?

A: During that activity I did a choosing game with the glossary vocabularies from the text. So, in that moment, the students should take a piece of paper with the vocabularies, and they should read the vocabularies and the description of the words. They tried to do this activity [laughs], but sometimes they were a little uncomfortable to read in English, out loud, in front of the classmates.

TE: And another thing that caught my attention was when you when you explained the word “dogma”, you said it was difficult for you, it was difficult for you to explain that. How do you feel about it now?

A: I think the good thing about this is that the teacher is always learning, not only the students. So, I could maybe learn this word again and remember what it means. In that moment I couldn't explain correctly for them. But sometimes I think we need to realize that teachers are not supposed to know everything. Sometimes I think we need to know, we have to know... but we don't. Sometimes it's good for students to see these specific moments when the teacher doesn't know.

TE: Yeah. Of course, you didn't like the fact that you couldn't explain the word, but at the same time, you recognized that it's part of the game, right? We are never going to know everything. There's always going to be something that we don't know. And I like that you recognize that teachers don't need to know everything, right? Like, I would also have trouble explaining that because it's a tricky word. I had to think about it after reading your narrative. I had to think about it like “What would I do in this case?”. Do you have any ideas now? Like, did you think about how you could have gone about it or not?

A: After this activity I searched online. So, I realized that it is about some religious thing. So, I think now, maybe, I could explain better.

TE: I had to look it up too because I did not remember the specific meaning. One way to do it [explain] is to use synonyms. To try to explain saying “it's like a

norm, a fundamental principle". Like, when you said religion, right? "The Bible says we should love and respect one another". That's a dogma, right of Christianity, right? But I myself would have problems explaining that too, because it is complicated.

A: I think this is a very nice part of teaching English because we can learn and teach about many, many contents.

TE: Yeah. So... the next topic is that you wrote something like "I could perceive students' participation. They helped me with the reading in Portuguese and took more risks reading in English too. I suppose it was because they received a text to guide them. Maybe they could feel more comfortable in having a written support to develop this task". So, the first question is - what do you mean by text? You mean the slips of paper or the text they had to read?

A: The text that they had to read. I asked them to read out loud. We only discussed about the cognates and false cognates and I read for them the text to bring some explanations, but I think it was more... enriching when they could, after my explanations, they could only read the text and come back to the words that we saw in our glossary game, and they could write the answers alone. I think it was very nice to do this activity in two parts. In a pre-task, when we discussed, when I introduced to them some concepts, and after that they had to read and answer the questions by themselves.

TE: This part you did not record, right?

A: No, because some students couldn't finish the activity during the class. So, they brought them to me in another class, the activity finished.

TE: Yeah. And in your opinion, how do you think that the text guided them?

A: Because maybe... because the questions were about some specific parts of the text. So, they could reread the text, answer the questions, coming back to the text and read again, and remember about some parts that we discussed about Steve Jobs' life. So, it was a good way for students to, maybe, reaffirm how they understand the text.

TE: Okay. I understand. And next... You also wrote in your narrative that "all task was outstanding except by the part that the students could not answer in English about the glossary vocabularies during the game, but they tried to read the words and their definitions in English. I could talk more in English to encourage them, but sometimes I realized that should be a gradual process in the class". Why do you think this happened?

A: Because in the beginning of our meetings I really wanted to see my students maybe sometimes talk more in English and develop better the output competences during the classes, because sometimes in class for students it's more comfortable to only receive input. But when the teacher wants to see the output competences, the students talk in English, and try to use the language, it's more difficult. But even when I bring to them other activities to guide them, to maybe produce some output, I think in the whole process, in the whole learning process of English in school, in high school, maybe they

need more input. But today I intend to do this with them. I want to talk about their vacation and I want to make an activity for students to write about their vacations. So let's see.

TE: Do you think you can record it?

A: Probably I can. I will try to talk about the implicit way, to talk about the simple past again that we are learning now, and before vacation we saw about the simple past. So, I think it's very nice to know more about their personal lives and this is a good way to students produce a text, to write a text, because they would be talking about their vacations, their experiences. This is an activity that students have reasons to say, have reasons to write something in English.

TE: Yeah, Get it. And then something else you said is that you feel more comfortable having these input strategies in class. What do you mean by that?

A: Because it's not only the students who were guided, I was too. I was very prepared. Normally I try to prepare my activities before the classes and organize my pedagogical strategies. With those resources, with the glossary game and with the words written in English and the description, like you helped me to put the description in English too, to give more input, to guide them better, and after that they could read the text and answer the questions. So I think it was a very nice and very good experience. Very nice class.

TE: OK, I'm glad you liked it.

A: Thank you a lot because it was very nice to see the students more engaged. I think they participated a lot. You should remember in the video they talked a lot. They talked about tech, the tech experience that they have in their lives, I talked about when I was a teenager, how was my experience listening to music. We had to buy CD's and this kind of conversations. They didn't know how tough it was to listen to music and how tough was to be a teenager at that time. [laughs]

TE: Very different from today [laughs]. Well, the last thing about your narrative is that you also wrote "I believe that explicit help was not adequate to develop their knowledge in English. So now in this activity, with implicit help between me and them, I appreciated that the pedagogical choices were more suitable". So, what do you mean by this explicit and implicit help? And how do you think the implicit way was more suitable?

A: Because during class sometimes I try to explain something to them in an explicit way. So, during our mediation sometimes I talk to them not about only grammar, but about another content in English in an explicit way. Sometimes I bring to them some words or some vocabularies. Then I write in them on the board and I ask them to bring some vocabularies. But in that activity, I taught them only through implicit help. I was using the implicit help. And I think maybe because of that the students were more engaged in this activity, because they didn't realize that they were learning. [laughs]

TE: Yeah, I understand. So... now we'll start discussing the class itself. go into your class now. You did the activity with the slips of paper.

A: Yes, right.

TE: And I know we have talked about it like... we sent some WhatsApp audio messages to one another, right? But I would like you to explain to me what your main goal was with this activity with the slips of paper.

A: The glossary words, right. So, it was a pre-task, like a warmup activity so students could maybe have more vocabularies to understand the text, the context of the text. So, the main goal was to give them, to guide them to do the reading with more vocabularies, with more... maybe not only vocabularies, but to try to maybe do this thing as a warmup. I like to use a game or warmup sometimes to begin the class.

TE: So, one student picked up a word and then they read it out loud, right? Why did you do it this way? Why did you decide to have like one student pick up a word, then read in front of everybody and then discuss the word? Why did you decide to do it this way?

A: Because I was trying to, maybe, [laughs] in an implicit way, put the students to read, to talk in English with my help and within a game. I was not trying to only put the students to speak in English, you know, speak in English something. No, they were playing the game. They were engaging in that activity. In an activity more, I think, I don't know if it's the correct way to express it, but I think it's more affective? Affective way to promote these output competences and the students may be feel more comfortable after that to do the task.

TE: You mean effective, right? And what do you mean by that?

A: More engaging, involving... in the classes. Like, we are talking or playing.

TE: Activities that involve students, that get them engaged.

A: Get them engaged, right.

TE: And do you think it was easy or difficult for them to understand the words when reading?

A: Sometimes I think it was more easy because the cognate that was in this activity, there was a lot of cognate words, but in another way, there were some other words that they couldn't understand. So, I think it was moderate for them.

TE: I think it would be nice, maybe, like for next time to have everybody, like, read the sentences, you know? Maybe like place them in smaller groups and give each group these little pieces of paper. Because there was like one student reading a word and a definition in front of everybody. And there are some problems related to pronunciation, right? The other students couldn't understand what was written. So, maybe that prevented them from better understanding what the word was, you know? So, if they had all read the sentences and definitions, if they had them written, I think that would be like, I think that would have helped even more, you know? Because there are many

things involved, like pronunciation, right? So, students mispronounced some words, so it made it more difficult for the other students to understand, you know? So not everybody could really understand.

A: Very nice. In small groups.

TE: And I also wanna ask you... in what part of the class did you give them the text? Did they already have the text when you were working with the slips of paper or not?

A: No, I think now I can't remember, but I think I gave to them after the game, after the game. I think it was after, I'm not sure, but I think it was after... First we did the game. I can't remember now. No... I think I gave them first the text and after we did the game, I think I started the class reading the definition of cognates and false cognates and after that I did the game. So, in this part in the cognate and false cognate description it was in Portuguese and they helped me to read, to explain.

TE: Don't you think it would've been better if you had given them the text after working with the slips of paper?

A: I don't know because sometimes they use the text like a resource to understand better. Because the activity of the game was a glossary from the text. So sometimes they try to research in the text, but maybe, I don't know. Maybe to only engage them in the activity of the game, it should've been better to give them the text after.

TE: Yeah, because I was just thinking, if you consider the activity with the slips of paper a pre-task, and you consider the text the main task, it makes sense that you first work with the slips of paper and then with the text, because then what happens? They wouldn't be really paying attention to the definitions. And this is something that I felt watching the video, you know? That sometimes they were worried about finding the words in the text, that they were not paying attention to the definition of the words.

A: Hm...

TE: This is something that I felt watching the video.

A: This makes total sense. It was maybe a lot of stuff for students to understand. The game, the text/

TE: Their attention should be focused on the activity with the slips on paper, but they were kind of like dividing their attention between the activity with the slips of paper and finding the words in the text, right? In a moment of the class that they were not supposed to be doing that, you know? Because you use the pre-task to prepare them to, later on, read the text. This is what I wanted to talk to you about. Does that make sense for you?

A: Yes, it makes sense. And I think sometimes we have to, I don't know the teacher wants to help them, to guide them, and we put a lot of things to students. The task could be after the game.

TE: Also... Why did you read the text with them?

A: To maybe put some attention on some words that we saw in the glossary game and to try guide them and discuss about Steve Jobs' life. To discuss about the technology concepts that were in the task. Because sometimes the students, we think that students know who was Steve Jobs, who was the founder of Apple, but... Sometimes we think that students know. But I saw in that activity that some students, they don't, they didn't realize who he was.

TE: Yeah, yeah, good. And one thing that I noticed about this part of the class is that I found it too rushed. Remember that we talked about doing things step by step?

A: Yes, I remember that.

TE: So, I think that you gave them a lot of time to do the pre-task, which I think it was good and they needed it, but when they were dealing with the text, that was very fast. Do you agree?

A: I agree. They only have two periods of English, once a week. So, I think it's very difficult to manage my time. Sometimes I want to do things in the same class because I think when the next class comes, after one week, it could be so much time for them to remember and continue the activity. I don't know how to better organize this part.

TE: But one thing you can do is, maybe at the beginning of the class, the first ten minutes, you can resume what you saw, right? Resuming in the sense of like "retomar" what you worked with in the previous class. Something like "do you remember what we did last class? We talked about these words. Do you remember the meaning of these words? What does this word mean? What does that word mean?". You know? And then you could pick up from there. I agree with you, they will not remember everything because it's a long time, seven days. I'm trying to help you find a middle ground between rushing and waiting too long, you know? So just like a middle ground to help you not rush and resume what they had studied in the previous week. This way you can do both things, do things more slowly so they can take their time, and do things more step by step, you know?

A: Right.

TE: Do you think that makes sense?

A: Yes, it makes sense because I know that it was in the end, especially in the end of the class, it was more rushed and some students couldn't finish the activity. I felt that some students tried to do it faster to give me because it was an assignment. Sometimes there are other things involved in classes. Sometimes the principal comes to class for an announcement, another teacher can come to talk to them. So many interruptions, you know? But I think I need go more step by step. I feel I need it.

TE: OK then. This is what I had for today. Do you have any questions?

A: I don't know how I can reorganize the activity today, but I think I will start the class by talking to them about their vacations and after that maybe I intend to write on the board some expressions using the simple past. I don't know if I give them some questions so they answer about their vacations or if I only ask them to write a little text about their vacations using the simple past. I don't know. I think I will explain better the simple pass because probably they will use it to explain about their vacation.

TE: Maybe you can start today's class by reviewing the simple past with them and kind of like having a warm up to prepare them to talk about their vacation. Like a warm up asking them things like "what are some activities that people do when they're on vacation?", some stuff like that so they can have a look at some vocabulary related to vacation time, right? You can also maybe discuss some different types of vacation, because some people travel, some people stay home and watch Netflix, people go hiking... So, maybe you can work with vocabulary so as to prepare them to, later on, in another class, you know, talk about or write about what they did on vacation.

A: Probably, I will ask them to give me this activity for the next class. I think it will be better. Only today maybe do a warm up like you said.

TE: Yeah, like to get them in the mood and prepared for that.

A: Guide them, yes. Because probably they want to talk about their vacations. They are a very special, special group for me. So probably they want to talk, they wanted to know about what I did. So.

TE: Yes, yes, of course. And they can also ask you questions, right? Prepare questions to ask you about your vacation.

A: Nice, of course.

TE: These are two separate things, right? So. It's a lot to have them talk about their vacation, then ask you questions about your vacation. Maybe do that step by step.

A: Step by step, right.

T/TEd-I 4 – Amelia

TE: So I would like to ask you... what was the main goal of your class? The main goal and the main task.

A: The main goal was to give students some support, some ideas to, after the pre-task, do the main task, which was a writing task. I asked students about their vacations, what they did. I intended to maybe give students more input and guide them better, writing, in the first moment, sentences on the board and talking about their vacation using the simple past, but in an implicit way. And after that they did a main task but for homework.

TE: So, the main task was for them to write a text at home, while the main goal you had in class was to guide students to do that at home later.

A: Yes.

TE: You said that they would study the simple past, but in an implicit way, right? What do you mean by that?

A: Because in this trimester at school we have some competences that I should teach them and sometimes the students tell me their doubts. So, they ask “how can I say something in the past?”. So, I think it was appropriate because they are in the third grade of high school, to understand better the simple past. So, we tried to discuss something that happened with them in the past, some events, and what their vacations were like. I decided to remind them about the simple past while talking about their vacation.

TE: OK, I understand. And why did you choose this topic, vacation?

A: Especially because we had two weeks off, without classes, and in this particular group, we have something that I think it's affective learning. They are very engaged in class. They want to know, but they want to know something not only about the classes but about their lives. They ask me sometimes about other things, it's not only about English. I think it's all language when we are teaching something in the language. I think in the second language too, we can discuss many topics through the language, so I try sometimes to talk to them in English and use the language to support their discussion of other topics, and try to help them not only with English.

TE: Yes. OK. I understand. Thank you so much. It's basically using the simple past to talk about things that happened in their lives, right?

A: Yes.

TE: Last week and this week you mentioned this “affective learning”, right? What do you mean by that?

A: Because the students have some bond with me. Sometimes they ask me things about my personal life. Sometimes they ask me “teacher, how can I study at UFSC?”, because they know that I am studying at UFSC now. “How can I understand better the entrance exam to try to study at UFSC?”. They ask me sometimes about ENEM. I try to give them some support in these topics too. Maybe it is another role that school has, not only teach the concepts, but teach about how you can continue your studies after school, or how you can maybe do some private English courses. So, I try to help them, to guide them, not only in English sometimes, because they ask me about other things.

TE: Basically, you're talking about things that go beyond the classroom, right?

A: Right.

TE: OK, not only English. Things that go beyond that, right?

A: I think this is sometimes a pedagogical strategy I can use in class. Use some topics the students are interested in.

TE: OK, I understand. Thank you. Well, another thing that you mentioned in your narrative was that you wanted to resume the content with them. Why did you decide to do that? And what do you mean by “resume the content”?

A: Because the end of the trimester is coming, so I have to do some assignments with them to have some grades. So, it's not my main goal, but it's part of the game and I am preparing them to do some assignments and they did one assignment and now they will do another one that will be graded. So, resume this topic to help them remember and refresh their memory because we will have an assignment.

TE: OK. And what specific topic you wanted to resume in class?

A: In that class I was talking about the simple past. I was trying to resume this topic. But I had the idea of talking about vacations, talking about something that happened in their lives to use these strategic topics to try to explain better the simple past. So, I tried to explain in an implicit way.

TE: I understand. Like using what they did during vacation?

A: Yes.

TE: Yeah, OK. And then you said “I expected this pre-task to resume talking about their vacations”. Why do you consider this a pre-task? In what ways?

A: Because in this first moment we were talking about their vacation, making the sentences together on the board. These sentences could help them do the task, later, at home.

TE: I understand, thank you. And another thing you said was “maybe I could insist more on making them talk in English or I could use some other pedagogical strategies”. So I have two questions here. Why do you feel this way, that you could insist more, maybe you could insist more? And what other strategies could you have used?

A: Well, I think in the first moment I was not worried about the output competences. I made students talk in English, but when I was thinking about this specific class, the students could try more because we had the sentence on the board and I was asking them some questions about their vacations. I think they could try to talk because we had the written sentence on the board and we had talked about the simple past in other classes. Maybe I should have used other pedagogical strategies, to have students talk in English, but it was not a goal in that activity. But I think sometimes I can insist more to make students produce the output competences. I think sometimes they don't produce because maybe I don't insist more.

TE: You were dealing with output, right? The focus was on writing/

A: Yeah, but they were talking.

TE: Yeah, yeah. And something you said is that you supposed that the theme “vacations” was not interesting to them. Why do you think so?

A: Well, when we were talking about their vacations, what they did, I realized that most part of my students work a lot. So, they basically only work. This happened many times, we try to make this more fun... everybody was working during vacation, myself included. We didn't rest, so maybe they didn't have something to talk about, to say, something more interesting, something more interesting to say about this specific topic.

TE: And can you think of any other ways you could have worked around it?

A: Well, I tried to ask them about other things that they did, not only on vacation time, but maybe I tried to ask about other experiences in the past. Some students talked about some trips they took, and we discussed other things, not only vacation, but the main task was to write a little text talking about vacation. So maybe they didn't have enough to say. They didn't have reasons to speak to or to write.

TE: Did they give you the written tasks already?

A: Yes, yes. I didn't correct all of them, but I read them.

TE: And what do you think about them?

A: They really tried to write in English. I know because sometimes when students use some digital tools like Google or another tool, I can see the students use this resource, but they tried to talk about their lives or their experiences. That was something interesting because in class some students talked to me, they wanted to travel on vacation but they couldn't because they were working.

TE: Yeah. And another thing that you wrote was that you felt students were engaged, talking about their vacations and constructing together the sentences that you were writing on the board. Then you said “these sentences should guide them to produce the homework with the writing assignment about their vacations”. Do you do you think that only these sentences would be enough?

A: Well, we couldn't discuss all things in this class because sometimes we don't have enough time. So, we tried to talk a little bit about the vacation of each student. So, I couldn't produce with them more sentences. But I tried to produce something that could guide them, but I know that it wasn't enough. I could see this in the texts they wrote.

TE: How?

A: Because they used other sentences, not only about their vacation.

TE: And can you think of any other ways you could have prepared them more thoroughly to do it?

A: I think I could prepare the students better not only to talk English but to write in English too. They need more help in these particular competences and skills. I can see how students are engaged because they are trying. They produced the texts using other sentences. I know that they used some AI tools, but they were trying to say something to me, to talk about their vacation or other experiences in the past. I can feel that they need my help but sometimes I don't know how [laughs] to better help them.

TE: I'd like to give you an example. I just want to compare two things and I want to know what you think about them.

A: OK.

TE: The main task, the final task was for students to write a paragraph about their vacation.

A: Right. Right.

TE: And then you did like a warm up in class, which we had discussed that, right? In our previous meeting, this idea of like having a warm up. So, you had a warm up and you wrote some sentences on the board. Do you see any

differences between writing these sentences on the board and writing a paragraph?

A: Yes, because when we are talking about texts, it's not only sentences, few sentences, but a paragraph could be more strategic to help them in this particular task.

TE: Because it's more demanding and complex, right? This is one thing. I really like the idea, but I would like to complement it. I like the idea of having this warm up. I really like that you wrote the sentences on the board so students could see examples. And then through those examples you reviewed the regular and irregular verbs, but what I missed was a model, an example of what they had to do at the end, right? I mean for example... You have to write a paragraph about vacation, so why not starting the class with an example, right? Like, "hey guys, I want you to take a look at this paragraph, at this short text that I wrote about my vacation time".

A: Uhum.

TE: And in that case you would have examples of verbs in the past, different actions, different things that. They might have done the same things or not, you know? Also, the structure of a paragraph, right? Because you have linking words, for instance. This is something that I wanted to call your attention to because I like that you had lexical input, you had vocabulary, right? What I missed was more guidance on writing the paragraph right. Does that make sense to you?

A: Yes, yes. Very nice.

TE: Because remember that, the meeting before last meeting, we talked about this idea of input on different levels on the lexical level, on the grammar level, and on the contextual level, right?

A: Right.

TE: So, the context was vacation time. You didn't even have to write a text, a paragraph about your vacation. You could have looked up some examples on the internet, right? Maybe have two or three paragraphs and have students work with those paragraphs in small groups, right? Asking them to... like "So guys, here we have these people talking about what they did during vacation time".

A: Right, right.

TE: "Let's get in small groups and take a look at these paragraphs. And I want you to circle what they did during vacation time, right?". And then students would have to find the actions, what happened, what each person did during vacation time. You would be providing them with context and with examples of what they would have to do at the end, in the final task. There's no problem asking students what they did, but that could be together with this idea of the paragraphs, you know? Because in this way you would be asking them to share their experiences, right? But if they had, if they had reviewed the past before, they would maybe be more prepared to talk about what they did. You would have reviewed some verbs with them. You would have reviewed the regular, the irregular verbs.

A: And I really wanted to, to try to prepare them. So, these ideas are very important, sometimes we don't have time to maybe think better about how to organize the classes in a more effective, pedagogical way. So, it's very good. Thank you.

TE: In this case you would have examples. At the end, when you were explaining the final task, you would say "you saw three examples. What I want you to do is something similar to that, but related to your vacation time or a trip you took in the past". In the paragraphs they would have contextual input, lexical input, and grammatical input, you know? And you could also add, after that, "now let's see what you did on your vacation. Did you do anything that is similar to what the people from the paragraphs did?" you know?

A: OK.

TE: It could be another opportunity for them to review verbs in the past.

A: Very nice. To give them more examples, right? Because I cannot ask them to do something that they didn't see before.

TE: Yeah, I know sometimes we are so eager to have students succeed that we get too ambitious sometimes. And I can see that in the past few classes that I watched, that you've been more worried about guiding them. And remember that one thing we discussed was this idea of doing things step by step, right? So maybe you didn't have to do everything in that class. You could have split that into two different classes like... in one class you would use the paragraphs and have them see examples of actions in the past, vacation time and you could have reviewed the verbs in the past. Then, in the subsequent class, you could have resumed what they did in the previous class and have them do an activity to share some ideas of things that they did during vacation time. And then something to prepare them to write the paragraphs. I know it's time consuming and I know that you have other things to cover, but there's one thing, and I think you might agree with me, it is more fruitful to take more time to do things/

A: Yes, of course.

TE: And better prepare them to do things right.

A: Go more step by step like you said. I think that again I have organized better this idea of not rushing, but I really wanted to support them, to guide them, but sometimes I cannot do all of these things in little time. It's really a problem.

TE: Of course I'm giving you suggestions, but some things you have to adapt to your context, because sometimes you don't have time. These are just some ideas to make you think about your classes.

A: I think it's very nice. And this idea of giving some examples in a contextual level of input, not only grammar, not only lexical.

TE: Yeah, because you would have the whole context of vacation. And at the end, when you would explain the final task, you could use these paragraphs as models.

A: For me this is very important because I know these students are at the end of their education now. I don't know if everybody will continue, so I really want to help them and give more support in English.

T/TEd-I 5 – Amelia

TE: So, as you know, I'm going to ask you some questions about your narrative and your class. I'll start off with the narrative. There is a part in which you said "I began the class showing to students some sentences in the simple past tense as a pre-task to guide them to develop better the main task, and give more grammatical input". Why do you consider this first part a pre-task?

A: Well, because the activity of the game was to read some texts from ENEM and entrance exams. I think because the students, they asked me to bring to class something like that to prepare the students better for these exams. So, it was their worry and I tried to add it to my class. For me this is the main goal, the main activity to help them with English, to prepare them for these exams. The pre-task was related to giving them more input, to try to prepare them to do the reading. Almost all of our texts were about the simple past, we saw in previous classes about the simple past, so I think it was interesting to refresh and to give them more input to try to help them understand better the reading.

TE: Yeah. And I think that was nice. And I understand that you wanted to give them more grammatical input and review the simple past tense, but I don't agree with you that it was a pre-task. It was part of the preparation for them to do the task. I understand your reasons, but I just wanna show you why I don't see it as a pre-task. A task involves students doing something.

A: Right.

TE: And in that first part of the class, what did they have to do?

A: Well, in this part of the class we just remembered some, maybe some sentences, maybe some verbs in the simple past. But in the first part, I think I was more centered in, in my opinion, not in the student's opinion. So, they didn't participate so much.

TE: There's no problem. I understand that and I understand what you wanted to do and I agree with you. I think it was a good way to do it. You had some sentences in the past and you drew students' attention to the sentences and to the verbs in the past.

A: It was a very explicit activity.

TE: It was in an explicit way and there's no problem. I'm not questioning that, OK?

A: OK.

TE: The only thing that I wanted to talk to you about is that this is different from a pre-task. Let me put it another way. Usually, in a pre-task, students create something. They do something that will help them do the main task later, right?

A: Right, now I understand.

TE: You know what I mean? I understand what you wanted to do and I understand that you were trying to prepare students and that's fine. You wanted to review the simple past.

A: Right.

TE: But then if you wanted to have a pre-task, then you would have a pre-task after what you did.

A: OK.

TE: There was the first moment, there was the review. Then there was the main task, there wasn't a pre-task in the middle. Do you know what I mean?

A: Yes, now I can see it.

TE: Can you see that?

A: Yes, for me now it's very... I can understand now. Because the students didn't do... in the first part, the students didn't do a task. I only explained for them.

TE: Yes, yes, that's what I mean. There's this idea of the pre-task planning, which is like planning that occurs before the learner begins the target task, the main task. It can be further categorized as a rehearsal, for example, because students rehearse, they have this first contact with what they're going to do later. They have the opportunity to perform the target task, the main task, before really performing it. It's some kind of strategic planning which is often defined as opportunities for learners to decide what to say or write before the main task. It involves action. It involves students doing, creating something that is going to impact the main task later. So, with this first moment when you were reviewing the simple past, it was explicit and there's no problem in that, but I just want to show you that it is different from a pre-task.

A: Okay. It's very important to see this difference because I think the students need to... in order to develop their knowledge in the language, it's necessary that students do something and get involved in the activity.

TE: Another thing that I wanted to ask you is that you talked about input and this idea of pre-task. Considering what you did, do you think it was more related to pre-task or to input?

A: I think it was more related to giving input.

TE: Right? Because you were giving them examples, reviewing things that they have studied before as a manner to provide them with examples, with explanation, with sentences in the past. So that is input. They were being exposed, right? Because input, in a very simplistic definition, is what the learner, what students, are exposed to.

A: Right.

TE: And it can be in terms of vocabulary, grammar, etc. In this in this first part you were preparing students by giving them input.

A: Right, right.

TE: But I just wanted to make sure that you understand that this is different from a pre-task.

A: Now I understand and thank you because it's very important to clarify these situations because when we are teaching sometimes it's almost impossible to know

what is happening in every moment. Sometimes we only prepare something and the class happens in a different way, so it's very important to rethink about what the main goals were, what were the activities that I was trying to do, to understand better.

TE: Good. So let's see the next one. There's a part in which you said that you wanted to contribute with students input competences, right? What do you mean by input competences? What do you understand by input competences?

A: Give to students, and not only grammar, but some concepts that could be more applied in this specific activity of the reading task. But not only for this activity. I think in class we need to give students input in a way to give students the opportunity to listen to, to use the language, to read the language, to give the students input for me is like that. Give the students opportunity to... don't know how I can say this, but to use the language in a more practical way, to listen, to read and use English during the class.

TE: When we talk about input, we don't really think about "input competences", we just say "input".

A: Right, right.

TE: We have this idea of input being important for students to develop their communicative competences.

A: Yes.

TE: So I thought that maybe you were confusing these two terms.

A: Right, right. I think I was thinking about input. Because they were, of course they were reading, there was input in the readings, but maybe it's not developed. I didn't develop it in a communicative way. I think I only gave the input, but I didn't develop the part of a more communicative way of the activity.

TE: I'm not criticizing this first part of the class. I understand what you were trying to do. You were providing them with input. That's OK. I just wanted to make sure that you don't confuse input with communicative competence.

A: Right, of course.

TE: Because when you talk about input, it's not "input competence", it's just "input".

A: OK. It's very important for me to know. It's very important to hear you and understand better this concept because I want to put in practice what we are trying to understand better in our meetings.

TE: When we talk about input is what the students are exposed to in terms of language. Be it grammatical, lexical etc.

A: Right.

TE: We talked about contextual input, right? What students are exposed to. So, you were giving them examples of verbs in the past.

A: Right.

TE: That is input. Then you were explaining, you were asking them questions like “how do you make a question? How do you make a negative statement? How do you make an affirmative statement?” So, you were providing them with grammatical input, but at the same time lexical input.

A: Right.

TE: You were providing them with examples of verbs in the past, comparing them to the present. That is input. What you were providing was input, but not “input competence”.

A: OK, now I see competence is more related to communicative/

TE: Yes, communication.

A: Yeah, right. I didn't know. This difference matters.

TE: Yeah, communicative competence, which again, in a very simplistic definition, is about students' ability to communicate. That's communicative competence, it involves many things.

A: It involves input competences too.

TE: Input, right?

A: Now I understand better.

TE: So... next... there was a part in the class that you mentioned the reading strategies that you have studied.

A: Yes, right.

TE: And you said “the students remembered the reading strategies that I taught them”. How did this happen? How did they remember?

A: Right. We were talking about some reading strategies. When I was explaining the reading activity I refreshed these reading strategies with them and I asked them to tell me about the strategies we learned in other classes. Because we read texts in the English classes, sometimes I bring to them. So when this happens I try to give them more reading strategies to help them to understand the text. And in this particular activity, because the texts were from ENEM and entrance exams, I tried to help them to understand, not only English, but the exams. So I was trying to help them to understand better how to read the sentences, how to read the texts in these exams. Maybe to scan the text and sometimes read the instructions first, what the activity is asking them to do.

TE: OK. And there is the part when you are talking about these reading strategies, you said “this was a good way to help students understand the subject of the texts and help them and give them more conceptual input”. What is this conceptual input that you are referring to?

A: I think I was referring to the concepts of cognates and false cognates that we learned in our class, to understand better, to scan the text, about these conceptual things.

TE: OK, so I think you meant lexical. This is related to vocabulary.

A: Yes, maybe it was related to vocabulary.

TE: You were talking about having students identify the cognates, the false cognates, right? That is vocabulary.

A: Yes, yes, right. And when they scan, it is related to vocabulary, because when we are scanning we are looking for some key concepts that we know or some vocabularies that we know, to understand the whole sense of the text or to understand the main concept of the text. So it is related to vocabulary, to lexical. Yeah, right.

TE: OK. And now I want to talk to you about the activity. I just want you to explain to me how it was designed. Was it like a multiple choice kind of thing? I remember that you had a post-it in each paragraph. Why is that? I don't understand because I didn't see the paragraphs.

A: I tried to search some texts with simple past because I wanted to give the students the opportunity to see the simple past in the text. And I used the strategy to refresh again this grammatical concept, but the texts were related to preparing students to ENEM and entrance exams. So I gave them these questions and I hid the answers with post-its.

TE: They saw the alternatives.

A: Yeah, the multiple choices. They had to choose one. And I was trying to give them opportunity to read and discuss because this activity was done in small groups so the students could discuss. At the first moment I didn't let the students use the internet and the students couldn't research, but in the second part I think they needed some help from web dictionaries. So I let the students use online dictionaries. But the idea was that students read and try to choose one of the choices, one of the answers, and after the game I let them remove the post-its and see if they got the correct answers.

TE: OK. Can you tell me what parts have you done yet?

A: The students read the first text and answered the first question, then they exchanged texts with the other groups and read the new text. There were four texts and four groups. So the students exchanged texts for the second time. They didn't read all of the texts but maybe if... I don't know if I will continue and I will give the opportunity for students to share all the four texts. I think it could be very interesting for them.

TE: So each group got one paragraph and answered a question.

A: Yeah, it's only one question with multiple choices.

TE: About the verbs. Is that it?

A: Yes.

TE: The past form of the verbs.

A: Yes, the past form.

TE: Then they had to choose the correct one.

A: Yes, sometimes the students had to go back to the text and read the sentence again and identify the verbs in the paragraphs. It's very traditional university entrance exams kind of questions.

TE: They had, for example, let's pick the verb "to know", so they had "know", "knew", an "known", and they had to circle one. Is that it?

A: Yes, it's something like that, right.

TE: This is what they what they did last class.

A: Yes.

TE: They haven't exchanged paragraphs.

A: Just one time. I have four texts, so we could maybe, next class, share with the other groups, the other paragraphs, the other questions.

TE: Yeah. Yeah. Maybe you can do something like that.

A: Yeah.

TE: My next question for you is about this third part of the activity in which you would ask them to exchange paragraphs. What is your goal with that? Why would you ask them to exchange paragraphs?

A: To give students the opportunity to read more texts, to discuss more about the readings and the cognates and false cognates with the other students.

TE: So you're also focusing on the cognates and false cognates.

A: And not only in this specific way, but in reading strategies. Reading strategies to give students these reading strategies to be useful for them when they take ENEM and university entrance examinations.

TE: When you talk about these reading strategies, what do you ask students to look for?

A: Well, we reviewed about the cognates and false cognates, so I try to give the students the opportunity to read looking for these words, these vocabularies. I also try to give students another reading strategy, about how to scan the text. I think I was trying to give the students reading strategies, using cognates and false cognates.

TE: Yes, I have a comment on that because I want to take you back to some of our previous meetings. Can you remember we discussed this idea of sometimes being too much information?

A: Right. I remember.

TE: We talked about this idea of trying to have a more realistic perspective of what to expect from them.

A: Yes, right.

TE: In this case I wasn't sure what your focus was on.

A: Right.

TE: If I wasn't sure, and I am a teacher, what about them? It's not that you can't discuss all these things, but you should do that separately, right? For example, in the first part of the class when you were reviewing the simple past, you focused on the simple past. Then, maybe, in a pre-task after that, you would work with the idea of having them practice the verbs in the past. And in the third part, maybe, you would review the cognates and false cognate and have them find them in the text, reminding them of these concepts. What is a cognate? What is

a false cognate? And, remember, for them to identify a cognate, for them to know if it's a cognate or if it's a false cognate, they will have to study that first, right? So, you cannot expect that they will identify a cognate and a false cognate in a text without having studied that specific cognate or false cognate. How would they know that? For example, "religion" is a cognate. But they would have to study that beforehand.

A: You mean study before the task?

TE: Yes, yeah.

A: To refresh... because yes... in another classes, in previous classes, we talked about the concept of cognate and false cognate.

TE: Yeah, yeah, I remember.

A: But I think sometimes I am expecting too much from my students. I'm trying to help them with these worries they have about ENEM. I know it can be a lot of stuff, that's why I'm trying to do the activity not only in one class. I tried to do the activity in many parts.

TE: I saw that you're doing that and it's way better because they have more time to work on the activities. The only thing that I wanted you to also think about when you're planning and when you are actually teaching is that, maybe, having different foci, it's too much for them. Focusing on different things is too much for them, right? Because to me, at the beginning, it was very clear that you wanted to work with the verbs in the past and then, yes, you also wanted to bring back this idea of cognates and reading strategies, but there was a lot going on. In that specific activity, in the main task that you wanted them to read the texts and then choose the correct form of the verb, your main focus there was on the verbs in the past.

A: Right, Matheus. I think I have some difficulties working with reading activities because the students came to me with other questions about grammar, other grammar worries, not only about the simple past. The activity was focused on the simple past and almost all activities and questions were related to this specific topic, but in the text there are always verbs that are not related to it.

TE: I have a suggestion for you. It's something that I do. If I am teaching a specific topic and they ask me questions about something else, I kind of like explain to them the idea, what it means, but I don't dive into it very deeply because if I do that, it gets confusing.

A: Right.

TE: You know? They get confused. I remember that you wrote something on the board, but they were studying the simple past and then you wrote something about the present perfect. You might think it's gonna help them, but it might make the situation worse, you know?

A: Uhum... mix things.

TE: Yeah, yeah, mix it up, yes, and it gets confusing.

A: Yeah, I know, I know. It's important to realize that sometimes I give them a lot of information.

TE: So what do you think about tomorrow? What are you planning to do?

A: Well, I think I will try to continue the activity, to give them the opportunity to practice this reading activity.

TE: And what will they have to do?

A: I think the class will begin with the smaller groups, I will give them the text and I will have them exchange texts. At the end of the activity I will do a game, I will remove post-its and I will see which group has more correct answers. They love to play games in class.

TE: In a later moment, something you can do, just to wrap up this idea of simple past, you can use the examples of the texts, the correct answers, break them down and have students see, for example, “the answer is ‘knew’, but why? Is it regular or irregular”, right? Just to circle back to what you've talked about before.

A: Finish the activity refreshing what I said at the beginning.

TE: Yeah, like a wrap up.

A: Uhum.

TE: And if you have spare time, you can even remind them of the cognates and false cognates. “Remember we studied cognates and false cognates? What are cognates and false cognates? Do you think there are any cognates or false cognates in these texts?”

A: Right.

TE: But in a later moment, after working with the simple past, right? Just to not confuse, not to be too much information.

A: Yes, yes, I was trying to not mix it up so much, but it happens, I think because the students came to me with other questions. But now I think it's important, like you said, to explain but not in a deeper way.

TE: And that's it. That's what I wanted to discuss with you today. I hope I didn't make you feel confused.

A: No, no, no. I think it's very good to understand better my activity. Like I said, in these meetings with you I can refresh and understand better what I can do and what I can teach in other ways, in a better way to students, to help them. I think it's very important.

T/TEd-I 6 – Amelia

TE: Let's start off with the narrative. There was a part in which you said that you wanted to do a post-task to wrap up with students the meaning of the verbs in the past, right? What was the post-task?

A: Well, the post-task was ending the main activity. I asked students to help me understand each one of the questions. We were trying to understand what verbs were related in the texts, if they were negative or interrogative, if they were regular or irregular. So, I tried to put all things together at the end and I was trying to see if the students really knew, really understood the meaning of the text and the meaning of the verbs within the texts. It was very enriching because the students really helped me to correct the answers when I questioned them about the verbs.

TE: Then you also said that at the end of the class the students were able to recognize and understand the meaning of the verbs in the past because “during the post-task we discussed the meaning of the verbs from the texts”. I would like to ask you in what ways do you think this last part was a post-task? What characteristics of the last part tell you that it was a post-task?

A: Because I was trying to sum up with the students all the concepts that we worked with it during the classes. And I tried to understand if the activity was enriching for students, if they understand the meaning of the texts, if they could answer the questions, not only the right answers, but if the students could understand the meaning, understand how we organize these entrance exams and ENEM. So, it was a part of the activity that I was trying to understand if the students could realize how the verbs were presented within the text or if the students realized how these exams are organized.

TE: OK. So, I know that you read the material that I sent you. Did you get to read everything or just parts of it?

A: Parts of it.

TE: OK. Well, I want to talk to you a little bit about this idea of focus on meaning because in your narrative you said that your main goal with the activities was to teach the use of the verbs in the past, to focus on meaning through the university entrance examinations, and to give them more input to do the reading in English, right?

A: Right.

TE: So, in what ways do you think this was focused on meaning?

A: I was reading the paper that you sent me and I realized this concept of focus on meaning and focus on form. And especially when we were talking about grammar and the use of the verbs in the past, I really wanted to show the students these verbs, but not only see the grammar, only explain the rules, but to see them in a contextualized way. Students were worried about the university entrance exams, and I wanted to put this context within the classes. So, I brought them some questions I took from UFSC's examination and during this analysis of the text they could see the use of the verbs in the past. So, I think it was more related to focus on meaning than focus on form. I think so, I don't know if I am right.

TE: This is exactly what I want to discuss with you. What did they have to do with the activity?

A: Well, it was a reading task, so the students needed to read and realize what were the verbs in the past being used in the text, within the text, and all answers were related to verbs in the past.

TE: OK.

A: So, it was related to finding the verbs in the text and if the verb was maybe negative or interrogative, or if the text was maybe related to something that happened before.

TE: And do you remember how you started working with the series of activities? What was the first thing you did?

A: Yes. I showed students basically the grammar. I was very explicit because it was at the beginning. I was trying to review with the students these verbs that we saw in previous classes, to give the students this input so they could maybe read more confidently.

TE: It was very explicit at the beginning and there's no problem, I'm not criticizing that. That's no problem in doing that. If that is your focus, that's OK. My only question for you is, with that in mind, also keeping in mind that what students had to do with the paragraphs was to read them and focus on alternatives that presented verbs in the past, do you still think this was focused on meaning?

A: Well, thinking better, I don't think so. Because the idea of the activity was to focus on meaning, but when the students developed the activity, it was more focused on form, looking for verbs.

TE: I understand your aim of focusing on meaning and I prefer that. And I think that's good. And I think sometimes you have different objectives in class. For example, you were talking about ENEM, right? This is the kind of thing that they see on ENEM. On these exams we have a bigger focus on form. And it's OK if you want to prepare students for that, it's OK. If you want students to see examples of university entrance exams' questions, that's OK. The only thing that I wanted you to see and to know is that that is more focused on form, that is not focused on meaning.

A: Now I can see it because, like you said, these kind of activities found on ENEM are very focused on form.

TE: And again, I just want to make sure you understand that I'm not saying it's wrong, that's not wrong, but I just want you to see this inconsistency between this idea of meaning and the aim of the activity, because the activities, the whole thing that you prepare, they were focused more on form. If that's your goal, which I really think it was, you wanted them to see these kinds of questions that are common in university entrance exams, that's OK. But I want you to understand, I want you to see that meaning was not the focus of those.

A: Right now I can see that because during the reading of the papers I was thinking about focus on form and focus on meaning, and what motivated me to organize the activity was more related to meaning, but the real the real task, like how I organized the task, was focused on form.

TE: Just to make a comparison, can you think of any other activities that you proposed to them, that we discussed, that was more focused on meaning?

A: Well, let me see... when I brought to students a text, they had to read it, and I gave them more input, I think it was more focused on meaning because the students only needed to worry about the reading, to understand the text, I didn't ask them to search for verbs or something like that. It was only related to interpretation

TE: Yeah, and you wanted them to exchange information about the text. Another one is when you talked about vacation time and you asked them to write about their vacation.

A: Right. I think when I talked about junina parties too. I think now I can see when I try to focus on meaning. When I elaborate some tasks, I try to bring something that students see in real life. The use of the language in real life, but in this specific activity, yes, it was very much focused on form.

TE: You can have both things together. For example, when you talked about their vacation time, they used verbs in the past. Remember we discussed this idea of showing them examples of activities done in the past, to review the verbs. But then the main goal of it all was to have them, in a later moment, to communicate, to write a text talking about their vacation. So, you have both there.

A: Right, right. When I am trying to organize my classes, sometimes I feel the need to focus on form, and sometimes I really prefer to focus on meaning in my classes. But I don't know what you think about it. I can use sometimes this focus on form, I think it's not so good when we only teach focusing on form, but sometimes we can use this strategy. Is it right?

TE: I'm going to quote Karen Johnson now. It depends. It depends on your goal. That's what I was telling you about this activity here. The problem is not that you are focusing on form. That's not a problem. The problem is that you are confusing it with meaning.

A: Yes.

TE: What was your goal with this activity?

A: To prepare the students for ENEM and university entrance exams.

TE: What kinds of things are asked in these exams?

A: Form.

TE: Form. So, you are not doing the wrong thing. You had an objective, you organized activities to reach that objective, and that's OK. I just wanted you to see that it was not meaning. That it was more focused on form.

A: And it's very nice to talk to you and realize that we can use different strategies, and like you said now, depending on my goal, depending on my objective.

TE: It depends on what you want to do.

A: As I told you, I don't have sometimes this pedagogical support, so I have to organize almost all of my tasks. I don't try to use the textbook because it is only one textbook for the three years of high school in public schools. So sometimes I try to be more of a reflective teacher, but sometimes I think I am in doubt about how to organize, how to do the tasks. So, it's very important to talk with you and understand better.

TE: I asked you if you read the text about TBLT that I sent you because another thing that I would like to discuss with you if you understand the difference between an activity and a task.

A: Well, I think I can think in more everyday concepts. I think activity is only to do an activity, for example, fill in the gaps. A task is when the students are related to organize and to do the task. The students they are, they are in action in a task.

TE: OK, that's a good starting point. One of the main differences is that when you have a task, the focus is on... meaning is the main focus. You have an outcome, a communicative outcome in mind. You don't want students to use the verbs, the regular verbs in the past. You want to prepare students to talk about their past vacation time. That would be an example. Of course, very briefly speaking, when we talk about pre-tasks, tasks and post-tasks, this is what we are dealing with.

A: Right.

TE: Students doing things to reach a communicative goal. That's it.

A: Very nice, Matheus.

TE: This is the main difference. That's why I started this this meeting asking why you considered that a post-task. That was not a post-task. That was a wrap up. I understand what you meant by that. You said post-task because it was after everything, just to wrap up.. but wrapping up is not a post-task.

A: Now I can realize that, very nice.

TE: I want to show you something, just to give you a clearer example. And, of course, later on you can get back to it and read it again at home. It's in one of the texts I sent you. Can you see my screen?

A: Yes, I can.

TE: Here you have instructions to students. “Think of the busiest day you have had recently. Work in pairs and tell your partners all the things you did”. So, for example, you tell students “I want you to get together with a classmate and talk about things that you have done recently, on busy days. Make a list and share this list with your classmate”. This would be a pre-task. They would brainstorm ideas and think about things they have done recently, right?

A: Right.

TE: They’d be working in pairs. Then “Now you have to decide which of you had the busiest day, then tell the class about it”. Then “Now decide who in the whole class had the most hectic day and say why”. Everybody would be working together, and then, finally, “from memory, write a list of the things one person did on their busiest day, without revealing their name. Read it out loud to the class or display it on the walls to see how many people can remember whose day it was”.

A: Very nice.

TE: Here you have a whole task cycle, of course, very briefly presented, right? But here you have a whole task cycle. You have a pre-task in which students prepare the ideas. You have another part in which they have to talk about, exchange and compare ideas, and report to the class. And a post-task right, in which they have to remember the list of things somebody did and display it on the wall. Everything is tied and everything has a communicative purpose. That is, to communicate is to pass a message. Here, it is to tell the partner what they did. Here, it is to compare who had the busiest day. Here, in the final part, they are remembering what the other classmates had done and preparing a list to display on the wall. You have a clear communicative purpose in each of these parts.

A: Very nice to see how it is organized. The end and the beginning, all the things are together.

TE: And this is related to something that we have discussed. Remember we discussed this idea of preparing students to do the activity? You do not necessarily need a task cycle, but in a task cycle you have this idea of preparing students. So, you don’t necessarily need to develop a task cycle. I know that it is time consuming. Sometimes you don’t have that much time, but it is important to think of what you are planning in terms of steps. And this is something that you have been thinking about, right? In this case you did this activity in two classes. First, you reminded them of verbs in the past. Second, they got together and they read the texts within groups. Then, they exchanged texts. These steps prepare students to do things little by little, right? You provided them with input, which was very important. It’s a more realistic way of doing things. You were guiding them, you were preparing them to do things.

A: Yes. I can see how it’s effective to use these strategies because when I did this last activity, this last task, I could see how students were engaging and were very confident.

Sometimes they don't want to talk a lot in English. I can see now, by giving input, the students are more confident to sometimes produce the output. It's very nice.

TE: You mentioned input a lot in your narrative. What role did input have in your class, in your opinion? And do you think it was beneficial to have things done step by step, you know, like this whole movement, how do you feel about it?

A: I think it's very, very important to give students input, to give them guidance so they can do the activity. At the beginning I was worried about doing the things and only giving students the tasks and sometimes I didn't have time, I didn't know how to continue in the next classes, but I think it's very enriching to do the activities in steps. If I do the activities in steps, giving students, in each part of the activity, input and guiding them, they have more opportunity to understand and develop their knowledge.

TE: They paid attention to you. One thing that I want to ask you is that... I just don't remember if they could use Google Translator during the activity.

A: In the first part of the main task... no. I asked students to read and realize what kind of verbs we were using in the text. But in the second part, I remember that some students said "teacher, I don't remember. Can I use my English notebook? Can I use Google Translator?", so I said "yes" because they really wanted to understand, to learn, so they could use the AI tools to understand the verbs and to understand the answers.

TE: I just think you should be careful so that they are not just using the translator, not thinking by themselves, you know? Because sometimes I was in doubt if they understood, that they knew, that they recognized the verbs in the past or if they used the translator, you know what I mean? I had the feeling that they gave the correct answer sometimes because they looked it up on the internet.

A: I was trying not to use these tools in the first part, but this is something that sometimes I wonder if I can use these tools, when's the best moment to use them. Because, sometimes, like you said, the students used and didn't develop. I try to guide them to realize it is important to use the AI tools, but the AI tools can't think for you.

TE: It's a problem we have nowadays... with technology. Anyway, I just wanna to go back to what we talked about... the idea of meaning and form during the activities. Remember that when you talk about something that has a communicative purpose, then you are talking about a task, right? Tasks have a communicative purpose, they focus on meaning, they focus on a communicative outcome, right? Also, I would like you to keep in mind this idea of preparing students, of doing things step by step, taking one step at a time, right? And I'm also very happy that you're really thinking about input in each of your classes, how to provide them with input, right? As we have talked about, they lack grammar knowledge, they lack vocabulary. So, they need that, they need guidance and they need input on different levels... on the grammatical level, lexical level, contextual level... And I can see that this is something that you attempt to make it happen, right? I would like to congratulate you for that.

A: Thank you for this mediation because this is very enriching for me as a teacher. I can tell you that my students are more confident because my process here is helping me develop in the classes. I think I will organize the next task. I think it's important to prepare them for the next year when they will not be in the school anymore. I was thinking about doing some activities related to professional worries.

TE: Yeah, just remember to pick a focus, right? So as to not be too much for them.

A: Yes, I was thinking about how to do an interview in English, I don't know, something like that.

TE: That is cool. That is a thing that's very easy to make into a task because you have a clear communicative purpose in mind, an interview. But remember that this is something very complex. Go step by step.

T/TEd-I 7 – Amelia

TE: I'll start with the narrative. Something that you wrote was “when I was planning the class, I had in mind a task as it is proposed by Ellis”. Why did you decide to do it this way? I know we discussed it, but you could have made the decision of not doing it this way, but why did you decide to do it this way?

A: Well, because after our meetings I realized that it would be more profitable to my students if I could apply a task in a cycle. And I really tried to do this task in a more communicative way to give the students more input to produce output. I tried to put together what we talked about, what I learned from what I read, what I learned from you.

TE: Good. And when you mentioned this idea of “cycle”, why did you think of the class in terms of a cycle?

A: To introduce the assignment to students, to prepare students and guide them to do the main task. So, I think it's very important for them to do this pre-task first to develop the task in a more appropriate way, and after that, I think it's very profitable to do the post-task to give an ending, to put the things that students learned together, and maybe to see if the students really understood the activity, really understood what I brought to them, to see if the class was profitable.

TE: I understand. And you also mentioned the idea of a communicative goal. Why did you consider that when planning the class? Why did you take that into account?

A: Because I really want to do with my students something related to output competences, and I think this communicative concern is related to do something that students could speak in English and maybe write in English. And I know now that for my students to produce output I have to give them more input. I think that in these last classes students were more engaged, more confident. So, I was trying to give my students the opportunity to talk in class.

TE: And in this class specifically, to you... what was the main communicative goal of the task cycle?

A: Well, the main communicative goal was students talk about something related to their lives, their experience, something that students could understand, like, "how to say something that I'm going to do in the next months?". So, I organized the class to propose to students plans for the future, and because I was trying to give the students this input, this structural input to understand how I can say something in the future in English, because I didn't explain for them something like that. I think maybe in some classes we talked about the future, how to say something in the future, but I organized this class to give the students this opportunity.

TE: And remember that we discussed this idea that the communicative goal is one of the key elements of tasks. Remember that?

A: Yes, yes.

TE: So... it was nice that you took that into account when planning and enacting your teaching.

A: Yes, I really was engaged in putting this theory into practice and I think this is very important to have this opportunity to learn how I can organize my classes in a better way, in a more profitable way. I have here with you this opportunity to understand the context of my students, how I can organize the classes, how I can give my students the opportunity to learn English. It's very important to me as a teacher.

TE: Good, I appreciate that. And then moving on, you also said "I divided the class into three parts to assist and guide students to first promote input in order to try to produce speaking and writing in the while-task". Why this concern of dividing it into three parts?

A: Because when we talk about the task divided into a cycle, we have something to do first to prepare the students for the main task, and then after that the post-task to put all things together. And to give the students more time, a different way than that I was doing, because I think in the first classes that I sent you I was trying to give the students something that maybe the students couldn't do at that time. So, they didn't have enough time to organize, to think better in English, to receive more input. I think now I can see how it's important to organize the class and give the students more time to really understand, to really have this time to internalize, to have this learning process. So, I tried to organize the class to follow a cycle, to give the students more time to develop better their learning.

TE: Good. And you mentioned input here when talking about your class and in the narrative, at multiple times. So, I can see that it's something important for you, right?

A: Yes.

TE: Why do you think you have this concern? Why do you think you consider it important?

A: Well, because I think in almost every real context, the students need input, especially when we are talking about this group. They are in the final year of high school. Unfortunately, there is this lack in their English learning, so it's very important for these students. And I think for all students, when it comes to English classes, to

give input necessary for students to develop better, but especially in this group, in this public school. Sometimes it was not so profitable for them in early years in the school. So, I think it's very important for students to receive this input, to give them opportunities to learn better and, after that, put English in action, to try to talk, to try to organize their lives, for example, maybe continue studying or maybe working. I have this concern because they are in the final year of school. So, I think this was related to give more input.

TE: If you think of a class without providing students with input, what problems do you think we can have when there's no input?

A: Well, I don't know if it is possible to develop, especially in language classes, when we don't have input because the students need input to understand how language is organized, not only to speak but the writing, and how language is used. Besides that, the students maybe feel more comfortable to try to use, to try to produce output. I really have this in my mind now. I know that sometimes I gave the students input but I didn't give the right input or I wasn't giving enough time the students needed to learn English.

TE: You mean in previous classes?

A: In previous classes, before our meetings here.

TE: This is clear to you now?

A: Yes, it's very clear. I think see this is something that I really have in my mind now because we discuss it in our sections. I think this is clearer to me, how to give input in a correct way.

TE: OK. Well, another part that caught my attention in your narrative is that you said "I introduced to students a new way to use English, to talk about plans for the future within a pre-task, explained first some structure and grammar with sentences on the board, and then students gave some examples of themselves". And then you said "the goal of the pre-task was to guide them to elaborate the task before giving to students an opportunity for planning time prior to task performance". How do you feel about this part of the class, especially about the way the students answered, the way the students participated? How do you feel about it?

A: I am very happy [laughs] because I really feel that students really had enough time to plan, to elaborate, I gave students this input, and the students were very confident in the while task because I think the students received the correct input, and had time to elaborate, had time to plan the activity. This is very important, to be more successful in the main part of the class.

TE: Yeah, it was very nice to watch this part of the class. They were engaged, sharing their experiences, they were doing what you asked them to do after you gave them some input that helped guide what they had to do. It was very, very nice to watch. Congratulations.

A: Thank you! And you are part of this process, of course.

TE: I'm very happy about it.

A: I feel very proud of my students because I know they really want to learn. I think it's so important when teachers can provide to students more beneficial ways to learn

English. I know that students want to learn. They really want to. They did their part. They participated. They answered the questions that I made, so I'm very proud of them.

TE: And then you also mentioned you saw students were confident. What do you think that allowed it to happen?

A: I think especially because they received the input, the correct input, and I think because I did the task divided in a cycle. I think this is important because when we organize the class within a task cycle, we are doing something in steps, first the pre-task and after the while task, and for ending the post-task. So, this is something that allows students to elaborate better and gives students more time to understand the process. I think it was related to input and how I organized the activity in a cycle.

TE: Good. Then you also mentioned the while task. What is the difference between these two parts of the class, the pre-task and the while task? What was the main difference between these two parts?

A: Well, in the pre-task the students... I think it's part when I have to introduce to students what I am proposing in that class. So, I gave these students some examples. I asked students give to give me some examples too. So, we constructed together the sentences. I didn't only talk but I wrote on the board to. For me this is a pre-task, when we introduce and guide the students to do the main task after that. And for me the main task is something that I wanna give students the opportunity to develop their English because I was preparing students in a pre-task to, after that, practice and talk, make some questions to their classmates. For me the main task was related to putting what we learned in the pre-task in a main task, to practice what they learned in the pre-task within a main task.

TE: OK, thank you. When talking about the post-task you mentioned the idea of consolidation. In what ways do you think that helps consolidate or that helped them consolidate what they learned?

A: Because in this process of the cycle, the post task is something to analyze if the task was successful, if the students really could learn something. So, I proposed to students to write, as a homework, three sentences. So, they could write what they talked about. So, the students spoke and after they wrote the sentence. So, it was related to different skills in English, to give the students another way to learn the same thing, to consolidate the activity. I think I was trying these concepts... what is a post-task? What is a while task? And I saw in that paper you sent to me that the post-task is more related to consolidation.

TE: Yeah. OK. Thank you. And you also mentioned that you're more assertive in your pedagogical choices, right? In what ways do you feel more assertive? And I would like to know if you also feel more confident.

A: Yes, I think I'm more assertive in a way that I provide students with the correct way, in a more correct way, the opportunity to develop their English because I am providing them with input to produce the output. I elaborated the classes in steps, in a cycle to give these students more time and opportunity to plan the activities. So, I think I am more assertive. In this way, and consequently, I am more confident because I can see how these things are very important, to give input and organize the steps in a cycle. They are more, they are more... I don't know if I can use the word "correct" but for me/

TE: Appropriate?

A: Appropriate pedagogical resource. Yes.

TE: Good.

A: In this context it was more appropriate.

TE: As I told you before, I really like the way the class happened. I really like the pre-task, the beginning, the introduction, the way you gave students input. There are some parts that I would like to discuss with you very quickly. There was this student who said that she was going to travel to Europe, right? It was so cool that they were all giving you examples, and sometimes there was a verb missing here or there, they were trying to use “going to” all the time, “going to” was present there all the time. Most of them, with your help, were able to give examples of what they were going to do, right? And what do you think that helped them give these examples to you?

A: Well, I think students could give these examples because I really gave them this input. I guided them and I organized the class in a way that students could understand the task better and they could see on the board, they could talk with me, and in the while-task the students could really use “going to”. So, for me it was very nice to see that students really were engaged in doing this activity because they used some personal examples. They really answered the question that I made. So, it was very nice. I think it's because I gave the correct input, not only orally but in a written way too.

TE: Yeah, that was important for them to see the examples, right?

A: Yes, that's something you said to me that maybe I had to give this is structural, structural input more, so students could see the form, how they can use “going to”.

TE: Yeah, yeah. This helps them visualize what you were talking about.

A: Especially on this level, students sometimes couldn't understand what we were talking about, so seeing in a more structured way on the board could help them to elaborate the activity better, after I gave input, they could give these examples because of that.

TE: And this is you taking into account what they lack in terms of knowledge, right? What they lack in terms of vocabulary, this is you placing them at the center of the process and really thinking about their needs, right? It was very, very nice to watch.

A: Yes, I think I really was engaged in giving the students the opportunity to develop. For me this is something that I'm very worried about, to give the students the opportunity to learn in English, to learn in an appropriate way. And I think this is part of this mediation. Sometimes we have some problems, some dilemmas at school, we don't have enough time to organize the classes, but I think we have to keep this in our minds... how to help the students better, how to give students the opportunity, or how I can organize my classes with this specific group, with their problems in English, the lack of knowledge in English, how I can organize my class to give to this group something that could be more profitable for them.

TE: Good. And then I just have some questions about the activities, just some parts that I think I don't understand because I was not there.

A: OK.

TE: In the second part, the part in which they had to ask each other things for the future. How?

A: In the main task the students did something more related to speaking in English, but I have I had this post-task when students could write in English what they said, what they talked in English during the main task. The students talked to me in the part of the pre-task, some sentences, then I wrote the sentence on the board. Then students had to do the main task, the sentences on the board, and I think the students could speak because they could organize their sentences looking at the sentences on the board, and after that the students could write the sentences and give me.

TE: Good. So, in this first part, in the pre-task, they gave you some examples and you wrote some of them on the board to provide them with input, giving them a model, right? To guide them. And then in the second part they had to talk about other plans for the future that they had besides those on the board. Is that it?

A: It's not other examples. It was related to plans for the future. Some students used the sentence on the board, but during the activity some students tried to think about other things. Some students made new sentence.

TE: Oh yeah, yeah, yeah, that was my question. Because you wrote some examples on the board, right? This was in the first part and then in the second part when they were talking to one another, you asked them to talk about some other plans for the future. It was still plans for the future, it was still the same topic, but you were kind of like asking them to talk about other plans for the future they might have.

A: Yes, because in the pre-task not all the students gave examples. In the main task all the students should do it, in small groups, they should ask for their classmates about their plans for the future and respond to each other. So, that's why in the main task I was trying to go around the class to help them because some students came up with some different sentences. I was trying to help them to organize these new sentences.

TE: Good. Yes, I think that was very cool. One suggestion that I have for you is that, maybe, in another moment, you could also ask them to try to think of follow up questions or help them come up with follow up questions. "She said that she's going to travel to Europe. When? When is she going to go?"

A: Nice.

TE: I would add this part to try to think of possible follow up questions, just to keep it going. Of course, we know that they lack vocabulary, they won't speak a lot, right? But this is just another way to help them keep it going, to move forward in the development of the activity.

A: Yes. Unfortunately, we only have few days of class, but if I have time with them I think I could organize some classes that I could give students more opportunities, like you said, to develop, to move forward. I think I will try to organize all my classes in this cycle that we talked about. I think it's very beneficial and to give input is very, very important too.

TE: I want to congratulate you because it was very, very nice to watch your class. I'm very, I'm very proud of you too. You say you were proud of the students, but I'm proud of you too.

A: I was very excited about the way that students participated in class.

T/TEd-I 8 - Amelia

TE: Let's start off with the narrative. Just to refresh your memory, you were discussing questions for the future. You say in the narrative "I was looking for bringing to my students some communicative task, but with a little explanation about form too, because I had to make them produce the writing assignment and this combination is a challenge when planning classes". What is a communicative task for you?

A: Well, for me it is when students have a purpose to say something in English, something that is related to their real lives, not something that students have to repeat, it's contextualized with their lives.

TE: They have a purpose to say what they want to say.

A: Yeah. Reasons. Reasons to say something in English.

TE: Yes. And what was the communicative part of this task cycle that you prepared?

A: It was the while-task. In the first part of the class, I present to them some sentences on the board and I introduced some negative and interrogative sentences using "going to" for plans, talking about plans for the future. And in the second part, they had to ask their classmates, in pairs, about the plans for the future, about their lives, about next year, at the beginning of the next year or about the end of this year. It was a more communicative task.

TE: OK, good. And then you go on and you say that it's a dilemma to prepare classes with this balance between this communicative part and form, right? And then you say "for me, as an English teacher, it's relevant to sort out the classes in task cycles because they can guide in a more appropriate way my students. I can give my students the input necessary to develop the whole task cycle within steps, promoting communicative informed purposes". So, what is the dilemma for you?

A: To sometimes explain for students something about form, like, in this activity, in this task, when I began the pre-task, I explained something about how to say something in the future using negative sentences or how to use the interrogative sentences. So, sometimes it's necessary to explain to students something more related to form, but I particularly I prefer to use communicative tasks. But sometimes I have to explain something related to form, related grammar and especially when I am proposing some assignment. Because of this traditional way of evaluating students at school, it's sometimes a challenge because you have to produce some written tasks, something that students have to say, something that students have to answer in a written task.

Sometimes more meaningful assignments are not considered when it comes to grades.

TE: I understand. And when you mentioned this idea of having a communicative purpose, but at the same time having to teach a little bit of a form... why do you feel like you have to teach a little bit of form?

A: Because sometimes I think students need to know how to use the sentence, how to structure the sentence. And it's not only what the students need to know, but it's part of the knowledge that I, as a teacher, have to give them opportunities to learn.

TE: OK, good, thank you. And then once again, you mentioned this idea of guiding students to do things step by step. I can see that this is pretty much present in your teaching activity now, right?

A: Right.

TE: Can I say that this has become an important goal to you?

A: Yes, to give students the correct input. For me, now, it is very clear. I can see how important it is to guide students to be prepared. Before the task, giving input... and I think it's a very important part of the class.

TE: And how different is this from what you were doing at the beginning of our meetings?

A: I think at the beginning I was not so conscious about the input. I was not conscious about the importance of the input and the importance of input to produce output. So, for my students to talk in English and write in English, they need the correct input to develop the output. And I was not so conscious about this process.

TE: Yeah, I understand. Thank you. And then another thing you said, when you were talking about the while-task, was that in that moment of the task, attention to form was left out. Can you explain to me why you decided to leave it out?

A: Because the while-task was related to something... to a communicative way. So, I had students ask each other questions, like, "What are your plans for the future?", or "what are you going to do tomorrow, next month or next weekend?". So, it was more related to a communicative task.

TE: OK, good. It was more focused on communication, this part of the class, but at the same time they had a little bit of form there because you were asking them to use the structure of interrogative sentences with "going to".

A: Right, yes, yes. The one I introduced in the pre-task, this structure for sentences. They use it in the while-task, and the post-task was more related to grammar, to form. So, there was meaning and form in this activity.

TE: I didn't have access to the post task. What did they have to do?

A: Students had to choose the correct option of each sentence. So, I put some sentences and I put some alternatives to students and they had to choose the correct way of negative or interrogative sentences.

TE: You said that it was an opportunity for students to reflect, and to raise their awareness about form. And you mentioned something about a writing task.

A: Yes. Not in this class, but I think it was in the first class that I proposed to students to talk about “going to”, about the future, I asked students to write some sentences, and students made questions in their notebooks to ask their classmates.

TE: Not in this class that you recorded.

A: No, in this class too. And in the two previous classes too two.

TE: You said there was a writing assignment, so that’s what I wanted to know. What was the writing assignment?

A: Yes, it was in the while-task. When students were asking their classmates about what they were going to do, so I asked to them to write in their notebooks. To write the sentences, the question, to give students the opportunity to talk.

TE: So, they would write the question, then they would ask the classmate.

A: Yes, yes.

TE: This was the second part. It was still a preparation for speaking, right?

A: Yes, planning, planning the speaking.

TE: And then another thing that you mentioned is that “after the mediation sessions with the teacher educator, I am becoming more confident in preparing my lessons and I have the feeling that the students are becoming more confident too”. I would like you to tell me a little bit more about this, why do you feel more confident?

A: I feel more confident now because I can understand better the process of giving input first and guide the students better, and develop the tasks or the activities in steps, not only having a task and not giving students the correct opportunity to develop. So, now I am more conscious, and I can feel that I am more confident in how I organize my classes and how I can give students the correct input. So, I feel more confident and I can see these in my students too because they are more confident to produce output because I am providing them with the correct input.

TE: Yeah, yeah, it was very nice to watch. I just have one question about the second part of the class. They had to write a question to ask the other classmate, right? Only one or more than one?

A: Only one question to the classmate and answer using the short answers.

TE: How did this go? Did they do it in pairs or did they do it in front of everybody? Because in that part that you recorded, they were asking questions in front of the whole group. Was there a moment before that?

A: It was because I asked students to do it in pairs. But I was I was wondering if each pair was doing the right thing. So, I asked each pair to tell what questions they made, to see how the activity developed. But in the first moment students did it in pairs.

TE: They did it in pairs and then you opened just to check if it was OK.

A: Yes, yes.

TE: OK. Yeah, that makes sense. How do you feel about the whole process?

A: I feel very proud of my students. I know that they are more confident and they told me that they did ENEM they could understand. Other students told me that the whole group is more confident in talking English, they are more confident to talk in English.

TE: Very good. Well, this is our final MMI, right? So first of all, I would like to thank you so much for being willing to participate since the beginning of the process, for being willing to discuss, recording, and being so responsible and meeting the deadlines. I want to thank you so much. You helped me tremendously. I hope I have helped you too.

A: A lot. I wanted to say thank you too. It was very important for me to reflect on the pedagogical resources that I could use with my students. Now I can say that I am more confident, my students are more confident and I have to say thank you very much for this opportunity. I think it'd be very good if all teachers could have this opportunity. We have a lot of challenges and sometimes we really don't know how to better develop our classes. And this is a very important place to discuss, to understand and have support. And thank you, thank you very much.