ABSTRACT

Title of Dissertation: POINTS OF LEARNING INSTEAD OF STATES OF BEING: REIMAGINING THE ROLE OF EMOTIONS IN TEACHER DEVELOPMENT THROUGH COMPASSIONATE AND DEVELOPMENTAL SUPPORTS

Megan Stump, Doctor of Philosophy, 2020

Dissertation directed by: Associate Professor Megan Madigan Peercy, Teaching and Learning, Policy and Leadership

The existing research on second-language (L2) teacher emotion presents emotional experiences as largely descriptive: we know what emotions L2 teachers feel, and how emotions impact L2 teachers and their pedagogy. However, current framing of emotion in L2 teaching does little to examine how L2 teachers navigate emotional experiences and how emotions factor into their learning and development process. I fill this gap in the literature by studying how L2 teacher preparation programs can support pre-service L2 teachers' (L2 PSTs) expressed emotions and how this emotional support may impact L2 PSTs' conceptions of their teaching and themselves as teachers. I approach this study from a sociocultural perspective which posits that the cognitive and emotional minds function as a dialectical unity and therefore, positions cognition and emotion as central to teacher development.

Central to the findings for this study is a better understanding of how teacher educators support L2 PST emotion and what this support does for L2 PSTs. Specifically, I highlight two types of emotional support that teacher educators may provide to L2 PSTs: Compassionate Emotional Support (CES) and Developmental Emotional Support (DES). CES focuses specifically on emotions by encouraging L2 PSTs in successful and challenging times, normalizing their emotions, and providing multiple opportunities for them to share their emotions. Conversely, DES focuses on cognitive aspects of emotions by exploring alternative ways of thinking, doing, perceiving, and understanding L2 PSTs' teaching. When L2 PSTs have a greater cognitive pool of options from which to orient themselves toward their teaching, they appear to be able to change their thinking, feelings, and activity related to their teaching. Essentially, L2 PSTs transform as a result of DES.

My findings clearly indicate that emotions signify areas of significance to L2 PSTs and thus, are rich areas for exploration for learning. Teacher educators should focus on supporting cognitive understandings connected to expressed emotions to help foster L2 PST growth and development. When teacher educators approach emotions as being rooted in cognition, they are able to reimagine emotions as points of learning instead of states of being.

POINTS OF LEARNING INSTEAD OF STATES OF BEING: REIMAGINING THE ROLE OF EMOTIONS IN TEACHER DEVELOPMENT THROUGH COMPASSIONATE AND DEVELOPMENTAL SUPPORTS

by

Megan Stump

Dissertation submitted to the Faculty of the Graduate School of the
University of Maryland, College Park in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
2020

Advisory Committee:

Dr. Megan Madigan Peercy, Advisor and Chair
Dr. Karen Johnson
Dr. Loren Jones
Dr. Colleen O'Neal, Dean's Representative
Dr. Jennifer Turner

Acknowledgements

I dedicate this project to my parents. I am thankful that you have always encouraged me to strive academically, while at the same time allowing me the freedom to explore, and pursue, the interests that I find most fulfilling. Your support in this process has manifested in multiple ways and I am grateful for all of them. I love you, Mom and Dad.

My deep appreciation goes to my committee members, and especially my advisor, who have offered thoughtful and detailed feedback throughout this process. Your guidance helped shaped this project, as well as me, into better versions of ourselves. I am thankful that my committee is a representation of what it means to be strong women in academia.

I cannot offer enough thanks for the individuals who have encouraged, supported, and most importantly, sustained me in this process. Karen, Colleen, and Angelica, the biggest support you all have given me is your time. You have responded to my millions of questions, processed thousands of my comments, sat and worked with me for hundreds of hours, answered my too many "I just have a quick question" phone calls, and my recurring "I have no idea what I'm doing and need help" phone calls. You have sent numerous texts checking in with me, multiple emails with articles that may be of interest, and driven to my house, campus, and a variety of coffee shops a multitude of times to work with me. You all have given me a vast amount of your time when you all have dissertations you are also working on, and for that I am truly grateful. I am lucky to know you and I am so thankful for your friendships. I truly would not have made it through this process without each of you. Monica, thank you for reading my work since Core. Your feedback was always welcomed and helpful. Jordan and Kaitlin, having close friends who are going through the same, or a similar, process as you is invaluable. Your understanding of what I was going through was sometimes all I needed to keep going. Thank you for sharing the journey with me.

I am forever indebted to the individuals who participated in this study and allowed me into their lives in a small way. Thank you for trusting me as a researcher. By understanding your experiences, I have also cognitively and emotionally grown as a person, and as a researcher, around the concept of emotional support. Thank you for being a part of my study, and thank you for helping me learn.

Many thanks,
Megan Stump

Table of Contents

"Emotion is the least investigated aspect of research on teaching, yet it is probably the aspect most often mentioned as being important and deserving more attention."
–Michalinos Zembylas

Chapter 1: Introduction

1.1 Background of the Study

Teaching is often considered a cognitive profession, but it is an emotional one as well. The problem with describing teaching as emotional is that this term is often associated with the negative connotation that emotions are "irrational." In Western culture, suspicion exists that there is something wrong with emotions (Oatley & Jenkins, 1996), and they are habitually considered, "out of control, destructive, primitive, and childish, rather than thoughtful, civilized, and adult" (Sutton & Wheatley, 2003, p. 328). In actuality, cognition and emotion are interrelated facets of human functioning. Cognitive aspects in education, like "learning, decision making, motivation, and social functioning are both profoundly affected by and subsumed within the processes of emotion" (Immordino-Yang & Damasio, 2007, p. 7). In essence, cognition and emotion are a dialectical unity (Best, 1988; Swain, 2013; Vygotsky, 1987); they are two seemingly opposing forces which function interrelatedly as individuals develop.

Generally, there is harmony between the rational and emotional minds, functioning together and informing one another (Day & Leitch, 2001). However, when there is dissonance between the two minds, teachers' cognitive functions may be impeded (Day, 2004; Goleman, 1995). For example, emotions may influence teachers' thinking and problem solving. Intrusive thoughts from high anxiety can reduce one's working memory which impairs task-relevant processing (Sutton & Wheatley, 2003). Therefore, a teacher who is extremely anxious about her lesson and student behavior is "less likely to

solve the myriad of classroom-based problems that occur every day" (Sutton & Wheatley, 2003, p. 338). Conversely, positive emotions may broaden "people's momentary thought-action repertoires and build their enduring personal resources" (Fredrickson, 2001, p.3). The personal resources accumulated during states of positive emotions do not disappear; they can be drawn upon in different situations and emotional states, thus aiding teachers in "becoming more creative, knowledgeable, resilient, socially integrated and healthy individuals" (Fredrickson, 2004, p. 1369). Teachers who experience more positive emotions and therefore more 'head space' to generate teaching ideas and effective coping strategies may achieve more of their goals and make critical connections with students.

Teachers' emotions also affect students and their learning. Frenzel, Goetz, Stephens, and Jacob (2009) suggest that teachers' self-reported enjoyment, anger, and anxiety are linked to student perceptions of teaching. They found that teachers who self-reported feeling enjoyment taught cognitively challenging and coherent lessons and were more motivationally supportive of students. Conversely, students rated the quality of teaching as lower when teachers self-reported feeling anger, and even lower still when teachers self-reported experiencing anxiety. Students of teachers who reported being anxious perceived explanations as less elaborate and less coherent. Therefore, students may feel the effects of teachers' emotions through teachers' "behavior, in terms of the cognitive and motivational stimulation, classroom management, and social support they provide" (Frenzel, 2014, p. 508-509).

Ultimately, positive emotions, like enjoyment and pride, help teachers feel more efficacious, relate to students, be mentally healthy, be satisfied with their jobs, and have

low levels of emotional exhaustion (Taxer & Frenzel, 2015). Teachers tend to get a majority of their satisfaction from teaching and their relationships with students (Cowie, 2011; Day & Qing, 2009; Hargreaves, 1998; Hoy, 2013; Malderez, Hobson, Tracey, & Kerr, 2007; Nias, 1996; Teng, 2017). Conversely, negative emotions, like stress and frustration, are associated with diminished self-efficacy (Bandura, 1977; Skaalvik & Skaalvik, 2015), poor mental and physical health (Taxer & Frenzel, 2015), burnout (Chang, 2009; Jones & Youngs, 2012; Richardson, Watt, & Devos, 2013), and decisions to leave the teaching profession (Goddard & Goddard, 2006; Hong, 2010). It is critical to understand teachers' emotional experiences because emotions may have consequences for teachers' cognition, motivation, and behaviors, which can impact the student experience as well as their own experience (Sutton & Wheatley, 2003). Nias (1996) so powerfully reminds us, "Teachers' emotions, though individually experienced, are a matter of collective concern [because] their consequences affect everyone involved in the educational process" (p. 294). Thus, it is a disservice not only to teachers but the teaching profession as a whole to separate emotion from cognition and ignore emotions as central to the teaching and learning process.

1.2 Rationale for the Study

Since emotions are a primary part of teaching and impact teachers in a variety of ways, it is important to consider them in teacher development and, specifically, in teacher preparation programs, a time when teachers begin their developmental trajectories as leaders in the classroom. However, current structures of teacher preparation programs maintain a strong emphasis on cognition with little attention to the affective domain (Loughran, 2006; Meyer, 2009). My orientation to this study, and teacher learning in

general, is from a sociocultural theoretical perspective that positions cognition and emotion as equally important. Therefore, a sociocultural perspective underpinned by attention to both cognitive and emotional dimensions of teacher learning would be a more comprehensive approach to developing teacher-learners than is currently employed in most teacher education programs.

Within teacher education there is a strong emphasis that the *doing* of teaching matters greatly, such as what teachers teach, how teachers teach, and the student outcomes from that teaching. The recent turn in teacher preparation back to practice based teacher education (PBTE) focuses on teaching practice, with a shift from what "teachers know and believe to a greater focus on what teachers do" (Ball & Forzani, p. 2009, 503). The emphasis on doing from this perspective focuses on pre-service teachers (PSTs) developing high-leverage teaching practices (HLTPs) which are practices that are commonly found, or frequently used, within education and across classroom contexts such as leading a discussion, probing students' answers, or modeling strategies or thinking (Ball & Forzani, 2009; Forzani, 2014; McDonald, Kazemi, & Kavanagh, 2013; Zeichner, 2012). In essence, PSTs are acquiring skills for *specific* teaching practices (Forzani, 2014) and learning to enact teaching, tasks which I argue are primarily cognitive.

However, practice does not simply end at enactment because what follows is the outcome of the enactment, which is either a success or challenges the PST's expectations. From a sociocultural theoretical perspective, moments of success and challenge, which are tied to how PSTs think and feel about their teaching, are where the potential for learning and development reside, if those moments are appropriately supported

(Vygotsky, 1978). Thus, development of practice is difficult without development of person. Therefore, preparation programs which intentionally work to develop the *person*, and not just their practice, helps PSTs learn *from* their teaching, instead of only learning *to* teach and this type of learning may help them successfully move forward in their practice.

Ultimately, my critique of PBTE, and especially HLTPs, is not to denigrate those instructional practices, but point to another area in need of attention: the focus on person in and through their teaching practice and their cognitive and emotional experiences. Since development of practice is not possible without development of person (Vygotsky, 1978), current structures of teacher preparation may stifle teacher development if they focus on practice more than the PSTs' sense-making of themselves in relation to their practice. A sociocultural theoretical perspective regarding PST development focuses on the *experience* of practice which accounts for the role of the PST and, subsequently, their emotions in the doing of practice. This perspective is more comprehensive to understanding the PST learning and development process, and also provides PSTs with the opportunity to learn *from* their practice, a skill that may be helpful in supporting themselves when they are in-service teachers.

1.3 Significance of the Study

Teaching is emotional across all contexts, regardless of teaching environment, subject matter, or age of students taught. However, "teachers of different subjects may be confronted with different contextual realities shaping their emotional experiences" (Loh & Liew, 2016, p. 268), and it is possible that teaching is especially emotionally laden when it involves teaching a new language and culture, given the tight ties between

language, culture, and identity (Kim, 2003). Yet, there is little research to delineate emotions in specific content areas (Sutton & Wheatley, 2003; Uitto, Jokikokko, & Estola, 2015). This study focuses on the emotional experiences of L2 PSTs to help expand the dearth of research on this content area.

As noted in the previous section, a focus on person (specifically, their emotions), in addition to a focus on their practice, allows for more comprehensive support in the PST development process. However, more research is needed on how support of PSTs' emotions may be effectively enacted and how this emotional support may benefit PSTs' practice and their understandings of themselves as teachers. Current literature on L2 teacher emotion primarily focuses on what emotions teachers experience while teaching or learning to teach. Studies indicate what the emotional experiences of L2 teaching "are," but not how they are understood by PSTs in relation to their conceptualizations of teaching. Similarly, the literature base regarding the role of L2 teacher preparation and teacher emotion reveals that explicit mediation, a type of strategic and intentional support, successfully pushes cognitive/emotional development in L2 teachers, but discloses little about the experience of PSTs' understanding, and learning about, their emotion through this process (for an elaborated explanation of these two literature bases see Chapter 2). In other words, current framing of emotion in L2 teaching focuses on the emotions L2 teachers feel and how emotions impact L2 teachers, but does little to examine and explain *how L2 teachers navigate emotional experiences*. I fill this gap in the literature by studying how L2 teacher preparation programs can support pre-service L2 teachers' expressed emotions and how this emotional support may impact pre-service

L2 teachers' conceptions of their teaching and themselves as teachers. The following research questions guide my study:

1. How does a teacher educator respond to pre-service second-language teachers' expressions of emotion?
2. How does mediation of pre-service second language teachers' expressions of emotion inform their conceptions of themselves and their teaching?

1.4 Definitions of Key Terms

In this section I define terms that are conceptually significant to this study.

Cognitive/Emotional Congruence – When reality aligns with, or exceeds a teacher's expectations or what they envisioned happening in the classroom.

Cognitive/Emotional Dissonance – When reality does not match a teacher's expectations or what they envisioned happening in the classroom.

Practicum Teachers[1] – Students who are enrolled in the MA TESL program where this study took place. The title of 'practicum teacher' is intentional in its naming because it accounts for the range of experience that students have in the program. Some students have many years of experience, so they are not technically pre-service teachers, and others have taken a break from teaching, so they are not in-service teachers. 'Practicum teacher' encompasses the nature of the work students are doing in the program and any teaching experience they bring with them.

[1] To adhere to this reasoning, and account for the range of experience of the participants in this study, I will begin to use the term practicum teachers when I present it in the methods section and continue to use it through the remainder of the study. In earlier chapters, I will use the term pre-service teachers.

Pre-service teachers – Students who are in a traditional teacher preparation program (i.e., accredited and university-based) learning to teach. Pre-service teachers may be in a four-year undergraduate degree program, a two-year Master's degree program, or a one-year intensive Master's program. Pre-service teacher may be used interchangeably with student teacher, teacher trainee, or teacher candidate.

Professional teacher – Teachers who have graduated from a teacher preparation program and are teaching on their own. Professional teacher is synonymous with in-service teacher and instructor of record.

Second language (L2) teacher preparation program – A preparation program that focuses on preparing students to teach English as a second language (ESL).

Second language (L2) teachers – Teachers whose content instruction is a language other than the native language of the students they are teaching. In this dissertation, 'L2 teachers' refers to teachers who teach English as a second language (ESL). The term 'second language' encompasses a language learned beyond a student's first language and therefore, is synonymous with the term 'additional language.'

Teacher Educator – Individuals in teacher preparation programs who provide instruction or support to pre-service teachers.

Teacher preparation program – A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools (Council for the Accreditation of Educator Preparation, 2015). The term may be shortened to teacher preparation or preparation programs.

1.5 Overview of the Study

This dissertation is divided into six chapters. In this chapter, I have presented background information, explained the purpose and significance of the study, and defined key terms. In chapter two, I present the theoretical framework used in this study, define the central concept in my research, emotion, and review literature on two fields of study: (1) L2 teacher emotion and (2) L2 teacher preparation and teacher emotion. In chapter three, I describe the research design and methods utilized for data collection and data analysis. In chapters four and five, I present the findings for research questions one and two, respectively. In chapter six, I discuss the study's findings, their implications, and suggestions for future research.

Chapter 2: Theoretical Framework and Review of Literature

> "I suppose, you know, I don't like, "Don't worry about that," because that makes me feel that it is not a thing worth worrying about. But now I feel the emotion you cannot tell me that is not a thing." –Wen[2]

In this section, I discuss the theoretical framework that informs this study, address the concept of emotion, and review literature that is relevant to my field of study. I begin by explaining semiotic theory (Peirce 1894/1998) and sociocultural theory (Vygotsky, 1978). I then discuss the concept of emotion (Best, 1988). While emotions are the central component of this study, I choose to define the term later in the chapter because the way I conceptualize emotion is informed by the theoretical framework. Lastly, I review empirical research related to two fields of study: (1) L2 teacher emotion and (2) L2 teacher preparation and teacher emotion.

2.1 Semiotic Theory

I draw upon Peirce's (1894/1998) semiotic theory – in particular the notion of indexicality – to describe the signifying function of emotions in cognitive development. Peirce noted that an indexical sign is connected to an object; they serve as an organic pair where one thing signifies something else, such as a weather vane indicating the direction of the wind or a long black robe and gavel indicating a judge. Essentially, "anything that focuses the attention is an indication" (Peirce, 1894/1998, p. 8). Since emotion and cognition are inextricably linked (Best, 1988; Immordino-Yang & Damasio, 2007; Swain, 2013; Vygotsky, 1987), then PSTs' emotive language may serve as an indicator that, cognitively, there is congruence or dissonance regarding their teaching. What I mean

[2] All names are pseudonyms.

by congruence and dissonance is when there is either a match (i.e., congruence) between the ideal (desired outcomes or internal conception of what teaching should be) and the real (actual activity) or when a contradiction (i.e., dissonance) exists between the ideal and the real (Golombek & Doran, 2014). When PSTs express emotion, they are signifying something has happened in their teaching, and teacher educators (TE) can use this expressed emotion as an indicator of where emotional support may be needed to foster cognitive growth and development.

2.2 Sociocultural Theory

Vygotsky's sociocultural theory (SCT) is a *theory of mind*. It describes the manner in which individuals cognitively develop. Four interrelated ideas form the basis of Vygotsky's work: (1) a focus on *genetic*, or developmental, analysis; (2) the claim that learning and development are social in nature; (3) that learning and development are mediated by tools and signs (Wertsch, 1985, p. 25); and (4) that cognition and emotion are a dialectical unity (Vygotsky, 1986). Though these aspects are interconnected, I examine each of them separately for clarity. I then discuss these ideas in relation to my study.

2.2.1 Microgenetic analysis.

Vygotsky's (1978) psychological analysis of development focuses on *process* analysis instead of object analysis. A process focus of development "requires a dynamic display of the main points making up the processes' history" (Vygotsky, 1978, p. 61). What this means is that cognitive development may be better understood when it is studied *as it occurs,* as opposed to studying a specific cognitive outcome. Vygotsky was interested in *how* individuals developed, not the result of development, and argued that

the causal and dynamic moment-to-moment actions which link processes to outcomes "may be the most interesting data" researchers could gather (Wertsch, 1985, p. 55). Since Vygotsky's (1978) method focused on moment-to-moment processes, the development in question is often a short-term focus ranging from a few seconds, to a few days, to a few weeks (p. 61). Wertsch (1985) describes the nature of microgenesis as a "very short-term longitudinal study" (p. 55).

When studying development, a focus on process is important because the final product of anything does not reveal much about the product itself. Vygotsky explained the importance of the differences between what something *is* and *how it came to be* from phenotypic (descriptive) and genotypic (explanatory) viewpoints of psychology. A descriptive approach addresses an object as it currently is: its features, manifestations, and external similarities. However, from a psychological viewpoint, objects which appear to have external similarities may profoundly differ in their nature, and this is why Vygotsky argued for explanatory analysis which "seeks to lay bare the essence rather than the perceived characteristics of psychological phenomena" (Vygotsky, 1978, p. 63). In other words, though a group of individuals may be labeled as "teachers" during and after their engagement in a teacher preparation program, the individuals themselves vary in terms of goals, values, and lived experiences and the *process* of how each individual developed as a teacher may look different among the group due to these varied characteristics. Therefore, a microgenetic method of analysis helps explain the complex process of development (how an individual transforms as a teacher) instead of merely describing objects (the characteristic of a teacher).

Additionally, the process of development must be studied within the particular context in which it happens (DiPardo & Potter, 2003; Vygotsky, 1986; Vygotsky, 1987). To understand how PSTs develop, the external environmental characteristics (who is present and what is happening) should be considered in addition to the individual, unique experience of the PST (their personal characteristics) in that environment. The personal and environmental characteristics matter in the process of development because environmental characteristics can be manipulated or changed to foster development. From a Vygotskian standpoint, development does not happen on its own by simply placing a person in a specific context, but is fostered through the incorporation of objects or stimuli that alter the environment and thus, the person's interaction with the environment (Vygotsky, 1978, p. 74). For example, it cannot be assumed that PSTs will reflect on their practice in a productive way, or even develop reflective practitioner skills, just because they are asked to reflect in their preparation program. However, if their context is altered in a way that provides assistance that will help frame and focus PSTs' reflection in a productive way, PSTs may learn, and even develop, in ways that they would not have been able to do if unassisted. Additionally, because personal characteristics will impact how a PST responds to environmental characteristics, assistance can be altered to meet the needs of individuals. In essence, an understanding of the process of development can help TEs see where mediation, or explicit support, is needed to push PSTs' development and, also, alter their mediation (i.e., change the environment) as needed for individual PSTs.

Fundamentally, microgenetic analysis focuses on process because to study something in a current form means to look at "fossilized" forms of behavior; behavior

which has become so routine that it is difficult for researcher, or participant, to determine how a state of being came about (Vygotsky, 1978, p. 63-64). A focus on *how* PSTs develop is important because it can give meaning and structure to TEs' practice regarding how they support PST development. Ultimately, to understand the process of development, environmental characteristics as well as personal characteristics need to be considered due to the dynamic and emerging influences that these two entities have on one another. I will elaborate on the notion of social setting and individual lived experience in the next section.

2.2.2 The social nature of learning.

One of the most well-known tenets of Vygotsky's work is that learning is social in nature. Vygotsky (1978) explains, "Every function of 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) (p. 57, emphasis in original). This process of development is known as *internalization.* Internalization is when an individual takes what is done in activity with others, brings it into themselves where they can examine it, make sense of it, and reconceptualize it, and then internalizes this new understanding in a way that fundamentally changes their thinking and thus, impacts their behavior. In essence, the individual is *transformed.*

This transformation is the reason that development should not be confused with a mere copying or transferring of social interactions to individual action. Through internalization, PSTs take what is done in activity and appropriate it for their own contexts. To be clear, Vygotsky's (1981) position is that development cannot occur *without* social interaction:

> …all higher mental functions are internalized social relationships. These higher mental functions are the basis of the individual's social structure. Their composition, genetic structure, and means of action – in a word, their whole nature – is social. (p. 164)

However, when "developed," individuals are not merely imitating that which they learned in activity because internalization *changes* not only the structure of what was experienced (the PST's understanding of it) but also how to apply it (appropriating it for the PST's specific context). Internalization, then, is the process between what is done in activity with others and PSTs being able to exert self-regulation and control in their own activity and classroom environments.

For example, a PST is repeatedly told in her preparation program that small group work is beneficial for student learning. The PST *knows* she should use small group work but *feels* uncertain on how to do so. Still, she attempts to incorporate this design into a lesson. During class, she tells students to get into small groups of three to four. However, because classmates sit with their friends, and group sizes are uneven, some groups are more productive than others and the PST finds that the group work caused more frustration than benefit. Upon talking about this issue with her TE and classmates, the PST is asked to consider why group work would benefit the activity, what her goal was for the group work, why she chose groups instead of pairs, and why she let students choose their own groupmates instead of assigning them. The PST, now with a broader understanding of the intricacies of small group work, has to make sense of these points in light of her specific context to utilize strategies that will be productive for her students, her environment, and her lesson goals.

Internalizing suggestions from class, the PST decides to assign pairs, instead of small groups, for the next activity to separate friends and create a space where there is less chance for one student to dominate the discussion. The PST's attempt to change her strategy results in a productive work environment which, in turn, impacts her understanding of her pedagogical decision making and provides her with confidence to attempt other student arrangements and pedagogical decisions on her own. In other words, because the PST's understanding changed, as a result of her internalization of class suggestions, she exerts a different influence on her environment. The environment, having been changed by the individual's changed "structure," in turn impacts the individual in a different manner (Vygotsky, 1978) and thus, the process of internalizing social interaction becomes an ongoing and iterative process.

There are two important distinctions to make about the social nature of learning from an SCT perspective. First, as stated above, one must understand the context of the environment that a person is functioning in to understand their development. This means that who is in the space and the interactions that occur in a space are important. Specifically, any explicit attempts to change or impact the environment to further one's development are important to comprehend. I address this notion under the section on mediation, the third component of SCT. Second, another important aspect of understanding the environment in which the individual functions is to understand the individual themselves, since they are part of the environment. An individual's experience can be understood through the Russian term *perezhivanie*. I explain *perezhivanie* as a subsection to social learning.

2.2.2.1 Perezhivanie.

From a Vygotskian perspective, emotion, like cognition, is socially constructed (DiPardo & Potter, 2003). Vygotsky (1987) asserted that emotions "cannot be understood outside the dynamic of human life. It is within this context that the emotional processes acquire their meaning and sense" (p. 333). In essence, emotions are socially constructed because "If the child is a social being and his environment is a social environment, then it follows from this that the child himself is a part of this social environment" (Vygotsky, 1998, p. 293). Therefore, an individual's emotional experiences, and what they mean to the individual, are rooted in and stem from the sense-making about the social and contextual settings in which individuals participate. This subjective significance of an individual's lived experience is encapsulated by Vygotsky in the Russian term *perezhivanie,* which addresses the role of emotional experience in one's development. Vygotsky (1994) explains:

> the essential factors which explain the influence of environment on the psychological development of children…are made up of their emotional experiences [*perezhivanija*]. The emotional experience [*perezhivanie*] arising from any situation or from any aspect of his environment, determines what kind of influence this situation or this environment will have on the child. Therefore, it is not any of the factors in themselves (if taken without reference to the child) which determines how they will influence the future course of his development, but the same factors refracted through the prism of the child's emotional experience [*perezhivanie*]. (p. 339-340)

Essentially, because of the dialectical unity of person and environment, environments themselves do not have direct influence on an individual's development, but how an individual *experiences* environments, meaning how they interpret and understand them, does impact their development. *Perezhivanie,* then, explains how individuals experiencing similar situations will not experience them the same way based on individuals' personal lived experiences.

Perezhivanie encompasses both past and present experiences as it is "the emotional and visceral impact of lived experiences on the prism through which all future experiences are refracted" (van der Veer & Valsiner, 1994, p. 336). This means that experiences are not isolated events but build upon and inform one another. The ways that individuals interpret present circumstances connect to past lived experiences and impact how the individual experiences their present environments. Thus, individuals are not just experiencing an environment, but are experiencing that environment through their own lived experiences. Therefore, when the social nature of learning is considered, the lived experience of PSTs must also be considered because how they experience learning to teach, how they come to understand what it means to teach, and who they are in that process will be different for everyone based on each PSTs' *perezhivanie*. Therefore, *perezhivanie* also speaks to the need for varied support of lived experiences because PSTs will have different motives, values, needs, and emotions when it comes to the learning-to-teach process. Thus, for a TE to establish PSTs', "*perezhivanie,* both past…and present…is essential in order to provide mediation that is responsive to teachers' emergent and immediate needs as they are learning to teach" (Johnson, 2015, p. 517). To effectively support (i.e., mediate) PSTs' emotional experiences within a

practicum, TEs must shed their own understanding or beliefs about an experience and understand that lived experience from the PSTs' points of view.

2.2.3 Mediation.

Broadly speaking, "mediation occurs when something comes between us and the world and acts in a shaping, planning, or directing manner" (Swain, Kinnear, & Steinman, 2011, p. 2). Mediated activity is the connecting factor between social interaction and independent functioning; it is what drives transformations of behavior and individual development. Specifically, it is the internalization of the understandings resulting from interactions with and through mediated activity that leads to development. To illuminate this process, I explain mediational spaces, mediational tools, and types of mediation.

2.2.3.1 Mediational spaces.

A mediational space exists where "teachers can externalize their current understandings and then reconceptualize and recontextualize their understandings and develop new ways of engaging in the activities associated with teaching" (Johnson & Golombek, 2003, p. 735). For mediation to occur, there has to be an initial externalization of thought or understanding. Therefore, an important aspect of a mediational space is the ability to externalize, which can happen through writing, speaking, or activity. Examples of mediational spaces in a teacher preparation program are journals, class discussions, and PSTs' practicum placements. These mediational spaces allow the hidden thoughts and feelings that PSTs have (i.e., their lived experiences) to be made visible. These expressed understandings may be presented by explaining an incident that happened (writing or speaking) or through the activity of teaching (physically doing what the PST

thinks is correct or necessary at any given time). However, for learning and development to occur from a mediational space, PSTs have to make sense of their externalizations. This sense making is done through mediation by using physical and psychological *tools* to "shape, plan, or direct" PSTs' externalized understandings.

2.2.3.2 Mediational tools.

Vygotsky (1978; 1981) contends that learning and development are mediated by physical and psychological *tools.* Though both types of tools mediate human thinking and activity, they orient human behavior differently (Vygotsky, 1978). Physical tools are *externally* oriented because they lead to changes in objects; humans are able to influence and master the world around themselves with physical tools. Conversely, psychological tools, also called signs, are *internally* oriented and lead to internal, psychological changes; humans are able to master their behavior. In essence, physical tools restructure labor operations and psychological tools restructure behavior (Vygotsky, 1981). For example, a book, which is read to understand specific content, acts as a psychological tool because the text mediates the reader's understanding of the content. The reader's processing of their understanding of what they read helps shape their understanding of the content overall. However, if the reader then goes to the grocery store and uses the book to prop open her front door so she can carry in her groceries, the book has become a physical tool. Using the book as a door prop has helped the reader exert control over her environment because she can now easily move the groceries from her car to inside the house without an obstruction.

Vygotsky (1981) provided several examples of psychological tools such as language, counting systems, mnemonic techniques, works of art, writing, and drawings.

Psychological tools such as these mediate learning by directing mental functions in new ways. For example, a PST may be given a journal and told to reflect on their teaching. The PST may write very little or nothing at all because she is unsure what to write about or how to write about her experience. The PST may also write a great deal but not engage with or process what she has written. The mere act of doing, or externalizing, may not be enough to promote changed understanding. However, clearly stated prompts that ask for specific information may direct the PST's thoughts and writing in a way that helps her make better sense of her experiences. The prompts serve as a tool which comes between the PST and her teaching "world," and directs the written expression of her thinking in such a way that she is able to reconceptualize that which she previously thought about her teaching experience. This changed understanding can lead to changes in her teaching practice. Ultimately, mediated activity leads to changes in both mind and behavior.

Additionally, mediation may occur individually (self-mediation) or between individuals (other-mediation) (Kozulin 2003; Lantolf & Thorne, 2006). I return to the example of reflection to explain. As noted in the previous paragraph, the PST reflected through a series of directive prompts. Though the PST is engaging in reflection alone, the activity of writing can help mediate her understandings of her teaching. Since the prompts direct her thinking and her writing in a specific way, the language she uses to explain, process, and analyze her teaching helps to reorient herself towards the event in which she describes. In essence, she self-mediates her understandings through written language. However, if the TE that assigned the reflection assignment then reads the journal and responds to what the PST wrote, the TE's comments and questions may also mediate the PST's understandings of her teaching. Though this is a written dialogue

between the TE and PST, it is still reflective of social interaction and the PST could still internalize the language used in this interaction.

Ultimately, tools are what help PSTs "reconceptualize and recontextualize their understandings" (Johnson & Golombek, 2003, p. 735). While mediational spaces are where externalization happens, the reconceptuliazation, or the sense-making of understandings, is what happens through interaction with tools. This reconceptualization, whether done alone or with others, can be targeted by TEs with the purposeful insertion of mediational tools in their course and lesson designs which makes their mediation *explicit.*

2.2.3.3 Implicit and explicit mediation.

Wertsch (2007) identifies two types of mediation in Vygotsky's writings: explicit and implicit mediation. Explicit mediation is when "an individual, or another person who is directing this individual, overtly and intentionally introduce a "stimulus means" into an ongoing stream of activity" as a means to purposefully shape an activity (p. 180). In other words, explicit mediation is *intentional* and oftentimes *strategic* because it is utilized for a specific purpose. In contrast, implicit mediation, which often involves language, is not intentionally introduced into a situation because it is "part of a pre-existing, independent stream of communicative action that becomes integrated with other forms of goal-directed behavior" (p. 181). Though language is generally prevalent in some form when PSTs interact with their environments, the implicit nature of language means it may or may not mediate their experiences. Just like students will not learn by merely putting them into an environment without directed and mediated assistance, the mere existence of psychological tools, like language, "does not imply that they will be used by students as

psychological tools" (Kozulin, 2003, p. 25). Therefore, strategic tools which help direct and focus externalizations about experiences are important within the PST development process. Thus, in this study, I will focus on the use of *psychological tools* in the form of *explicit* mediation.

2.2.4 Emotion and Cognition.

While SCT is a theory of mind that focuses on the development of cognitive processes, from Vygotsky's perspective, human consciousness is comprised of cognition and emotion. Vygotsky (1986) did not see cognition and emotion as separate but interacting units, but as a dialectical unity; they are two seemingly opposing forces which function interrelatedly as individuals develop. Vygotsky (1987) posits, "Every idea contains some remnant of the individual's affective relationship to that aspect of reality which it represents" (p. 50). Therefore, when cognition and emotion are seen as a unit of analysis, and emotions are used as a signifying function (see section 2.1), "it further permits us to trace the path from a person's needs and impulses to the specific directions taken by his thoughts, and the reverse path from his thoughts to his behavior and activity" (Vygotsky, 1986, p. 10-11). In essence, emotions provide insight into our thoughts and behaviors and, conversely, behavior can be indicative of emotional states. This understanding of the cognitive/emotional unity is what helps provide understanding of others' experiences. Vygotsky (1986) elaborates:

> Thought is not begotten by thought; it is engendered by motivation, i.e., by our desires and needs, our interests and emotions. Behind every thought there is an affective-volitional tendency, which holds the answer to the last "why" in the

> analysis of thinking. A true and full understanding of another's thought is possible only when we understand its affective-volitional basis. (p. 252)

In other words, emotions are tied to reasoning. While Vygotsky's quote implies that the more you ask "why" regarding someone's reasoning, they'll eventually provide an affective basis for their thought, I see the signifying function of emotion as the starting point for asking "why" and ending with a cognitive basis (i.e., reasoning) for someone's emotion. Both approaches illuminate the same concept: that thoughts and behaviors are connected to the ways in which individuals experience situations. Ultimately, emotion, like cognition, is ever present in individuals and changes through the process of development. Therefore, since emotion and cognition are a single unit of analysis, both entities must change when an individual develops.

2.3 Emotions

Due to my sociocultural stance towards how learning occurs, I conceptualize emotions in a way that is helpful to understand the cognitive/emotional connection within the learning-to-teach experience. Similar to a SCT perspective, Best (1988) argues not that emotions and cognition are closely related, but that emotions are *rational in kind* (p. 242, emphasis in original). He contends that when understanding (i.e., cognition) is separated from emotion there is no logical reasoning for emotions. Without understanding, emotional experiences would represent individuals as "passive recipients of effects" (p. 241) who are influenced by their surroundings but exert no influence on their surroundings. What this means is that without understanding, anything could seem frightening, such as a normal, inanimate object like a pillow, or nothing would seem harmful, such as a venomous spider. Without understanding, there is no appropriate

sense-making from individuals about their surroundings. Understanding is what allows individuals to exert an effect on their environment because they can assess an object and have an appropriate emotional response, if any. Thus, our emotions are rational and logical (i.e., they make sense) *because* of our understandings of our surroundings.

Understanding is what links emotions to "objects of a certain kind – one is afraid of X, angry at Y, joyful about Z" (Best, 1988, p. 243). Since Best does not define objects, I connect his conceptualization of understanding and emotion with the signifying function of emotion (Peirce, 1894/1998) to define this term in relation to PSTs. If, from a signifying function, emotions indicate that which is significant to PSTs, then it can be argued that an object is *a matter of significance*. For PSTs, some examples of objects may be goals, objectives, students' attitudes and behavior, their relationship with their mentor, course content, challenges, successes, or lesson planning. It can be argued that matters of significance to PSTs are objects and PSTs' emotions stem from their understanding of these objects. Thus, to change PSTs' dissonant emotions, or maintain their congruent emotions, mediation can be directed at PSTs' understandings (i.e., their cognition) because to change PSTs' understandings, and thus their emotions, PSTs need to evaluate situations from different perspectives (Best, 1988, p. 242). Best (1988) explains:

> …feelings, in being seated in understanding, are always *answerable* to reason, in that they are, in principle, open to the possibility of being changed by reasons given for different ways of seeing and feeling about situations. (p. 247, emphasis in original)

PSTs may not evaluate situations in ways other than how they initially experienced them. Thus, reasons help position situations "in a different light, and this often involves a different evaluation" for PSTs (p. 242). In a teacher preparation program, reasons may manifest in ways such as offering suggestions or alternatives, explaining what PSTs did while teaching, or ways in which PSTs have grown and changed. Ultimately, reasons can mediate PSTs' understandings of objects in ways they may not have previously considered. Internalization of alternate perspectives may help PSTs revaluate objects, change or deepen their understanding of objects, change how they feel about these objects, and possibly change how they act toward these objects (Vygotsky, 1978). Due to the significance of the unity of cognition and emotion in PSTs' understandings of their own practice, I define teacher emotion in two ways:

(1) Emotion is an expression of a certain understanding of its object (Best, 1988, p. 244)

(2) Emotion is an expression of a changed understanding of its object (Best, 1988, p. 244)

I use two definitions because they incorporate both the valid personal experience of PSTs, their *perezhivanie* (definition #1), and the importance of mediated activity in PST development (definition #2).

2.3.1 Dissonant and congruent teacher emotions.

In the broader teacher emotion literature, teacher emotions are primarily classified as positive or negative. Positive emotions tend to be associated with professional efficacy and acting in accordance with one's beliefs and values. Negative emotions tend to be linked to less-efficacious teaching, inability to help students, and acting in ways that are

counter to one's values (Nias, 1996). However, positive emotions may not always lead to positive outcomes and, reciprocally, negative emotions may not always produce negative outcomes. Negative emotions, such as stress and anxiety, may contribute positively to efficacy if teachers prepare to face challenges (DeMauro & Jennings, 2016), and reflecting on one's negative emotions, and subsequent classroom behavior, can lead to positive classroom changes (Meyer, 2009).

Results from these studies counter the implicit assumption in teacher emotion literature that positive emotions are good for teachers, students, and teaching, and negative emotions have undesirable effects (Keller, Frenzel, Goetz, Pekrun, & Hensley, 2014). This assumption borders on the dangerous idea that positive emotions are "good" and negative emotions are "bad," and that teachers should not experience negative emotions. Ultimately, I believe that if in education the label of negative emotions is only seen as bad, then PSTs are also being told that the experiences that lead to those feelings are bad and may dismiss emotional experiences as learning opportunities (Vygotsky, 1978).

In light of the research presented in this section, and the theoretical framework, I find a better way to distinguish between emotions is to consider whether they are congruent or dissonant with cognition. Cognitive/emotional dissonance is when a PST's reality does not match their expectations. Conversely, cognitive/emotional congruence is when reality aligns with, or exceeds, expectations. Therefore, feelings of dissonance do not imply that something or someone is "bad" or "wrong," but that there is a misalignment which can be adjusted. Reasoning can help realign one's cognition and emotion (Best, 1988; Vygotsky, 1987). Similarly, reasoning can help identify factors that

contributed to cognitive/emotional alignment which may help support PSTs in their future teaching. Therefore, in this study, I will not use the terms "positive" or "negative" in association with teacher emotions but will refer to them as "congruent" or "dissonant" to encompass a wider opportunity to understand emotions as normal and the chance to learn from them.

2.4 Application of the Theoretical Framework to My Study

PSTs' learning-to-teach experiences are mediated by numerous psychological tools, the most important or pervasive being language. While language, or social interaction, does mediate learning-to-teach experiences, it is an implicit type of mediation because it is a natural "communicative action" which, compared to explicit mediation, is "preexisting" and not purposefully introduced into, or used to organize, human action (Wertsch, 2007, p. 181). Language is often used with other mediational tools to push learning and development (Wertsch, 2007) but, by itself, language may not explicitly mediate. This distinction is important in the teaching and learning process where goals and objectives abound, because simply asking PSTs to participate in an activity that involves language, written or spoken, does not guarantee mediation that supports their learning or development towards goals and objectives. For example, when veteran and beginning teachers share stories of frustration with each other, they may commiserate together, instead of providing productive feedback to one another, which results in decreased responsibility and creative energy to explore alternative solutions (Chubbuck, Clift, Allard, & Quinlan, 2001). Similarly, in no way does "simply placing teachers in groups and asking them to address the professional challenges they face…ensure their development and/or improve their practice" (Johnson, 2009, p. 99). Thus, social

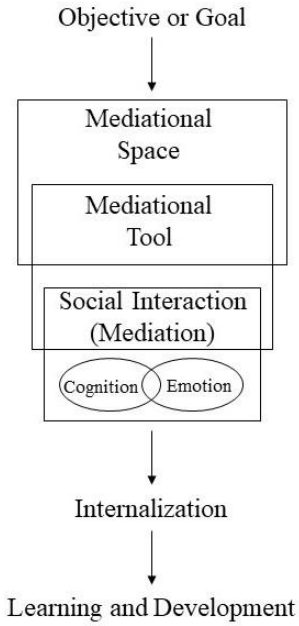
interaction needs to be shaped and directed in a purposeful way for PSTs to achieve specific goals or outcomes. Therefore, mediational tools which help direct and focus written or spoken language use (i.e., the social interaction around the tool), may have a greater benefit in fostering development. Mediation then, is most helpful when it is purposeful and intentional; in essence, when it is explicit.

For example, when a TE has a specific objective or goal, she can design or utilize a mediational space that will allow PSTs to externalize their understandings about their teaching. However, to make sense of that externalization, the use of mediational psychological tools can help focus experiences and direct the PSTs' thinking, feelings, and language in a manner that encourages them to deeply process and reconceptualize their experiences. This processing, the social interaction, may happen individually or with others. The externalization and reconceptualization are generally language driven, either written or spoken, and can reflect cognitive and affective aspects of teaching. When PSTs internalize understandings resulting from mediated social activity, they are able to change their thinking, their feelings, and their individual activity which results in learning and development. I conceptualize this theoretical perspective in Figure 1.

The diagram represents the theoretical framework in action. Applied to this study, the TE's overarching goal is to have PSTs develop into "independent thinkers and independent teachers who can reason on their own" (Interview #2, 4/17/19). Due to the TE's specified goal, there should be intentionally designed spaces and tools used for the specific purpose to mediate PSTs' development toward these independent roles. Explicit mediation, then, is recognized in this study as an intervention by the TE to help PSTs develop because the insertion of tools alter the way the PSTs understand and interact with

their environments (Vygotsky, 1978). Consequently, I focus my research on the social interactions happening around mediational tools to explore what happens with PST emotions when expressed.

Figure 1 - Conceptualization of the Theoretical Framework



Since the spaces and tools are where PSTs' externalizations and reconceptualizations of practice occur, there is a possibility that emotions would be expressed because they are a part of teaching practice. Since emotion and cognition are connected, PSTs' emotions, when expressed, serve as a signifying function (Peirce, 1894/1998) that, cognitively, there is either dissonance or congruence in their teaching practice. This indication of dissonance or congruence creates an opportunity where TEs could further mediate PSTs' understandings and feelings for continual growth in and about their practice. What this means is that the use of the TE's designed tools help mediate PSTs' understandings of their teaching experiences; these tools help PSTs make sense of who they are and what they are doing when teaching. However, through the expressions of their understandings,

PSTs may also express emotions. Therefore, a new opportunity is created for the TE to mediate that specific component of their experience. Emotions can then be mediated through the social interaction created by the use of the tool.

For example, when a PST expresses emotion, whether in writing or speaking, the TE may mediate this emotion. This written or spoken mediation may include exploration of what caused the emotion, the PST's perception of events, and ways they may approach a similar situation differently in the future. The *reasons* behind the emotion are mediated to change the PST's understanding about a situation. If and when the PST internalizes the understandings from this mediation, there should be a change to their expression of emotion (if dissonant) and their teaching practice. Since cognition and emotion are a unity, PSTs should develop both cognitively and emotionally as a result of mediation. Thus, if over time their emotions become more congruent, there should be an equivalent change or development of practice, which would indicate the PSTs are functioning more independently, achieving the TE's goal. Therefore, in this study, I aim to explore TE support of PSTs' expressed emotions within mediated social interactions in relation to their development as independent thinkers and independent teachers. Understanding the moment-to-moment actions within social interactions should help reveal the *process* (i.e., what the TE says and does for each PST's expressed emotions) by which each PST develops.

2.5 Review of Empirical Literature

In this section I discuss the bodies of literature that serve as a foundation to my proposed study. I reviewed empirical studies to better understand the emotional experience of second-language (L2) teaching and to explore how teacher emotion is

attended to in L2 teacher preparation. The questions that guided my review of the literature were:

Question 1: What are L2 teachers' emotional experiences of teaching?

1a: What does the literature say about emotions and pre-service L2 teachers?

1b: What does the literature say about emotions and in-service L2 teachers?

Question 2: How is emotion addressed in L2 teacher preparation?

In the following sections, I describe my methods for selecting articles for review. I then summarize the findings of empirical studies on the emotional experience of L2 teachers and teaching and on ways L2 teacher preparation programs attend to teacher emotion. I offer critiques of both bodies of literature, identify major gaps in each research base, and suggest future directions for research on L2 teacher emotion and L2 teacher preparation programs.

2.6 Search and Selection Procedures

Seminal issues on teachers' emotion addressed in the *Cambridge Journal of Education* (Nias, 1996) and a special issue of *Teaching and Teacher Education* (Hargreaves, 1998) prompted changes in situating emotions more prominently in the field of education. Since an "affective turn" began in educational science in the 1990s (Pekrun & Linnenbrink-Garcia, 2014), I examined literature on teacher emotion from 1990-2018. I conducted a literature search in the electronic databases *Academic Search Complete, Education Source, ERIC, Psychology and Behavioral Sciences Collection, PsycINFO*, and *Teacher Reference Center*, using the search terms *pre-service teachers or teacher*

candidates or student teachers; teacher preparation or teacher education; learning to teach; teacher emotion; second language teacher education; and *second language teacher emotion.* In addition to the electronic search, I used backwards reference searching to expand my pool of articles. Backwards reference searching, also known as chain searching or citation mining:

> Involves identifying and examining the references or works cited in an article…to learn about the development or knowledge on a topic, study the origins and development of a theory or construct, and identify experts, institutions, and organizations that specialize in a topic of research. (Florida Atlantic University Libraries, nd)

My electronic search, coupled with backwards reference searching, provided me with 20 resources on L2 teacher emotion and L2 teacher preparation. Although specific selection criteria help narrow the number of articles for a review, I believe the reviewed literature for this study is small in number because "Language teacher emotions as a subject of study has had scarce attention in [Applied Linguistics], contrary to changes in the field of Education following the seminal issues on teachers' emotions" (Barcelos & Ruohotie-Lyhty, 2018, p. 113). I provide a characterization of my empirical L2 teacher emotion and L2 teacher preparation articles in sections 2.7 and 2.10, respectively.

I used specific criteria in selecting which documents to review. Since my review focuses on the beginning years of teaching, pre-service teachers and professional teachers in their first one to five years of teaching, I did not consider the emotions of students, teacher educators, or mentors. I also was not interested in the emotional skills of students, nor how teachers taught these skills; my primary focus was on the emotional experiences

of beginning teachers. I did not review publications that focused on teachers' attitudes or moods. Moods and attitudes are separate entities, although they are often grouped together with emotion under the term 'affect.' However, I did consider pieces that used the term 'affect,' because this term is sometimes used synonymously with emotion. I only included a resource if affect was used synonymously with emotion, and not if the piece was using affect to refer to teachers' moods or attitudes. Overall, I selected a resource for review if emotions were a central component of the piece, evidenced through the presence of the word 'emotion' in the title, abstract, or key words of the publication.

Additionally, I considered publications both from the United States and internationally. Empirical L2 teacher emotion research from the U.S. is a small literature pool; I found a greater amount of empirical research on L2 teacher emotion from other countries. While I recognize that teacher education may vary greatly across countries due to varying sociocultural and political contexts, I reviewed a variety of literature to look "for a deeper understanding of the shared experiences" of L2 teacher emotions (Loh & Liew, 2016, p. 269). Therefore, through my inclusion of articles from other countries I aimed to have a rich collection of resources, but also to have a better conceptualization of the role of emotion in teacher education. Since I included international research, some of my publications include a focus on emotions in relation to English as a Foreign Language (EFL) and English as an Additional Language (EAL), instead of English as a Second Language (ESL). I kept these articles because the content focus is still English language instruction, which pertains to my specific research interest. Table 1 includes an overview of each empirical study's setting.

Table 1 – Empirical Study Settings

Studies on the Emotional Experiences of L2 Teachers and Teaching	
Australia (1)	Nguyen, 2014
China (5)	Teng, 2017; Xu, 2013; Yuan & Lee, 2015; Yuan & Lee, 2016; Zhang & Zhu, 2008
Finland (1)	Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018
Iran (2)	Akbari, Samar, Kiany, Tahernia, 2017; Ghanizadeh & Royaei, 2015
Japan (1)	Cowie, 2011
Singapore (1)	Loh & Liew, 2016
South Korea (1)	Song, 2016
United Kingdom (1)	Liu, 2016
United States (2)*	Wolff & De Costa, 2017; Yazan & Peercy, 2016
Studies on L2 Teacher Preparation and Teacher Emotion	
United States (5)	Golombek, 2015; Golombek & Doran, 2014; Golombek & Johnson, 2014; Johnson & Worden, 2014; Zoshak, 2016

*The participant in the Wolff & DeCosta study was an international student. Therefore, only 1 U.S. participant was studied in all of the L2 teacher emotion studies reviewed here.

2.7 Review of Empirical Research on the Emotional Experiences of L2 Teachers and Teaching

In this section I discuss my review of the research on emotions and L2 teachers and teaching. I reviewed literature on emotion related to both L2 pre-service and in-service teachers. Although these two groups of teachers are distinct from one another due to their contextual settings, my synthesis of the literature includes the emotional experiences of both groups of L2 teachers together because PSTs "are, in effect, teachers in the making, and exposed to similar emotional influences in school as are their qualified colleagues" (Hayes, 2003, p. 155). For example, Hayes (2003) found that the emotions and issues teacher trainees experienced when transitioning from student to teacher trainee "mirror" the pressures that qualified teachers experience when they begin their careers or

change schools (p. 157). Therefore, my synthesis focuses on both groups of teachers together.

I reviewed 15 articles on emotion and L2 teachers and teaching. I synthesize my review of this literature as such: *Emotions are a sociocultural construction, closely tied to a teacher's moral*[3] *and professional purposes, and generated when school culture, policy, social factors, and issues of power either constrain or support a teacher's identity or agency.* Emotions for L2 teachers are generated within sociocultural constructs; specifically, teachers interact with varying people and systems inside schools and make judgements about those interactions in relation to their personal values and goals. Constraints to a teacher's identity or purpose produce negative experiences and thus, negative emotions. Additionally, emotional labor strategies, like surface acting, can lead to dissatisfaction and burnout (Ghanizadeh & Royaei, 2015; Zhang & Zhu, 2008), and emotion regulation strategies, like avoidance, keeps teachers in an "emotional comfort zone" (Akbari, Samar, Kiany, Tahernia, 2017, p. 317), but may not help teachers develop necessary cognitive and emotional skills for a variety of teaching contexts. I found that teachers had negative experiences and negative emotions in all 15 articles I reviewed.

Conversely, L2 teachers experience a majority of their positive feelings in relation to their interactions with students (Cowie, 2011; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Teng, 2017; Xu, 2013; Yazan & Peercy, 2016; Yuan & Lee, 2015; Yuan & Lee, 2016), which often help strengthen teachers' identities and

[3] Teachers' moral purposes relate to generating positive experiences with and for students, often through educating, caring for, and loving them Ultimately, L2 teachers are at their most passionate, fulfilled selves when they can achieve their moral purpose (Nias, 1996; Hargreaves, 1998).

commitment to the profession. In addition, positive emotions help teachers overcome negative emotional situations (Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Wolff & De Costa, 2017; Yazan & Peercy, 2016), and certain emotional labor strategies, like deep acting, the attempts to invoke and actually feel displayed emotions, can mitigate burnout and dissatisfaction (Zhang & Zhu 2008). Therefore, emotions are pertinent to L2 teachers and teaching because "how teachers understand, experience, perform, and talk about emotions is closely relevant to their sense of self in relation to the sociocultural and institutional context" (Song, 2016, p. 633). Ultimately, the research shows that L2 teachers experience a range of emotions while teaching. Both negative and positive emotions have strong effects on teachers, but in different and important ways.

2.7.1 Constraints to L2 teachers' identities and emotions.

In the reviewed literature, I found that more factors constrain, rather than support, L2 teachers' identities and goals, which lead to negative emotions. These factors, though listed separately, are not discrete categories but are inter-connected and often influence one another. L2 teachers experience constraints to their identities and goals due to *school culture*, including display rules (Liu, 2016; Wolff & De Costa, 2017), *policy* (Loh & Liew, 2016), *social factors*, such as relationships with colleagues, administrators, and parents (Cowie, 2011; Xu, 2013), *issues of power* (Nguyen, 2014; Song, 2016; Teng, 2017; Yuan & Lee, 2016), and *student misbehavior* (Cowie, 2011; Yazan & Peercy, 2016). A disruption to L2 teachers' moral purpose is, in essence, a crisis of identity because teachers feel depersonalized.

For example, regarding issues of power, tension often occurred for PSTs concerning their relationships with their mentors. In Nguyen's (2014) study, Maria, a pre-service English as an additional language (EAL) teacher in Australia, felt powerless and anxious about her relationship with her mentor. Maria wanted to try many communicative teaching ideas that she had learned from her teaching program, but her mentor had a contradictory teaching style. Not wanting to get a poor practicum report from her mentor, Maria was forced to give up her preferred teaching methods to conform to her mentor teacher's traditional teacher-centered approach. Ultimately, Maria experienced negative emotions which caused changes in her behavior. Instead of engaging in opportunities to grow as a teacher, Maria changed her behavior to satisfy the requirements of the environment in which she participated.

Similarly, in Teng's (2017) study on out-of-class narrative interactions of six Chinese pre-service English language teachers, data show that the unequal power dynamic between the PSTs and mentors caused the PSTs to feel vulnerable and experience negative emotions. The PSTs felt that because they were "at the bottom of the school hierarchy" their voices were silenced and they had to hide their negative emotions (p. 126). This inability to speak freely made them feel more like assistants with limited agency as opposed to actual teachers.

Negative emotions were so strong for some pre-service study participants that they questioned their role as a teacher and even if they should stay in the profession. Ming, a Chinese pre-service English language teacher in Yuan and Lee's (2016) study, had a largely negative practicum experience. Ming felt tension regarding the relationship with his mentor and identified more as an 'assistant' as opposed to an "autonomous

teacher learning to teach" (p. 834). Ming also felt he could not display certain emotions due to the school culture, and not being able to voice his frustrations took a toll on his identity. In a diary entry he wrote, "Sometimes, I feel I just want to shout. I don't come here to be a secretary or assistant in the school. I really want to ask her (the mentor): Am I a teacher or not? But I dare not" (p. 832). Similarly, Zoe, an ESOL teacher candidate in Yazan and Peercy's (2016) study, viewed herself as a compassionate, yet strict, teacher. Her emotional state aided in her decision to "view instructional issues in her classes as significant" and students who drove her "nuts" caused her to question whether she should stay in the profession.

Similarly, professional teachers felt negative emotions related to school culture and social factors. In Cowie's (2011) study, professional teachers felt stronger negative emotions towards their colleagues and institutional contexts than they did their students. Institutions that placed a focus on teacher hierarchy and rank suppressed opportunities for collaboration among teachers. Additionally, negative emotions surfaced for teachers when they perceived differences in educational values from their colleagues. One participant, Mike, felt frustrated because he perceived colleagues did not pay enough attention to students' needs or care about what students could do. He noted, "(Some colleagues pay) very little attention to students' needs, students' interests, students' abilities. (They have) no sense of pleasure or satisfaction in what students can do" (p. 238). While this frustration is not stemming from Mike's own moral purpose being challenged, his concern is connected to teachers' moral purpose in general because he is concerned children in other classes may not be cared for sufficiently. Ultimately, the teachers in Cowie's study experienced anger toward students as well as colleagues and

institutions. However, anger directed at students was often short-lived and forgotten. Cowie postulates that the anger teachers experienced toward their colleagues and institutions "could cause much more deep-seated and longer lasting resentments and frustration" (p. 240) because students come and go, but colleagues and institutional systems generally last longer. As I noted previously, teachers who feel negative emotion for longer periods of time may experience greater negative consequences, like emotional exhaustion and burnout.

Overall, a multitude of factors impact L2 teachers emotionally. Many of these factors reduce teachers' identities and agency which impedes their ability to fulfill their moral purpose and thus, results in negative emotions. Additionally, some participants were unable to express their negative emotions which led to further constraints against their identities and satisfaction with the work environment.

2.7.2 Supports to L2 teachers' identities and emotions.

Although fewer in number, the literature did illustrate factors that supported teachers' moral purpose. Positive interactions with students was the strongest factor regarding L2 teacher positive emotion (Xu, 2013; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Cowie, 2011; Nguyen, 2014; Teng, 2017; Yazan & Peercy, 2016; Yuan & Lee, 2015; Yuan & Lee, 2016). In Ruohotie-Lyhty, Korppi, Moate & Nyman's (2018) study on seven foreign language teachers in Finland, positive emotions with students increased over time as teachers' perceptions of students changed with experience. In the early years of their teaching, teachers felt positive emotions when relationships with students were "smooth," such as having relaxed, easy-going interactions with students (p. 279). As the teachers gained more experience and the "pupil perspective became more

significant," teachers experienced new positive emotions in relation to student enthusiasm and development (p. 279). Experiencing more positive emotions helped the teachers to relax and develop a wider, more accepting view of their work and their students.

Positive emotions played a significant role in helping teachers stay committed to the profession, even in adverse circumstances. Maria, the participant in Nguyen's (2014) study mentioned above, had a relatively negative practicum experience because she was unable to practice communicative approaches under the guidance of her mentor. However, during her practicum, she had the opportunity to instruct a different, younger grade of students (Year 8s) on her own, and she had more freedom to try out her preferred teaching methods with this group. Engagement from the Year 8 group gave Maria a sense of fulfillment that she had not had with the older group of students. Her freedom to teach as she saw fit was a source of "satisfaction, fun, and relaxation for her" (p. 77). Ultimately, though she had a mostly negative practicum experience, her positive emotions from her Year 8 teaching experience motivated her to continue with the practicum.

Overall, a majority of positive emotions for L2 teachers came from one factor: positive interactions with students. The literature on L2 teachers' positive emotions are reflective of teacher experiences with positive emotion in the broader teacher emotion literature, especially Lortie's (1975) "psychic or intrinsic rewards." L2 teachers appear to connect "rewards" with classroom events. Specifically, L2 teachers experience positive emotions when they "feel they have 'reached' their students – their core rewards are tied to that perception" (p. 106), and the feelings from when students "get it" are what help

"buoy" them along (Liston, Whitcomb, & Borko, 2005, p. 354). While Lortie (1975) notes that other forms of satisfaction, like relationships with adults, are less significant than the rewards from student learning, L2 teachers' fulfillment of their moral purpose is strengthened even further if colleagues, administrators, and parents also support their decisions and judgements.

2.8 Critique of Literature on the Emotional Experience of L2 Teachers and Teaching

The literature on the emotional experience of L2 teachers and teaching largely focuses on ranges of emotions that teachers feel as they navigate various sociocultural factors in their classrooms and schools. Scant attention is paid to the coping mechanisms of teachers regarding negative emotions and how teachers effectively negotiate these experiences. No study focused on coping mechanisms specifically, but multiple articles referenced that teachers' positive emotions or deep acting strategies motivated them to work through negative experiences, stay committed to their work, and ultimately, to cope with negative emotions (Cowie, 2011; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Teng, 2017; Wolff & De Costa, 2017; Zhang & Zhu, 2008). Some studies mention that reflecting on emotional experiences aided in transformation regarding teacher selves and practice (Song, 2016; Yazan & Peercy, 2016). However, absent from these studies are the teachers' rationales for utilizing their positive emotions or reflection as beneficial coping mechanisms and how they knew how to use them effectively.

Without providing rationale behind coping choices, coping appears to be a self-evident and often successful behavior. However, in Teng's (2017) study, PSTs were "expected to self-manage and self-regulate all negative emotions encountered in the

teaching practicum," causing them to feel worse in an already negative experience (p. 130). This emotion regulation was an intimidating challenge for the PSTs, causing them to feel dispirited. Similarly, the PST, Ming, in Yuan and Lee's (2016) study, admitted he did not know how to cope when he faced strong negative emotions stating, "In the program, no one had talked about how to manage our emotions in school contexts. This was so new and challenging to me" (p. 829). Yuan and Lee point out that Ming's inability to cope might be reflective of the training program's "strong emphasis on teaching knowledge and skills, with limited attention paid to helping student-teachers learn how to deal with emotional complexities in schools" (p. 829). These examples show that effective coping is not always self-evident. Without insight into the emotional 'transactions' between teachers' positive and negative emotions, it is difficult to know if psychic rewards are strong enough to be intrinsically motivating or if PSTs need to be taught how to critically reflect on and reevaluate issues. Coping, then, appears to be an important part in PSTs' development and is "too important to be left to chance" (Hayes, 2003, p. 169).

There is a gap in the literature on how teachers know how to effectively respond to their negative emotional situations. This knowledge could be an important part of the learning-to-teach process. Therefore, I return to the L2 literature to explore the role teacher preparation plays in educating PSTs on emotions. I discuss this literature starting in section 2.10.

2.9 Summary and Conclusion

Literature on L2 teacher emotion shows that the emotional experience of teaching burgeons in the pre-service years. PSTs, while having contextually significant

experiences, including with mentors, do still experience negative emotions in relation to school aspects that are similar to what their in-service counterparts' experience. The early initiation of emotion about teaching at the pre-service level, and the fact that PSTs feel unable to voice their emotional experiences, signifies the need for emotions to be a normalized part of PSTs' learning-to-teach experiences, such as through explicit dialogue on emotions.

However, the complex inter-connectedness of the emotional landscape of teaching makes teaching PSTs *about* emotions that much more difficult because each teacher will have different contextual experiences and different reactions to those experiences. Therefore, TEs may consider teaching general approaches to supporting oneself, such as drawing upon one's positive emotions, so that PSTs can apply such skills as needed to benefit their individual experiences. There may be an overall benefit to PSTs who can draw upon their positive emotions or generate more experiences that create positive emotions for them. However, the literature does not provide in-depth reasoning or explanation behind these factors and therefore, it is difficult to assess if the claims the researchers are making are accurate, or to draw conclusions that such mechanisms work.

2.10 Review of Empirical Research on L2 Teacher Preparation and Teacher Emotion

In this section I discuss my review of the research on emotions and L2 teacher preparation. I use the term 'teachers' to include both pre-service and in-service teachers because the literature I reviewed for this section included both of these types of teachers. Where appropriate, I will specify whether I am specifically talking about pre-service or professional teachers. I reviewed five articles on L2 teacher preparation and emotion. I

synthesize my review of this literature as such: *Teachers' emotional expressions can serve as indicators of cognitive/emotional dissonance between what they envision happening in the classroom and the reality of what actually happens. This dissonance can be resolved through mediation, generally through social interaction, which can help align teachers' cognition and emotion and bring about developmental change.*

Mediation is important because it goes beyond providing compassionate emotional support[4] (Stump, 2017) by attending to the cognitive domain in order for teachers to enact change in their practice. When a PST exhibits emotion, especially negative, TEs may respond with "an empty reassurance that 'everything will be okay'" (Golombek & Doran, 2014, p. 102). Such reassurances, however, only do that – reassure – instead of addressing the crux of the emotion. Golombek and Doran (2014) contend that TEs need to recognize that when PSTs express emotion, "the message of that underlying response is an indexical 'look here, pay attention to this' relative to some area of cognitive understanding" (p. 105). Therefore, TEs' attention to PSTs' expressed emotion can serve as indicators where mediation may need to be provided to enact cognitive growth and development.

My review of the literature in the previous section revealed how emotion is generated for teachers and how these instances made teachers feel. The literature on L2 teacher preparation and emotion considers these same factors, but uses emotion as a marker for incidents that need attention. All of the reviewed articles used mediation as a

[4] Teacher educators who provide compassionate emotional support may encourage individuals to vent, cry it out, or reassure teachers that the early years of teaching are challenging. These encouragements may help teachers feel better in the moment, but do not necessarily help to change the crux of the problem for the teacher. In a sense, compassionate support is devoid of examining teacher's emotions in light of their reasoning behind them.

means for teachers to move through moments of dissonance into states of congruence. Ultimately, I found that mediation is valuable for growth, change, and development to occur for teachers during times of cognitive/emotional dissonance.[5]

2.10.1 The role of mediation in addressing cognitive/emotional dissonance.

Recent work in L2 teacher preparation reveals the connection between emotion and cognition (Golombek & Doran, 2014; Johnson & Worden, 2014) and the role that mediation plays in helping align these inextricable entities and promote change in one's teaching practice (Golombek & Doran, 2014; Golombek & Johnson, 2004; Johnson & Worden, 2014; Zoshak, 2015). In Golombek and Doran's (2014) and Johnson & Worden's (2014) studies, both sets of authors use theoretical concepts of *indexicality* (Peirce, 1894/1998) and *growth points* (McNeill, 2005), respectively, to illustrate the role of emotion in cognitive development. Regarding *index*, Golombek & Doran (2014) explain:

> The concept of the index has particular value for construing the role of emotions as one of signaling, or pointing to, areas of nascent cognitive development in the teacher learner…Within this view, emotional responses to teaching are considered to have indexical value, as signals both to areas of positive growth…and to growth points, or areas where further development is necessary. (p. 105)

Johnson and Worden define *growth points* as:

[5] In this section I use the term cognitive/emotional dissonance to be consistent with what is in the L2 teacher preparation literature.

> Coming into being when contradictions emerge between what a novice teacher envisions and the reality of what actually occurs while teaching; contradictions that can be inferred through teachers' emotionally indexing language and behavior in such moments. (p. 130)

Similar in nature, these theoretical constructs place emotions as a central component in the teaching and learning process by aiding TEs in recognizing expressed emotions, as well as seeing such expressions as potential developmental opportunities and worthy of further exploration.

For example, in Golombek and Doran's (2014) study, a TE's mediation helped Josie, an undergraduate in a Teaching English as a Second Language (TESL) certificate program, work through anxieties she had about teaching. In a journal she kept for a class she was enrolled in, Josie expressed anxiety about being a teacher and often espoused idealistic views of herself as a teacher. The TE responded to Josie's prompts in writing and provided emotional support by validating her feelings, but also attempted to shift Josie's focus from the emotional to "concrete actions she can take" (p. 108). Ultimately, the emotional expressions in Josie's journal revealed a growth point the TE could address. However, "only mediating her emotional response is clearly insufficient to enhance her conceptions and activity of teaching" (p. 108). Emotional needs, then, need to be connected with PSTs' pedagogical needs. Therefore, in addition to responding to Josie's journals, the TE also mediated in face-to-face meetings by offering Josie explicit examples of teaching writing. After attempting a new writing activity, Josie deemed the lesson successful because she witnessed student understanding and, as a result of this success, wanted to attempt her new approach in other activities. Ultimately, as her

activity changed, Josie "begins to feel cognitive congruence as her emotion, cognition, and activity are more in alignment" (p. 109). This congruence led to confidence in controlling material and a relinquishing of "the need for control of the discussion in her classroom" (p. 109). Through mediation, Josie was able to work through reductions in her own agency and teach in a way that aligned with her personal goals.

However, mediation, or the reflection on mediation, is not enough to produce change; they are the first steps toward reconceptualization of one's self and one's practice (Golombek & Doran, 2014; Golombek & Johnson, 2004; Zoshak, 2016). In Golombek and Johnson's (2004) study, Jenn, a student in a Master's program in teaching English as a second language (MA TESL), wrote in one of her narratives:

> Journaling is just a first step to becoming more aware of issues in the classroom and beliefs about teaching and students. Another step must be taken after this in order to change practices and to make practices align more with beliefs about teaching. (p. 315)

Similarly, Zoshak's (2016) study focused on the importance of 'tiny talks,' brief conversations about her teaching that she had with a fellow graduate student in between classes, that aided in changes to Zoshak's teaching. Zoshak (2016) explains, "The 'tiny talks' themselves did not change my teaching but, after participating in 'tiny talks', I changed my thinking and that affected my teaching" (p. 219). Both of these examples show that reflection itself does not promote change to teachers' practice, but that it is a necessary step, as part of mediation, which reveals to teachers how they may reconceptualize themselves or their practice in the classroom. Teachers must then take the next step to enact these changes.

Mediation then, is an important first step in helping teachers make sense of the emotional experiences in their teaching, positive or negative. Mediation alone does not indicate change will occur, but it should raise awareness for teachers of what may need to change. Therefore, mediation targeted at teachers' cognitive/emotional dissonance can help teachers increase their teacher identity and agency by enacting change for growth or development to occur.

Ultimately, in the studies reviewed, mediation, and reflection on one's mediation, helped teachers view the unpredictability of teaching as positive instead of negative (Johnson & Worden, 2014), see and understand theoretical aspects of teaching in their own classroom (Zoshak, 2016), become self-regulated in their feeling, thinking about, and doing of teaching (Golombek & Doran, 2014), feel less frustrated by reconsidering reasons for aggravating student behavior (Zoshak, 2016), and change how they interacted with students (Golombek & Johnson, 2004). Mediation, then, is an important process to help teachers work through the complex emotional landscape of teaching because it helps teachers reappraise their cognitive states and change their emotional states.

2.10.2 Forms of mediation.

Mediation can occur through the use of a variety of artifacts or tools and happen socially or individually. Mediational tools consist of journals and narratives (Golombek & Doran, 2014; Golombek & Johnson, 2004), dialogue (e.g., interviews, stimulated recalls, 'tiny talks') (Golombek, 2015; Johnson & Worden, 2014; Zoshak, 2016), and reflection (Golombek, 2015; Golombek & Johnson, 2004; Zoshak, 2016).

Interaction with other people is considered a form of mediation. All five studies had components of social interaction regarding mediation but some did not utilize the

social component as strongly as others. For example, in Golombek and Johnson's (2004) study, three teachers of English as a second/foreign language authored narratives on their teaching experiences. Each teacher used their narrative, and their reflection on it, as a mediational tool to reconceptualize their understanding of their practice. In this sense, the teachers used "expert knowledge" to mediate their understandings of their own reflections. While one participant did interact with a peer regarding how he interacted with quiet students, the other two participants mediated their understanding of their teaching on their own. Similarly, Golombek's (2015) analysis of her responses to a PST's journal prompts mediated her understanding of her own thinking and doing of mediation by finding contradictions between what she believed about mediation and how she was actually responding to PSTs' journals. Though she did interview her participant, her mediation was largely shaped by her own analysis of the data.

Other articles had a stronger emphasis on social interaction and mediation, either through the form of an "expert other" with the TE helping PSTs through moments of cognitive/emotional dissonance (Golombek & Doran, 2014; Johnson & Worden, 2014), or a peer (Zoshak, 2016). Zoshak's (2016) study on "tiny talks" relied on peer mediation. As a Master's student, Zoshak was required to attend a seminar class each semester. Though a class is a viable space for students to discuss matters pertaining to teaching, including emotional ones, students may not feel comfortable in a large group or with power dynamics if a professor is present. Zoshak (2016) notes that 'tiny talks', "may provide an alternative space for this emotionally-charged reflection while still encouraging peer-to-peer collaboration that creates the potential for teachers to make worthwhile changes in how they think about and enact their teaching" (p. 211).

Golombek (2015) reiterates the consequences of power dynamics in her own analysis of her response to a PST's journals, noting that she responded in a reprimanding way of how the PST used the journal as opposed to trying to understand the student's point-of-view about journaling. She comments on her analysis of a participant's (Rose) journal, "And though these emotional recollections stirred inside me and shaped how I responded to her journal, Rose did not, could not, express being upset with what I had written given the power I held over her" (p. 477).

Mediation can occur through a variety of forms, whether individually or with others. All of the studies with PSTs showed that these teachers benefited from mediation conducted through social interaction, either with a peer or "expert others." Individuals who mediated their own understandings were already in the role of TE or in-service teacher (Golombek, 2015; Golombek & Johnson, 2004) and therefore, may have had more experience and knowledge to rely on mediating their own development. At the pre-service stage, mediation through interactions with others, instead of individually, might be more beneficial for PSTs, especially in raising their awareness about emotions in teaching and helping them effectively respond to their expressed emotions.

2.11 Critique of Literature on L2 Teacher Preparation and Teacher Emotion

The literature on L2 teacher preparation and emotion is scant. While the studies did address emotion in L2 teacher preparation, there does not appear to be an *explicit* focus on raising teachers' awareness about emotions in teaching. For example, three of the studies' research questions focused on the role of the teacher educator(s) and how they responded to incidents of teachers' emotional expressions (Golombek, 2015; Golombek & Doran, 2014, Johnson & Worden, 2014) instead of focusing on the

teachers' experiences specifically. One of the studies focused on practicing teachers largely mediating their own experiences (Golombek & Johnson, 2004). However, similar to the teachers who used positive emotions productively in the literature on L2 teachers and teaching, there was no evidence in Golombek and Johnson's study of how these teachers knew to mediate their own understandings and enact change to their practices. Without this evidence, it is hard to determine what supports teachers' abilities to self-mediate.

However, similar to the L2 emotion literature that showed teachers are not always comfortable speaking up about their experiences, Johnson & Worden (2014) point out that:

> Teachers rarely announce their emotional experiences directly. Instead, their expressions of emotion tend to be much more covert, infusing their talk and actions in incredibly subtle ways, and thus requiring a great deal of attention from teacher educators. (p. 145)

Therefore, mediation is an important part of attending to PSTs' emotional experiences but needs to be provided in much more explicit ways to ensure that teachers are developing awareness about emotions, how to productively talk about them, and apply that to their practice. Focusing on supporting teachers' emotions in the pre-service years may serve to benefit teachers when they are on their own working professionally because they can learn to enact self-support through navigation of their emotions instead of avoiding them. Besides Johnson & Worden's (2014) study, which did follow up with the participant a year later to see if her views had changed, none of the studies had a longitudinal focus. Research regarding L2 teacher preparation and emotion could be

strengthened by focusing on the explicit "education of the emotions"[6] (Best, 1988), and by following PSTs into their early years of teaching to see if what they learn in teacher preparation aids them in examining and leveraging their emotional experiences as professionals to continue their developmental trajectories as teachers.

Due to the multi-dimensional role of emotions in L2 teaching, as explained in my literature review in section 2.7, I anticipated that L2 teacher preparation would focus on this important construct when educating PSTs about teaching. However, research on teacher preparation programs explicitly educating PSTs about their emotions as potential points of learning and development so that they can productively use emotions to grow in their practice is an under-researched area. Although all of the teachers in the studies appear to benefit from mediation, there was no evidence that what the researchers did was explicitly stated to the teacher participants or that the need for mediation, and its benefit to teachers' lives, was explicitly explained. Although the literature on L2 teacher preparation and emotion demonstrates that emotions are valuable and need attending to, there is no evidence that teachers themselves understand this notion.

2.12 Summary and Conclusion

Just because teacher preparation may not explicitly address emotions in teaching does not mean teacher emotions are not present, and impactful, in teaching and learning contexts. Nevertheless, research in the area of L2 teacher preparation and teacher emotion

[6] An "education of the emotions" supports the unity of cognition and emotion. Best (1988) argues that the education of the emotions means providing teachers with "the rational tools and the motivation to pursue progressively their own personal ways of understanding and feeling" (p. 248). Teachers must "recognize that emotional feelings are seated in understanding" and "that it is possible to alter one's understanding, and thus one's feelings, by reasons" (p. 248).

is limited and does not pertain specifically to the explicit instruction of PSTs regarding emotions or mediation. More research is needed in this area to better prepare PSTs for understanding and productively using their emotional responses in ways that help them grow and develop in their practice.

Teacher preparation programs should take on this responsibility due to the considerable role emotions play in teaching, especially regarding their impact on teachers' cognition, motivation, and behavior. I recognize that asking teacher preparation programs to fulfill this responsibility adds to the long list of "challenges" that research already prompts teacher education to attend to when preparing teachers (Chubbuck, Clift, Allard, & Quinlan, 2001). However, mediation is not a once-and-done action, but is representative of a "twisting path" (Vygotsky, 1987, p. 156). There may need to be multiple iterations of mediational interactions before teachers experience cognitive congruence (Golombek & Doran, 2014; Johnson & Worden, 2014). PSTs may have a better experience of learning how to support their emotions and reflect on their practice if done with an "expert other" during teacher training as opposed to when they are on their own and experiencing a multitude of challenges in their first years.

Ultimately, if PSTs continually experience mediation then their growth points evolve because they "develop new understandings and try to (re)contextualize them in alternative instructional activities" (Golombek & Doran, 2014, p. 105). Consequently, the more that PSTs are exposed to mediation during their preparation programs, the more they will be able to take on that practice themselves and, hopefully, as in-service teachers initiate self-support of their practice during successful and challenging times to move themselves forward as educators. Therefore, the pre-service years (i.e., teacher

preparation) would provide ample time for PSTs to discuss, explore, and learn how to utilize their emotional experiences in preparation for professional teaching.

2.13 Critique of Frameworks and Methods for both Literature Bases

2.13.1 Critique of frameworks in L2 teachers and teaching literature.

The studies in the L2 teacher emotion literature review utilized a combination of frameworks. Overall, concepts that researchers utilized for their frameworks did provide a relatively common thread through the findings across studies and is captured in my synthesis of this literature. For example, the terms *emotions* and *identity* were frequently theorized or conceptualized by researchers (Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Wolff & De Costa, 2017; Yazan & Peercy, 2016; Yuan & Lee 2015, 2016) and findings across these studies revealed these concepts to be connected. However, while I was able to trace connections between frameworks and findings, the findings in these studies were largely descriptive (Merriam, 1998; Yin, 2009) in nature because of the use of concepts as frameworks. Interestingly, none of the studies utilized theories of emotion even though emotion was the phenomenon of study. The use of a theoretical construct of emotion for analysis might provide more explanatory (Yin, 2009) insight into teachers' emotional experiences that are not currently present in the existing literature. Grounding studies in theoretical constructs that lead to more explanatory findings helps researchers make predictions about teachers' emotional experiences and how best to respond to and support those experiences that they may not be able to do from descriptive studies.

To be clear, I am not critiquing the usefulness of descriptive studies. I recognize descriptive studies help readers understand phenomena in a current or specific state *to*

move forward with research. In a sense, descriptive studies help lay the groundwork to understand a phenomenon "as is" in order to research "what it could be." However, though descriptive studies tell us important information about a phenomenon, what readers can do with that information may be limited. Simply put, readers may be left to wonder "so what?" (Lareau, 2000, p. 221). Due to this limitation, my critique of the frameworks used in the L2 teacher emotion literature base draws from my general critique of the literature. As noted above, the literature on L2 teacher emotion largely focuses on ranges of emotions that teachers feel as they navigate various sociocultural factors in their classrooms and schools. Ultimately, studies focused on the emotional experiences of teachers - the emotions teachers felt and how those emotions impacted them - but did not cover in-depth how teachers navigated those experiences. Therefore, while these studies inform me that teaching is emotional and impacts teachers, the findings do not contribute to my broader understanding of *why* teachers' emotional experiences matter and thus I am left to ask, "so what?"

In general, the teacher emotion literature lacks in theorizing *about* concepts. Theories of emotion could help reveal more explanatory information about the concept of emotion as well as help researchers make predictions about emotion and teachers and teaching. In turn, researchers can develop scaffolds or interventions to support teachers' emotional experiences based on these theoretically-grounded predictions. Ultimately, theories of emotion add a helpful dimension to the literature base because they should *inform* or *reveal* information about teachers' emotional experiences instead of only providing descriptive accounts of their experiences. Therefore, research on L2 teacher emotion would benefit from incorporating more theoretically-grounded frameworks to

include increased understanding of teachers' emotional experiences and thus, expand the literature base.

2.13.2 Critique of methods in L2 teachers and teaching literature.

I reviewed a total of 15 sources on L2 teachers and emotions: thirteen studies were qualitative and two were quantitative. All fifteen articles were peer-reviewed. Interviews were the predominant method of data collection and were conducted in all thirteen qualitative studies. One study recorded meetings among PSTs and I included this collection method with interviews. The second most utilized method was emotion diaries or journaling, and five of the qualitative studies collected data in this way. A sixth qualitative study also collected data through reflection but had the participant audio record her thoughts instead of writing them down. Other data collection types consisted of observations, stimulated recalls, school documents, and surveys. These data sources are represented in Table 2.

Limitations of my pool of studies included a lack of rigor in data collection methods and a lack of insight into how teachers overcame negative emotional situations, particularly by utilizing positive emotional experiences. Lack of rigor in data collection methods in these studies was due to a reliance on self-reports and mono-modal collection methods, which led to a lack of internal validity. Internal validity deals with "how research findings match reality" (Merriam, 1998, p. 201). One of the most common ways to understand a teacher's reality is through interviewing them, which is a type of self-reporting. The L2 teacher emotion literature almost exclusively relies on self-reports to measure emotion. More than half of the studies I reviewed relied solely on self-reporting measures, which can be useful for providing insights from the participants' own

perspectives (Akbari, Samar, Kiany, & Tahernia, 2017; Cowie, 2011; Ghanizadeh & Royaei, 2015; Loh & Liew, 2016; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Yazan & Peercy, 2016; Zhang & Zhu, 2008). However, self-reports on emotion can also be problematic for multiple reasons.

First, although teachers experience both positive and negative emotions, "it remains unclear to what extent teachers' reports about their emotions are influenced by social desirability and are thus subject to self-report biases favoring positive emotions" (Keller et al., 2014, p. 71). Due to implicit display rules, teachers may not feel like they can or should express certain negative emotions, like anger, because these emotions are deemed unacceptable or unfavorable. Therefore, when self-reporting, teachers may not always accurately reflect emotions they do feel and may tend to present more positive emotions and experiences than negative ones.

Second, emotion is a phenomenon that is best studied in real-time, or as close to real-time as possible, to accurately capture the nature and intensity of teachers' emotions (e.g., Sutton, 2007). Therefore, *when* interviews are conducted is important because retrospective self-reports "are liable to memory biases and do not necessarily represent the actual frequency and intensity of teachers' emotional experiences in class" (Keller et al., 2014, p.74). The frequency of interviews is also important because asking teachers to recall emotional incidents once or twice means teachers are recounting events "that have been salient enough for them to be mentioned during interviews" but may not "reflect the everyday emotional lives of teachers" (Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018, p. 282). Therefore, teachers who are interviewed once a year, or at the beginning and end of their practicum, may espouse emotional events that represent extremes rather than

norms. Multiple studies that I reviewed either did not employ interviews frequently to capture emotions in real-time (Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Yazan & Peercy, 2016), did not provide the frequency of the meetings (Teng, 2017), or provided a frequency but not the time period over which the interviews were conducted (Cowie, 2011; Loh & Liew, 2016). Lack of frequency and timing makes it challenging to know whether extremes or norms of emotional experiences are provided because retrospective accounts may color teachers' memories. Ultimately, there may not have been enough interviews conducted within each study to "capture what is really there" (Merriam, 1998, p. 201) and emotions may have been remembered incorrectly, or may not have been deemed appropriate or significant enough to report. Therefore, teachers' perceptions of their emotional experiences may be altered due to the point in time they share them, circumstances surrounding the experience, and any exploration of the event that may have already happened, causing studies to lack internal validity.

One way to strengthen a study's validity is to utilize multi-modal collection methods to corroborate one's experiences through different forms of data collection, known as data triangulation (Merriam, 1998). However, more than half of the studies only used surveys (Ghanizadeh & Royaei, 2015; Zhang & Zhu, 2008) or interviews (Akbari, Samar, Kiany, & Tahernia, 2017; Cowie, 2011; Loh & Liew, 2016; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Yazan & Peercy, 2016) as a collection method, which may deter readers from having a holistic understanding of teachers' emotional experiences. My critique is not of surveys or interviews themselves, but using them as the only collection method to understand teacher emotion. The construct of emotions includes an observable behavioral component, often in the form of

body language, facial expression, and verbal statements. It is possible for researchers to observe where teachers might experience dissonance while teaching (Johnson & Worden, 2014) and therefore, research on emotion warrants data collection methods outside of just interviews or self-reports. Observations represent a strong source of additional supporting information because they allow access to firsthand encounters with the phenomenon of interest rather than secondhand accounts (Merriam, 1998).

Furthermore, data are strengthened by incorporating accounts from other stakeholders that may interact with the teacher to get their perception of similar incidents. Nguyen's (2014) study was the only one that included an interview with the PST's mentor, in addition to collecting data on the PST's experience. Studies that fail to cross-reference individual experiences could misinterpret the perceptions of those experiences. Ultimately, in half of the studies, data were not triangulated due to a lack of multi-modal methods and in all but one of the studies data were not triangulated across participants because other stakeholders were not interviewed outside of the focal participants.

Lastly, as noted in section 2.8, some studies' findings indicated that participants overcame negative experiences by utilizing their positive emotional experiences (Cowie, 2011; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Teng, 2017; Wolff & De Costa, 2017). However, there is a lack of insight into how teachers specifically did this or knew how to do this. Researchers did not ask participants to elaborate on how they utilized their positive emotions. A lack of rich description around this finding made it harder to understand complex processes of emotion, such as emotion regulation and coping.

In sum, studies in the L2 teacher emotion literature lack internal validity and rich descriptions regarding the use of positive emotions by PSTs to overcome negative teaching experiences. These limitations made it harder to understand how L2 teachers experience and utilize emotions while teaching, which means it may be harder for TEs to provide appropriate support to struggling teachers. Utilizing a variety of data collection methods, including the viewpoints of stakeholders in teachers' contexts, and including detailed descriptions of how teachers utilize emotions in various ways, would strengthen this body of literature.

Table 2 – Characterization of L2 Teacher Emotion Sources

Type of Research	
Qualitative (13)	Akbari, Samar, Kiany, & Tahernia, 2017; Cowie, 2011; Liu, 2016; Loh & Liew, 2016; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Wolff & De Costa, 2017; Xu, 2013; Yazan & Peercy, 2016; Yuan & Lee, 2015; Yuan & Lee, 2016
Quantitative (2)	Ghanizadeh & Royaei, 2015; Zhang & Zhu, 2008
Type of Methodology	
Narrative Inquiry	Liu, 2016; Loh & Liew, 2016; Xu, 2013; Yuan & Lee, 2016
Case Study	Nguyen, 2014; Yuan & Lee, 2015
None specified	Akbari, Samar, Kiany, & Tahernia, 2017; Cowie, 2011; Ghanizadeh & Royaei, 2015; Song, 2016; Yazan & Peercy, 2016; Zhang & Zhu, 2008
Possible specification but insufficiently labeled	Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018 (narrative approach); Wolff & De Costa, 2017 (narratives); Teng, 2017 (narrative interaction)
Type of Data Collection	

Interviews and Meetings	Akbari, Samar, Kiany, & Tahernia, 2017; Cowie, 2011; Liu, 2016; Loh & Liew, 2016; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016, Teng, 2017; Wolff & De Costa, 2017; Xu, 2013; Yazan & Peercy, 2016; Yuan & Lee, 2015; Yuan & Lee, 2016
Emotion Diaries/Journals/Reflections	Liu, 2016; Wolff & De Costa, 2017; Xu, 2013; Yuan & Lee, 2015; Yuan & Lee, 2016
Oral Reflection	Nguyen, 2014
Surveys/Questionnaires	Ghanizadeh & Royaei, 2015; Zhang & Zhu, 2008
Observations	Wolff & De Costa, 2017; Yuan & Lee, 2015
Stimulated Recall/Video Recording	Nguyen, 2014
Document Analysis	Wolff & De Costa, 2017; Xu, 2013;
Multi-Modal	Liu, 2016; Xu, 2013; Nguyen, 2014; Wolff & De Costa, 2017; Yuan & Lee, 2015; Yuan & Lee, 2016
Mono-Modal	Akbari, Samar, Kiany, & Tahernia, 2017; Cowie, 2011; Ghanizadeh & Royaei, 2015; Loh & Liew, 2016; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Yazan & Peercy, 2016; Zhang & Zhu, 2008

2.13.3 Critique of frameworks and methods in L2 teacher preparation and teacher emotion literature.

I found the limited number of peer-reviewed articles that focused on L2 teacher preparation and teacher emotions to be more methodologically sound and explanatory than the research on the emotional experiences of L2 teachers and teaching and thus, critique their methods and frameworks together. I reviewed a total of five sources on L2 teacher preparation and emotions: all five were qualitative and peer-reviewed. Journals or narratives were the most common data collection methods and were utilized in three studies. Dialogic interactions in the form of interviews, stimulated recalls, and “tiny

talks" were also utilized in three of the studies. Other data collection methods consisted of video-recordings of classroom teaching, TE's comments on student journals, and email exchanges with students regarding journals. Characteristics of these studies are represented in Table 3.

Regarding frameworks, each study was grounded in Sociocultural Theory (SCT) and used specific aspects of Vygotsky's conception of the theory to inform the research: *perezhivanie* (Golombek, 2015; Golombek & Doran, 2014; Johnson & Worden, 2014), *sense* (Golombek, 2015), *motivation* (Golombek, 2015), *meditation* (Golombek & Johnson, 2004; Zoshak, 2016), and *zone of proximal development* (Golombek & Johnson, 2004). The studies that focused on *perezhivanie* explicitly stated how this concept is representative of the dialectical unity of emotion and cognition, using a theoretical stance to inform the construct of emotion, which was not utilized in the L2 teacher emotion literature. Other frameworks that were employed were Galperin's (1992) *scheme of a complete orienting basis of the action* (SCOBA), McNeill's (2005) *growth points*, and Peirce's (1894/1998) *indexing*. These theories, when *applied* to emotion, helped provide not only a description of what was happening for teachers emotionally, but an explanation for their emotions and how to change them: that mediation through various tools and with others can help align teachers' cognition and emotion and lead to productive change and development regarding their practice. Ultimately, the findings in this literature base revealed not only that mediation was helpful, but *how* mediation played a positive role in teachers' emotional experiences. Since these studies' findings revealed more information about the phenomenon of study, instead of purely describing

it, I was able to infer that mediation could be a helpful process regarding PSTs' expressed emotion in my own research.

Additionally, theory should inform not just the phenomenon of study, but the entire research project (Merriam, 1998; Yin, 2009) and I found the methods utilized in this literature base aligned with the chosen frameworks. Merriam (1998) stresses the importance of the theoretical framework and highlights that theory is the overarching connection throughout the study. Her stance is that theory drives the entire study because it is derived from the disciplinary orientation that the researcher brings to their work and therefore, will act as the structure or frame of the study. Though Merriam's conception of theoretical frameworks is in relation to case study methodology, it is still applicable to qualitative research in general.

As a reader, I felt that I understood the researchers' "disciplinary orientations" in these studies due to their detailed explanation of frameworks that represented learning as social in nature, and their use of these frameworks throughout the studies. The researchers *applied* their SCT frameworks to moments of cognitive/emotional dissonance to examine how TEs enact practices to mediate this dissonance for teachers, and how teachers learn about their emotional experiences through mediation. Studies seemed to use their theoretical frameworks throughout the entire study (e.g., Johnson & Worden, 2014), creating "chains of evidence" that allowed me to see the thread of the theoretical framework from "initial research questions to ultimate…conclusions" (Yin, 2009, p. 122). These chains of evidence help increase the reliability of the studies; in other words, "given the data collected, the results make sense – they are consistent and dependable" (Merriam, 1998, p. 206).

Though the L2 teacher preparation studies reviewed were explanatorily sound, and their findings appeared to be dependable, certain considerations could strengthen this area of research. First, while studies indicated there was change during, or at the time of the research, (Golombek & Doran, 2014, Golombek & Johnson, 2004; Johnson & Worden, 2014; Zoshak, 2016), there is no evidence that the mediation was fruitful for teachers in the long term. Johnson and Worden's study (2014) was the only one that followed up with their participant a year later and, while her perspective on teaching appeared to have changed, there is little evidence that this change was reflected in her practice. Research that follows PSTs from their preparation programs through their first year of teaching would provide a better picture of what teachers draw upon from their programs, if anything, to help them emotionally. Second, research questions tend to focus on the role of the TE conducting the meditation (Golombek, 2015; Golombek & Doran, 2014; Johnson & Worden, 2014). While the TE's role is a valuable point for further research, because of their intimate involvement in educating L2 PSTs about teacher emotions, more research should focus on PSTs' experiences of learning about emotions and identifying what is and is not helpful to them regarding that learning. Lastly, as stated in the literature review in section 2.10, because of the focus on the TE's role, I was not sure if the purpose or benefit of mediation was made explicit to the PSTs in some of the studies. Therefore, research that focuses on the explicit "education of the emotions" (Best, 1988), is needed to understand how TEs can productively enact this concept.

Table 3 – Characterization of L2 Teacher Preparation Sources

Type of Research	
Qualitative (5)	Golombek, 2015; Golombek & Doran, 2014; Golombek & Johnson, 2004; Johnson & Worden, 2014; Zoshak, 2016
Quantitative (0)	N/A
Type of Methodology	
Narrative Inquiry	Golombek & Johnson, 2014
None specified	Golombek, 2015; Golombek & Doran, 2014; Johnson & Worden, 2014; Zoshak, 2016
Type of Data Collection	
Journals/Narratives	Golombek, 2015; Golombek & Doran, 2014; Golombek & Johnson, 2004
Dialogic Interactions (interviews, stimulated recalls, "tiny talks")	Golombek, 2015; Johnson & Worden, 2014; Zoshak, 2016
Oral Reflection	Zoshak, 2016
Video recording of classroom teaching	Johnson & Worden, 2014
Teacher Educator comments on student journals	Golombek, 2015
Email exchanges with students	Golombek, 2015
Multi-Modal	Golombek, 2015; Johnson & Worden, 2014; Zoshak, 2016
Mono-Modal	Golombek & Doran, 2014; Golombek & Johnson, 2004

Chapter 3: Methods

"…the course is designed to be a real reflective practitioner kind of space…I think that, to me, is one way that we're preparing them to become independent thinkers and independent teachers who can reason on their own." –Dr. Smith

3.1 Research Questions

This qualitative research study explored the emotional experiences of PSTs during their 15-week practicum experience in an MA TESL program during the spring 2019 semester. I investigated how the TE, who oversaw the practicum, responded to PSTs' expressed emotions. I also examined how her support of PSTs' emotions impacted the PSTs' conceptualizations of themselves as teachers and their teaching. Specifically, I studied whether PSTs' expressions of emotion changed over time, and whether they understood themselves differently, as a result of the emotional support they received. I explored the following research questions:

1. How does a teacher educator respond to pre-service second-language teachers' expressions of emotion?
2. How does mediation of pre-service second language teachers' expressions of emotion inform their conceptions of themselves and their teaching?

3.2 Research Design

Constructivism underlies qualitative research (Crotty, 1998) and this view suggests that "meaning is not discovered but constructed…by human beings as they engage with the world they are interpreting" (p. 42-43). Thus, my primary goal as a researcher is not to *discover* the meaning of emotions and emotional experiences, as if those meanings already exist, but to *understand* what emotions and emotional experiences mean to those experiencing and interacting with them. To understand PSTs'

lived experiences, I conducted a *basic qualitative study* (Merriam & Tisdell, 2016; Merriam, 1998) for this project. A basic qualitative study seeks to "*understand* how people make sense of their lives and their experiences" (Merriam & Tisdell, 2016, p. 24, emphasis in original). Emotions are a complex phenomenon to understand. They are subjective and unique to each individual who has them; individuals will not necessarily feel the same emotions when experiencing similar events. Therefore, a qualitative research design helped me understand *how* individuals (a TE and PSTs) interpreted emotional experiences and *the meaning* they attributed to these experiences (Merriam, 1998). Importantly, this design required not that my interpretation be what *I* believed the meaning of experiences to be, but to share my "understanding of the participant's understanding of the phenomenon of interest" (Merriam & Tisdell, 2016, p. 25), which helped to keep their voices and experiences central to the study.

In addition to understanding a phenomenon, process, or perspectives of people, a basic qualitative study worked well for my research because this design allowed me to focus solely on the phenomenon of interest through a sociocultural theoretical perspective. While a research design should align with the purpose of the study, the design should also be "a comfortable match with your worldview, personality, and skills" (Merriam & Tisdell, 2016, p. 1). My own worldview, or theoretical stance, of the dialectical connection of cognition and emotion was a driving force throughout this study. I utilized a Vygotskian theoretical framework because it is representative of my own "disciplinary orientation" (Merriam, 1998) to my work. I agree with qualitative researchers who assert that in any solid research design, theory should inform the entire research project (e.g., Merriam, 1998; Yin, 2009). Therefore, methodologically, my aim

was to mirror the application of sociocultural theory in the L2 teacher preparation and emotion literature, and I attempted to make that theoretical thread visible through the remainder of my work. Therefore, in the remaining sections of this chapter I will connect my methodological choices to the Vygotskian sociocultural theoretical perspective to help illuminate the "chains of evidence" (Yin, 2009, p. 122) of the theoretical framework throughout my study.

3.3 Research Setting

In this section I describe the specific context from which I collected data and how I selected the research site.

3.3.1 MA TESL degree program.

The Master's degree program in Teaching English as a Second Language (MA TESL) that served as the research site for this study is part of the Department of Applied Linguistics at a large, Research 1 institution located in a rural area in the Northeastern United States. The MA TESL program is a university-based, two-year teacher preparation program that prepares individuals to work with adult learners in a variety of contexts in the United States and abroad. In addition to taking classes, pre-service second language teachers enrolled in this program participate in field experiences in both classroom and tutoring settings and complete two capstone projects: an e-Portfolio to show students' accomplishments of the program's objectives, and a final Master's paper. The MA TESL program does not provide K-12 certification to teach ESL in public schools in the United States.

3.3.2 Practicum 500.

While the MA TESL program functioned as my research site, Practicum 500 served as the specific context within the research site where I collected data. Practicum 500 is taken in either the fall or spring semester of students' final year in the MA TESL program. Students enrolled in Practicum 500 are called "practicum teachers" (PRTs)[7] and participate in a semester-long, mentored field experience where they have the opportunity to engage in English language teaching. PRTs' practicum placements involve teaching any of the following student groups: non-matriculated college-aged students, or undergraduate or graduate students enrolled in the university. Placements are with the department's International Teaching Assistants Program (graduate students), first-year writing courses (undergraduate students), or Intensive English Program (non-matriculated students). PRTs can also be placed at the university's law school. The instructor for the course that the PRT is assigned to serves as the mentor teacher to the PRT throughout their placement.

PRTs meet once or twice a week for Practicum 500 while participating in their field placements. Practicum 500 is led by Dr. Smith, a TE. The purpose of the course is to provide instructional support and professional mentoring to the PRTs as they participate in their field assignments. As students of Practicum 500, the PRTs engage in a variety of activities to support their professional development such as weekly reflective teaching journals, routine meetings with their mentor teacher, crafting a teaching philosophy and professional development plan, participating in stimulated recalls with the TE and their

[7] As noted in section 1.4, I will use the term PRT for the remainder of the study to account for the range of experience of the participants.

mentor teacher after leading classes, and video recording and individually reflecting on their own instruction. PRTs are expected to maintain a high level of professionalism throughout their practicum experience.

3.3.3 Site selection procedures.

My phenomenon of study is not program-specific, but I selected a program that would help me "see" the phenomenon in action. Therefore, to see how the phenomenon of expressed emotion was impacted by mediation, my site selection of this MA TESL program was *purposeful* (Patton, 1990). Purposeful sampling means the researcher must select "a sample from which the most can be learned" (Merriam, 1998, p. 61). Samples that provide deep insight into the phenomenon of study are often *information-rich cases* because such cases help researchers "learn a great deal about issues of central importance to the purpose of the research" (Patton, 1990, p. 160). To select an information-rich case, I established a list of criteria that my research site sample needed to meet (Merriam, 1998). My criteria consisted of: a university-based MA TESL program, researcher access to the site, and the potential for visibility of the phenomenon of interest.

In the L2 teacher emotion literature, researchers have exclusively used university-based teacher preparation programs as their research sites. I wanted to be consistent with the literature that was framing my research and therefore, opted to select a site that was a university-based teacher education context (see description of teacher preparation programs in section 1.4). Another criterion, access to site, is important because it impacts the researcher's presence and rapport with others (Lareau, 2000). While my status as a graduate of the MA TESL program and my continued good rapport with faculty in the program allowed me convenient access to this site and therefore is a factor in site

selection, my selection is not solely based on convenience sampling (Patton, 1990), which is neither purposeful or strategic.

My third criterion, potential for visibility of the phenomenon of interest, was my most important criterion because it pertained directly to the sociocultural theoretical framework I utilized and what I was studying. From a sociocultural perspective (Vygotsky, 1978), explicit mediation may impact PRTs' cognitive/emotional development. I needed to select a site where I would be able to observe mediation in action. The MA TESL program that served as the site for this study appeared to be driven by a sociocultural theoretical orientation. This theoretical orientation was evidenced by the department biographies of the faculty associated with the program who have primary research interests in sociocultural theory and instruct from a sociocultural theoretical perspective regarding the pedagogies of English language teaching. English language pedagogy from a sociocultural perspective. Additionally, evidenced by my own prior experience as a student of the MA TESL program and of Dr. Smith in Practicum 500, five years prior to data collection for this study, and the materials and activities used in coursework during my time in the program, I suggest sociocultural theory is a dominant orientation of the MA TESL program.

Specifically, I believed the phenomenon of interest was likely to be more visible in the Practicum 500 course than in other program courses because PRTs would be enacting their roles as teacher-learners and be responsible for the quality of others' learning. Due to the often emotionally-laden and challenging times of early teaching experiences (Liston, Whitcomb, & Borko, 2006), the potential for emotional experiences was higher in the practicum setting, and Practicum 500 was a space where PRTs may

have addressed their emotions related to learning to teach. Practicum 500 also represented a space where the TE may have mediated emotional congruence or dissonance. Ultimately, my selection of the MA TESL program for my research site was because it was a university-based teacher preparation program, I had access to the site, and, most importantly, it was an ideal space to theoretically see the manifestation of meditation of expressed emotion using a sociocultural theoretical framework.

3.4 Participants

The participants in this study were one teacher educator, Dr. Smith, and three practicum teachers, Ben, Boge, and Wen. The practicum teachers were the focal participants in this study because I was interested in their experiences in relation to Dr. Smith's emotional support. Dr. Smith was the first person I contacted about the possibility of conducting research with Practicum 500 because she chairs the MA TESL program and routinely teaches the Practicum 500 course. Dr. Smith was supportive of me collecting data in her class and verbally gave consent that she would participate in my study. I also contacted the program's Department Head and obtained written permission from him that I could conduct research in the MA TESL program. I kept Dr. Smith informed as I developed my study proposal and routinely contacted her to confirm any revisions to my plan. I reviewed the final draft of the study proposal with Dr. Smith before submitting it for Institutional Review Board (IRB) approval. Once approved, I provided Dr. Smith with a hard copy of the IRB consent form.

Ben, Boge, and Wen were part of the MA TESL cohort for the 2018-2019 academic year, which was comprised of 16 domestic and international students. Since students were able to take Practicum 500 in either the fall or spring of their second year

of the program, only five of the 16 cohort members were enrolled in the course during the spring 2019 semester, when I collected data for this study. In mid-December 2018, I met with Dr. Smith and four of the five Practicum 500 enrollees to explain the purpose of my study and provide a copy of the IRB consent form to each PRT. One student was not in attendance and so I emailed her a description of the study and the consent form. I initially met with students in person, instead of emailing them, so that they could get a sense of who I was as a person and a researcher. I felt the human connection may make them feel more at ease about the extensive presence I would have during their practicum experience. Since I would become part of their practicum experience, I wanted them to have ample time to consider whether they would participate in my study. Therefore, I provided the consent forms in mid-December 2018, sent a reminder email about the study later in the month, and then collected consent forms on the first day of class in early January, 2019.

All five students consented to participate in the study. However, the student who was not present for the meeting in mid-December was not present for the first week of class. Since I did not receive her consent form until the third week into my data collection period, I did not collect data from her. I collected data on the other four participants but only examined data for three of the participants. I was *purposeful* in which participants to analyze and used *homogenous sampling,* picking a subgroup of people who have similar backgrounds or experiences (Patton, 1990). I selected Boge, Ben, and Wen because they all taught the same first-year writing course. I was interested in how Dr. Smith's support of expressed emotion manifested for these three individuals who shared a similar teaching context (Patton, 1990). The fourth participant taught in the International

Teaching Assistant Program and so I excluded her data from analysis due to her different teaching context. In the remainder of this section, I provide biographical information about Ben, Boge, Wen, and Dr. Smith.

3.4.1 Ben.

Ben was a 32-year old Brazilian man and his first language was Portuguese. He came to the U.S. to complete the MA TESL program. Ben held a bachelor's degree in teaching English and had been teaching English as Foreign Language for twelve years. Ben's teaching experience was primarily in Brazil. He began teaching when he was a sophomore in college as part of an extension project that allowed student teachers to get teaching practice through a program that offered English lessons to the local community for a reduced price. Ben continued to teach English after he graduated from college and had also spent four years teaching English and Portuguese to adults online. Ben considered himself experienced as did his peers and Dr. Smith. Ben's practicum assignment was in a first-year ESL writing course for undergraduate students and this was his first experience teaching a course on academic writing.

3.4.2 Boge.

Boge was a 23-year old Chinese female and her first language was Chinese. She came to the U.S. to complete the MA TESL program. She completed an undergraduate major in Chinese literature and language at a university in China. Her degree was an education degree and allowed her to teach Chinese in public institutions. Boge had some prior teaching experience. She had taught Chinese to elementary children in a public school for a month but realized she did not enjoy teaching children, so she made a career change and began to teach English in China. She was a tutor in a private institution for

about two months and tutored high school students who were taking the college entrance test in China. Boge also had some experience teaching for the Test of English as a Foreign Language (TOEFL). Boge noted that she was naïve about teaching English in her prior teaching experiences because she equated it to translating between Chinese and English. Prior to her start of the MA TESL program she was not familiar with English-language teaching strategies, methodologies, or theories but felt her time in the program changed her misunderstandings about English language teaching. Boge's practicum assignment was also in a first-year ESL writing course for undergraduate students and this was her first experience teaching academic writing.

3.4.3 Wen.

Wen was a 23-year old Chinese female and her first language was Chinese. She came to the U.S. to complete the MA TESL degree. Wen had two majors as an undergraduate, which she distinguished between as a main major, international economy, and a minor major, translation and interpreting for Chinese and English. During her third year of college, she began to work part-time as a teaching assistant in English language training institutions teaching college-aged adults interested in applying to universities abroad. As a teaching assistant, she taught toward the TOEFL exam and a preparation course for the speaking portion of the International English Language Testing System (IELTS) exam. She also taught pronunciation and daily communication during this time. Wen was a teaching assistant for about a year. Like Ben and Boge, Wen's practicum assignment was also in a first-year ESL writing course for undergraduate students and this was her first experience teaching academic writing.

3.4.4 Dr. Smith.

Dr. Smith was a 60-year-old, U.S. born, white, female whose first language was English. She was an Assistant Teaching Professor and Chair of the MA TESL program. Dr. Smith obtained her undergraduate, Master's, and doctorate degrees at the institution from which I collected data. Dr. Smith taught high school English in Florida for 15 years, which she did between her undergraduate and Master's degrees and between her Master's and doctorate degree. Dr. Smith started teaching in the Applied Linguistics Department, at the institution from which I collected data, in 2012.

Dr. Smith had taught Practicum 500 since 2012. The course was an independent experience when she inherited it; students found their own mentor teacher, attended practicum placements infrequently, and had no official classroom meeting for Practicum 500. Over the past eight years, she worked to change the culture of the course from an independent experience to a structured experience of a practicum placement and accompanying practicum course. Dr. Smith noted that the iterations Practicum 500 had gone through were based on what she had learned over the years related to reflective practice and her attempts at encouraging practicum teachers to reflect on their practice in deep and meaningful ways.

In relation to emotion, Dr. Smith noted that she did not explicitly talk about emotions or teach about emotions in the course, but she did bring an awareness to them and acknowledged them. Dr. Smith also pushed PRTs to consider how to address their emotions and how to use that examination to move forward in their practice. Dr. Smith drew upon her knowledge of a Vygotskian theoretical perspective and made changes to the course to attend to PRTs' moments of cognitive/emotional dissonance and

congruence as they learned to teach. Some of her changes involved implementing what she called tools for cognitive growth which took the form of structured journals, class discussions, and one-on-one discussions with her.

3.4.5 Additional data sources.

The mentor teachers for each of the PRT focal participants were the instructors of the courses that the PRTs were assigned to for their practicum placements. The mentor teachers were a mix of PhD students, part-time adjunct ESL instructors, and full-time department staff. While the mentor teachers who worked with the PRTs were not main participants in my study, they were individuals who spent an immense amount of time with their PRT and could potentially provide a more holistic understanding of how PRTs' emotional experiences were supported. Therefore, I collected data from the mentors in the form of two interviews – one at the beginning of the semester and one at the end of the semester. After teaching placements were finalized, I emailed each mentor to set up a meeting to explain the purpose of my study with the PRTs. During the meetings, I provided each mentor teacher with a copy of the IRB consent form. All the mentors of the PRTs in my study consented to participate. Though I collected data from the mentor teachers on how they responded to their PRT's expressed emotion, I did not analyze any of this data because I limited my focus of enacted emotional support to the TE for Practicum 500, Dr. Smith.

3.5 Data Collection

In the sections that follow, I discuss my data collection methods, separated into two segments. First, I address my data collection methods in light of the sociocultural theoretical perspective discussed in chapter two. To understand the phenomenon of

interest I needed to study the specifics of the context in which the PRTs functioned. Therefore, I focused my data collection on mediational spaces and mediational tools because it was in these spaces and through these tools that I would be able to see how mediation of PRTs' expressions of emotion occurred. Additionally, I focused my collection on these areas because of their intentional design connected to the TE's goal of developing PSTs into independent thinkers and independent teachers. Second, I discuss how I collected data by describing the specific instruments that I used.

3.5.1 Types of mediational spaces and the mediational tools used within them.

From an SCT perspective, cognition, and thus emotion, are rooted in activity settings (Vygotsky, 1986; Wertsch, 1985). Therefore, I had to look at the context the PRTs functioned in, and who they functioned with, to understand their cognitive and emotional states (DiPardo & Potter, 2003; Vygotsky, 1986; Vygotsky, 1987). Specifically, I studied the mediational spaces and mediational tools (i.e., interventions) the TE, Dr. Smith, developed for PRTs during their practicum experience. While Dr. Smith intentionally created interventions that supported PRTs' development, I categorized and named her interventions as mediational spaces and tools.

Mediational spaces are where the opportunity for growth and development can occur through PRTs' reconceptualization of their current understandings of their teaching practice. Current conceptualizations of teaching can be expressed through writing, speaking, or activity. The explicit use of mediational tools may help PRTs reevaluate their emotions and their experiences and develop alternative ways of knowing, feeling, and doing (i.e., reconceptualizing) teaching (Vygotsky, 1978). Dr. Smith utilized multiple

mediational spaces in her practice, which allowed PRTs to externalize their feelings and experiences. She also incorporated the use of mediational psychological tools to aid in PRTs' sense-making of these feelings and experiences, in each space. Since I was interested in how PRTs' emotions could be productively utilized during their development, it was imperative that I study their cognition and emotion through the lens of these spaces and tools. Specifically, I looked at these spaces and tools to examine the responses to PRTs' expressions of emotion and whether PRTs' expressions of emotion changed over time as a response to mediation, which could indicate development.

3.5.1.1 Reflection journals and recall, reflect, reimagine.

As part of Practicum 500, the TE required PRTs to write a weekly Reflective Teaching Journal (RTJ). The RTJ served as the mediational space for PRTs to externalize their teaching experiences. The RTJ also consisted of three parts: Recall, Reflect, and Reimagine (RRR), which served as the mediational tool to direct PRTs' externalizations. First, PRTs *recalled* and described what happened during their practicum that week. Then, they *reflected* on those events which helped bring to light their understandings of events. Lastly, they *re-imagined* the events that happened in class which helped them consider alternative courses of action and adjustments that could be made for future classes. PRTs had agency regarding the content of the journal and how they addressed each part (some chose to combine the Reflect and Re-imagine parts) but they had to use the Recall, Reflect, Re-imagine design. Each week, Dr. Smith read the PRTs' RTJs and dialogued with them individually by providing extensive comments on each entry.

The RRR structure stemmed from Dr. Smith trying to figure out how to get PRTs to reflect deeply. In previous years, she used journals but students "would just tell me

what happened" (Interview #2, 4/17/19). While the RTJ functioned as a space where mediation could occur, there was no guarantee that PRTs would know how to reason about their practice in a critical way. Therefore, the RRR design was an *intentional* tool for cognitive growth put in place by Dr. Smith to mediate PRTs' understandings of their teaching by reflecting on and reimagining experiences. The purpose of Re-imagining was to push PRTs to consider alternatives ways of knowing and doing, and to allow them to "reason" their teaching. The RTJ was also a space where PRTs could share their emotional experiences. Dr. Smith saw the RTJ as a way to help move PRTs through emotional experiences, congruent or dissonant, to understand the 'why' behind the emotion and "figure out what's next" (Interview #2, 4/17/19).

3.5.1.2 Practicum placements and stimulated recalls.

Each PRT participated in a practicum placement in a first-year writing course comprised of students who spoke English as a second or additional language. The practicum placement was a mediational space where PRTs' understandings of teaching were physically expressed through the activity of teaching. Teaching is an externalization of understanding because the decisions PRTs make and the actions they take are representative of what they understand, or think is correct, or necessary, at any particular time. However, PRTs may have difficulty examining or making sense of their feelings and decision making while they are teaching, so having an opportunity to explore their practice after a class has ended could help them explore and clarify what was happening during the lesson. In this study, a modified stimulated recall served as the mediational tool to help PRTs make sense of their teaching in the practicum placement.

PRTs generally started their practicum by assisting their mentor teacher in the classroom with an individual activity or leading one part of a lesson. Eventually, the PRTs were responsible for leading several full lessons and classes on their own. Dr. Smith visited each PRT's placement three times during the semester to observe them leading an activity or lesson. She did not formally meet with the PRTs after the first visit but did provide them with detailed notes from the observation. After the second and third visits, Dr. Smith and the PRT met immediately after class for a modified stimulated recall. A stimulated recall is a meeting between a PST and either a TE or mentor teacher to watch and discuss a video recording of the PST teaching. Stimulated recalls generally happen soon after the specific teaching event that is to be discussed. Though Dr. Smith videorecorded the PRTs teaching, she chose not to use the recordings during the stimulated recalls because she felt conversation was more fluid without continually watching and pausing a video. Thus, the stimulated recalls were modified from the traditional structure. In lieu of the video recording, the TE referred to the detailed notes she took during her observation and anything the PRT wanted to discuss. The stimulated recall allowed PRTs to explore, examine, and clarify their teaching successes and struggles that had just occurred. Similar to the RRR tool, Dr. Smith used dialogic interactions between the TE and the PRTs to push the PRTs to describe incidents, reflect on their understandings of events and perceptions, and explain how they might change their practice in the future.

3.5.1.3 Practicum 500 and class discussions.

PRTs attended Practicum 500 weekly while participating in their practicum. Practicum 500 served as an outside support to the practicum process and was its own

mediational space because it allowed the class to come together and dialogue about their experiences. Similar to the RTJs, within Practicum 500 Dr. Smith used specific activities to help aid the PRTs' learning. She grouped students as professional partners, based on their teaching context, as a way for students to connect about their teaching experiences. Ben, Boge, and Wen were grouped together because they shared the same teaching context. Dr. Smith framed the professional partner conversations as "talk stories," an idea she got from surfers in Hawaii when she was visiting her sister, which served as the mediational tool in this space. At the end of the day, surfers go to a bar and "talk story" with one another – such as what the day was like and what they experienced on the waves. She utilized the "talk story" design because she wanted to make sure to support productive and critical conversations through the professional partner dialogues. Dr. Smith had the professional partners engage in an informal exchanges about their practicum experiences but used the "talk story" to focus their engagement to be more critical by noting, "But see what you can take away from that and how you might support each other" (Field Notes Week 2, 1/16/19). Ultimately, Practicum 500 was a mediational space where PRTs could externalize their teaching successes and challenges, but the use of the mediational tool of "talk story" could support them to be more focused and critical of their externalizations.

3.5.2 Discussion of mediational spaces.

I have described the mediational spaces, where PRTs could externalize their understandings, and the mediational tools, where PRTs could reconceptualize their understandings, in Practicum 500. In the following two chapters on the findings for this study, I present findings that indicate that the way Dr. Smith responded to PRTs'

expressed emotions through these tools was a type of emotional support for the PRTs because they helped PRTs "reconceptualize and recontextualize" themselves and their teaching in both emotive and cognitive ways. I also present findings that suggest ongoing engagement with Dr. Smith through these types of meditational tools helped the PRTs internalize the functionality of mediation of their emotional experiences because her use of mediational practices modeled ways for the PRTs to support themselves, cognitively and emotionally.

3.5.3 Data collection instruments.

In this section I discuss my data collection methods. I employed multiple data collection methods including interviews, classroom observations, audio recordings of stimulated recall sessions, and collection of course documents over a 15-week academic semester (January-April). An overview of the timeline of these methods can be found in Table 4.

3.5.3.1 Interviews.

I conducted two planned semi-structured interviews with each PRT over the course of the semester (one at the beginning and one at the end of the semester), for six interviews. I also conducted two follow-up discussions with Wen and one with Boge. Both of Wen's follow-up discussions were at her request; she noted she liked the opportunity to reflect on her teaching experiences through our discussions. Boge's follow-up was at my request after she shared an experience in class that appeared to cause her heightened dissonant emotions and I was interested in learning more about her experience. These three additional interviews brought my PRT interviews to nine total. Each interview and follow-up was approximately 60 minutes in length, audiorecorded

and transcribed, and conducted on campus in locations chosen by the PRTs. I also conducted two semi-structured interviews with the TE over the course of the semester (one at the beginning and one at the end of the semester). Both interviews were approximately 60 minutes in length and conducted in Dr. Smith's office on campus. These were also audiorecorded and transcribed.

Initial interview questions for the PRTs focused on how the PRTs thought about their emotions, if at all, before engaging in the practicum experience, their beliefs and values related to teaching, their understanding of what it means to learn to teach, and their understanding of emotional support. Final interviews focused on questions that were similar to those asked in the first interview for comparison purposes (see Appendix A for the PRT interview protocol). Initial interview questions for the TE focused on her conceptualization of support, including emotional support, how she approached her teaching and interactions with PRTs, and how, if at all, she might respond to PRTs' expressed emotion. In the final interview, the TE was asked to recall her experiences with the PRTs over the course of the semester and how she supported them in their practicum experience (see Appendix B for the TE interview protocol).

3.5.3.2 Classroom observations.

I conducted 15 observations of Practicum 500, over a 15 week semester, from January-April 2019. Practicum 500 met twice a week for the first two weeks of the semester and then met once a week starting the third week of the semester. The course did not meet for two weeks due to the university's scheduled spring break and when Dr. Smith attended a national conference. Each observation of Practicum 500 lasted 75 minutes. I observed all of the Practicum 500 classes because this specific context was a

space where emotion could have been openly discussed and mediated. I paid specific attention to the presence of emotionally-focused talk and activities. Additionally, since emotions do have observable characteristics (Lazarus, 1991), I paid attention to paralinguistic features of emotion (e.g., tone, body language, facial expressions, hedging) to assess when the TE or PRTs appeared to feel something but did not verbally reveal their emotion.

I also conducted three observations of each PRT's practicum placement for nine observations, generally spaced at the beginning, middle, and end of the semester. Observations of practicum placements were 75 minutes and occurred when the PRT was leading a lesson or the whole class. While I did pay attention to linguistic and paralinguistic features of emotion the PRTs exhibited in their placements, I observed the practicum placements to gain a general understanding of the PRTs' contextual teaching experiences so that I understood who and what they were referencing when they discussed incidents in their reflection journals.

For both observational spaces I used a "code sheet" (Merriam, 1998) to record what I saw and heard related to emotions (see Appendix C for the observation protocol). I was aware of my own thoughts, feelings, and interpretations as I observed and included a separate column on my code sheet to record these subjective elements (Merriam & Tisdell, 2016). When needed, I spent time after observations memoing about what I saw and what I felt while I observed, as a way to identify emerging analytic hunches or questions. I chose not to audiorecord class sessions because I did not want PRTs to alter their speech because of the presence of a recording device. Therefore, my observational data is solely based on field notes and memos of my observational experiences. Since I

did not have audiorecordings to check my notes against, I only present data in quotation marks in the findings when I was able to record word-for-word statements from participants. Otherwise, my notes serve as a summary of what was said or a description of what happened.

Though I aimed to fit into my observational sites, I did not plan to participate in the courses I observed. Therefore, I saw myself as *observer as participant* because my presence and activities were known to the group but my participation in the setting was secondary to my role as observer or nonexistent (Crewswell, 2013; Merriam, 1998). However, I recognized my presence could impact the environment in which I observed and therefore, I wanted to be seen beyond the role of researcher. I attempted to build rapport with participants and non-participants alike and tried to "fit" into their routines, find commonalities with them, help out on occasion, be friendly, and show interest in what was going on (Merriam, 1998, p. 99). I often came to Practicum 500 early and chatted with students as we waited for class to begin. I also participated in class activities if Dr. Smith asked for my assistance. Also, when asked, I commented on and answered questions about my own experience when I was enrolled in the program. I hoped these actions would remind them that I was a student, like them, and not just a researcher in their class.

3.5.3.3 Stimulated recalls.

I collected data on three stimulated recall sessions for each PRT for a total of nine stimulated recalls. All stimulated recall sessions lasted approximately 60 minutes and were audiorecorded and transcribed for analysis. A stimulated recall is a meeting between a PRT, TE, and sometimes the mentor teacher, to watch and discuss a videorecording of

the PRT teaching. During the semester, Dr. Smith visited each PRT enrolled in Practicum 500 in their assigned field placement at least three times to observe and videorecord each PRT teach. These stimulated recall sessions were data points because there was the potential for the PRTs' emotions to be discussed and for that emotion to be mediated. I did not attend these sessions because the presence of three educators (the TE, mentor teacher, and myself) had the potential to be overwhelming and uncomfortable for the PRTs due to potential evaluative feedback given about their teaching. Dr. Smith audiorecorded the stimulated recall sessions and provided me with the file immediately after the session had ended.

3.5.3.4 Course documents.

I collected a weekly Reflective Teaching Journal that the PRTs maintained during their practicum about their teaching experience, which the TE read and responded to. Each PRT completed 13 journals during the semester for a total of 39 journal entries. I was interested in the journals because the act of writing, and the TE's comments in response to the writing, could both mediate PRTs understandings of their teaching practice. I also collected the final reflection paper that each PRT wrote about their practicum experience at the end of the semester. Between the journals and final papers I collected a total of 42 documents.

3.5.4 Use of Instruments.

Though all data collection sources have their own weaknesses, the incorporation of multiple data sources help triangulate data and can provide a more robust account of PRTs' emotions and how they are supported. Common in qualitative research is the predominance of one or two data sources over another (Merriam, 1998). Though I used

four data sources to understand the emotional support in its totality (Interviews, Classroom Observations, Stimulated Recalls, and Course Documents), the journals and stimulated recalls were the most illuminating for my phenomenon of interest because they highlighted more detailed dialogic interactions between the PRTs and TE. However, observations and interviews played a vital supporting role in gaining an in-depth understanding and representation of the support of PRTs' emotions.

Table 4 - Data Sources

Data Sources	Participants	Number	Duration	Frequency	Method of Collection	Time Period
Observation: Practicum 500	PRTs and TE	15	75 min	Twice a week then weekly	Field Notes	Jan-April
Observation: Practicum placements	PRTs	3 each (9 total)	50-90 min	Once every 3-4 weeks	Field Notes	Jan-April
Interviews	PRTs	2 each (6 total)	30-45 min	Beg. and end of the semester	Audio record, transcribe	Jan and April
	TE	2	30-45 min	Beg. and end of the semester	Audio record, transcribe	Jan and April
	MTs	2 (6 total)	30-45 min	Beg. and end of the semester	Audio record, transcribe	Jan and April
Stimulated recall sessions	PRTs and TE	3 each (9 total)	~60 min	3 times a semester	Audio record, transcribe	Jan-April
Weekly reflection journals	PRTs and TE	13 each (39 total)	N/A	Weekly	Obtain copy	Jan-April
Other course documents	PRTs and TE	As relevant	N/A	As relevant	Obtain copy	April

Note: PRTs = practicum teachers; TE = teacher educator; MTs = mentor teachers

3.6 Data Analysis

Data collection ended at the end of April 2019 and I began intensive analysis in early May 2019. I heeded the advice of other qualitative researchers to collect and

analyze data simultaneously (Bogdan & Biklen, 1992; Maxwell, 2005; Yin, 2006), and did a cursory analysis by transcribing initial participant interviews and maintaining researcher notes separate from my field notes on phenomena that stood out to me, initial thoughts, and items to keep in mind when I started heavily analyzing the data. I decided to wait to conduct a closer analysis of the data until I had all available pieces of data and made this choice due to the amount of data I was collecting. Once I had all the data, I organized it chronologically for each participant and read through their experience as a whole. I gave my full attention to one participant at a time and understand their experience in its totality.

Data analysis was ongoing and iterative. To start, I utilized *Structural Coding,* a content-based or conceptual phrase representing a topic of inquiry to categorize the data and create a foundation for future coding (Saldana, 2009, p. 66). In this first round of analysis, I coded all of the data for a single code, "emotion," which was a prominent concept from the theoretical framework. Since emotion can be expressed in a variety of ways, I needed to define what I meant by emotion to identify its manifestation in journals, simulated recalls, interviews, and observations. First, I looked at expressions of emotion linguistically and paralinguistically (non-verbals, tone, pitch). To distinguish linguistic expressions of emotion I used heuristics for identifying teachers' emotional content offered in other studies (see Golombek & Doran, 2014; Johnson & Worden, 2014). Examples of expressions of emotion include *affectively charged lexis* (i.e., anxious, stressed, excited, happy), *stative verbs* (I want, I feel), *explicit and implicit calls for help and/or validation* (What if my class is boring?; I'm not sure how to do 'x'), *simultaneous usage of positive and negative affect* (I am stressed but excited),

mismatches between expectations and reality (I don't want to teach like that; That's the opposite of what I want students to do), and *hedging, hesitation, or silence.* Golombek and Doran (2014) note that the categories they provided were not discrete or exhaustive and invited others to use, revise, and expand the heuristic.

Therefore, in my second step of identifying emotional content I drew from Peirce's (1894/1998) notion of indexicality and Best's (1988) conception of emotion to continue to frame my understanding of emotion. Indexicality describes the nature of the signifying function of emotions in cognitive development. Therefore, PSTs' emotive language may serve as an indicator that, cognitively, there is congruence or dissonance regarding their teaching. Once I identified the emotional content, I attempted to link it to cognitive content. Since Best (1988) notes that emotion is always answerable to reason, I looked for the cognitive reason behind the expressed emotion and, generally, was able to identify an indexical link between emotion and reason. Therefore, I utilized a new heuristic category to identify expressed emotion: reason. What I mean by reason is an expressed understanding (i.e., cognition) (Best, 1988; Vygotsky 1986). PRTs generally expressed initial understandings of what happened or why something occurred during an event to explain their emotions.

This initial structural coding process lasted for three months (May through July 2019) and involved reading a few documents a day for one participant until I read all the data for each participant. In each document I engaged in line-by-line coding (Saldana, 2009) and marked the code with a specific color. As I coded for each participant, I also took extensive notes on my first impressions of the data, how I was understanding the participant as a person, and interpreting their experiences. Ultimately, this first round of

coding helped familiarize me with the data, provided insight into my participants as teacher-learners, and provided me with the opportunity to interpret the raw data. This initial inductive reading of my data also helped me generate a preliminary list of codes for the second round of analysis.

The data coded as "emotion" served as my basis to analyze how the TE responded to expressed emotions. In my second round of coding, which lasted for two months (August and September 2019), I focused on what Dr. Smith's responses were to the data coded as "emotion" (what did the TE say/do during instruction, stimulated recalls, and responding to course assignments and what did peers say/do during class or referenced in journals the PRTs wrote). The second round of analysis began from an in-vivo perspective. An in-vivo code "refers to a word or short phrase from the actual language found in the qualitative data" (Saldaña, 2009, p. 74). In their interviews, PRTs seemed to indicate they received support in two ways: 1) ways that made them feel better and 2) ways that helped them to teach differently. I considered the concept of mediation from a theoretical perspective, "when something comes between us and the world and acts in a shaping, planning, or directing manner" (Swain, Kinnear, & Steinman, 2011, p. 2) in light of what the PRTs said and noted that mediation may help "shape, plan, or direct" teaching practice and therefore, coded the response data by whether the response focused on the PRT's emotion or focused on their teaching practice.

Based on the theoretical concept of mediation, the in-vivo perspective of PRTs from interviews, and what I had noted the TE doing in my memos in the first round of coding, I generated an initial code list for responses that contained six codes: Reassures, Pushes, Normalizes, Relabels, Offers Suggestions, and Elaborates. The codes of

Reassures and Normalizes seemed to connect to support that made PRTs feel better (i.e., the support focused on their emotions). The codes of Pushes, Relabels, Offers Suggestions, and Elaborates seemed to connect to support that helped PRTs teach differently (i.e., the support focused on their practice). From this initial list, I used the *constant comparative method* (Corbin & Strauss, 2015) to compare each piece of coded response data for similarities and differences. My analysis at this stage was to compare whether codes were connected to support of PRTs' emotions or their practice. When data matched a code on the list, I used the same coding label. When data did not match, I created a new coding label. When I finished coding all of the response data, I had a coding list of 27 codes. See Table 5 for a complete list of codes.

In subsequent rounds of analysis, I re-read the response data and constantly compared the elements and properties of types of support to one another, placing those that had similar characteristics into common categories and grouping similar categories into larger themes. After multiple iterations of comparing codes I had sixteen codes across seven categories that represented two main themes, Compassionate Emotional Support and Developmental Emotional Support (see Figure 2 in section 4.1). The Compassionate Emotional Support theme represented the support the TE provided that pertained to PRTs' emotions and which made them feel better. The Developmental Emotional Support theme represented the support the TE provided that pertained to the PRTs' practices and which helped them teach differently. The Compassionate Emotional Support was a direct support of PRTs' emotions, through means such as reassuring them and praising them during successful and challenging times and explicitly talking about their emotions. Developmental Emotional Support was representative of the concept of

mediation because it seemed to help PRTs reconceptualize cognitive and emotive aspects of their teaching practice, for instance by offering alternative ways to understand situations and thus, alter PRTs thinking of, feeling about, and enactment of their practice. DES was different from CES because it impacted both cognition and emotion which resulted in the PRTs transforming as practitioners, and aligned with my intent to investigate how emotion could be productively utilized in teacher development. Therefore, I focused my third round of analysis on Developmental Emotional Support.

Table 5 - Initial Coding Lists for Mediation

Initial Codes	
Reassures	Relabels
Pushes	Offers Suggestions
Normalizes emotion	Elaborates
Coding List After 1st Round of Coding with Initial Codes	
Reassures	Pushes to ask questions/understand
Offers suggestions	Open/Available
Agrees	Reminds
Acknowledges	Shows interest
Names emotion	Makes connections
Provides alternatives	Pushes to think
Asks why	Empathizes
Affirms	Pushes to reimagine/come up with alternatives
Focus on "us"	Names disconnect/Acknowledges disconnect
Revisits	Elaborates
Praises	Asks (clarifying) questions
Comments on growth	Pushes to act
Processing	Describes what they did
Points out opposite	

The final phases of coding took one month (October) and focused on the impact of the TE's mediation of PRTs' expressed emotions on their development. I employed a microgenetic analysis (Vygotsky, 1981) to understand how teacher emotions transformed during the process of teacher development. Specifically, a microgenetic approach focuses on "short-term formation of a psychological process" (Wertsch, 1985, p. 55) and this

makes it an appropriate choice to analyze mediation of PRTs' expressed emotion for two reasons. First, while there are a multitude of factors that influence one's learning and development and multiple issues that each PRT worked through during the course of the semester, a microgenetic method helped me look closely at the process of mediated emotion related to *one* issue and whether each PRT's emotions changed about that issue as a result of the mediation. Second, since Vygotsky's (1978) genetic method focused on the *process* of development as opposed to the end result, and since development is not a linear track but a "twisting path" (Vygotsky, 1987, p. 156) where an individual may make progress and then regress, a microgenetic analysis helped me account for not only the dissonant and congruent incidents in each PRT's development, but the mediation of these incidents that may have helped shape PRT growth and development as teacher-learners.

Ultimately, I examined the data of each PRT and looked for *recurring* or ongoing incidents in their data. I extracted data excerpts that related to the same incidents and grouped them accordingly. After the data were grouped, I printed a hard copy, cut out each data point, and then physically rearranged the data to "story" it for each participant. Once I had a compelling vignette for each PRT (one that included multiple iterations of emotional support for one incident and which extended over several weeks), I examined that data individually and then across the participants to look for emerging themes, similarities, and differences related to how expressions of emotion changed, if at all, over the course of the semester and if a change in emotion was connected to the PRTs' conceptualizations of learning about teaching.

3.7 Role of the Researcher

I was uniquely positioned as both an insider and an outsider in this project because I conducted research in the MA TESL degree program from which I graduated in 2014 and then subsequently was hired to work as a Teaching Fellow from 2014-2015 and then a Lecturer and Tutoring Specialist from 2015-2016. My knowledge of the program, my experience as a student in the program, and my relationship with faculty, including Dr. Smith, provided me with an insider perspective. This perspective gave me the advantage of understanding how the department "worked" and thus, I had more guidance in knowing where to look and what to look for during my data collection. Additionally, my insider status helped me build rapport with the individuals who participated in my study, as well as the individuals who did not participate in my study but who routinely saw me when I conducted observations in their classes.

However, I was also an outsider because my interactions with the participants in this study was from the role as "researcher," which may have impacted how participants saw me and interacted with me. Therefore, to build rapport, I used my insider knowledge of the Practicum 500 course and practicum experience from my status as a graduate of the program to establish an "insider's identity" with my participants, and the non-participants, in Practicum 500 (Adler & Adler, 1994, p. 380). When asked, I participated in Practicum 500 class activities and answered questions about my own experience when I was enrolled in the program. I also attended departmental activities, like workshops, that were not connected to my study but which helped increase my presence in the department. I also chose to do work in one of the tutoring spaces in the department where some of my participants worked and hung out. I hoped these actions would remind them

that I was a student, like them, and not just a researcher in their class and therefore, allow them to feel more comfortable with my presence and speaking with me about their experiences.

3.8 Standards of Quality for Qualitative Research

Emotions are subjective, private, and complex and therefore, individuals' realities of such phenomenon are difficult to accurately portray to others. To ensure my methods and findings were trustworthy and accurate, I used the following strategies: triangulation, rich description, an audit trail, long-term observation, and member checks (Creswell, 2013; Maxwell, 2005; Merriam, 1998; Yin, 2009).

3.8.1 Triangulation.

Triangulation means a researcher uses multiple data collection sources to confirm emerging findings (Creswell, 2013; Merriam, 1998; Yin, 2009). Triangulation is important because if a finding is corroborated through more than one type of method collection then there is more evidence that what is thought to be occurring is valid. I gathered data from two perspectives: PRTs and a TE, and through multiple methods: interviews, classroom observations, stimulated recall sessions, and course documents. This ample amount of data from different perspectives contributed to a comprehensive understanding of mediation of PRTs' expressed emotions.

3.8.2 Rich description.

My use of multiple sources and multiple methods means I had ample data to provide a rich, holistic account of my phenomenon of study. Additionally, because I focused on a small sample size, I was able to provide more in-depth detail and description of my phenomenon than if I had collected data from a large group of PRTs. My detailed

descriptions are important in order for readers to identify "shared characteristics" (Erlandson, Harris, Skipper, & Allen, 1993, p. 32) between my study and their own experiences. These shared characteristics means readers can "transfer information to other settings and to determine whether the findings can be transferred" (Creswell, 2013, p. 252). Ultimately, if my rich description helps readers identify with the study or make connections to other settings because they have an *in-depth understanding* of what I have presented then I have provided ample description of my case.

3.8.3 Audit trail.

A reader should be able to "follow the derivation of any evidence from initial research questions to ultimate case study conclusions" (Yin, 2009, p. 122). While this relates to case study design, I believe it is applicable to qualitative research in general because any researcher should make clear to readers what they, why they did it, and how everything connects. I agree with Merriam's (1998) perspective that theory drives a researcher's study. Therefore, the theoretical framework in my study, "generate[s] the "problem" of the study, specific research questions, data collection and analysis techniques, and how [I] will interpret [my] findings" (Merriam, 1998, p. 46). In essence, I provide a theoretical audit trail throughout my study which connects from my brainstorming, to developing research questions, to my data collection, and through my data analysis. I continue this theoretical audit trail when I present my study's findings.

3.8.4 Long-term observation.

If a researcher can sustain their presence in the study's setting for a longer period of time and conduct repeated forms of data collection, like observations and interviews, they have a greater chance to "rule out spurious associations and premature theories"

(Maxwell, 2005, p. 110). I spent four months at my research site, which was the length of the semester and practicum experience. My data collection ended because my context of study concluded. However, I maintained my presence in the research context for the duration of its existence. I repeatedly observed the same classes, interviewed the same individuals, and focused on the same phenomenon of interest to build my data over a period of time which helped increase the validity of the study's findings (Merriam, 1998).

3.8.5 Member checks.

Member checks involve "taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account" (Creswell, 2013, p. 252). These checks should happen continuously throughout the study (Merriam, 1998). Due to the extremely subjective nature of emotions, I conducted member checks with the participants throughout my study to ensure I am capturing their experiences accurately. During interviews, I often clarified what individuals said or asked if my interpretation or summary of what they said was accurate. I would sometimes send emails or texts to participants to ask about something they said in class or a journal to clarify if I was understanding what they meant. Once I wrote the vignettes for the PRTs I contacted each one and asked if they would read the story I created about their experience to ensure that what I wrote was a truthful reflection of their experience, from their perspective.

Ultimately, I incorporated triangulation, rich descriptions, a theoretical audit trail, long-term observation, and member checks into my research study. My utilization of these strategies increased my study's rigor and trustworthiness. In the next chapter, I present the findings generated through the methods described above.

Chapter 4: Findings - Compassionate and Developmental Emotional Support and Their Impact

Megan:	What do you mean by emotional support? Like what did you need and then where did you get it?
Wen:	Just I think the first is I need help. Real help. Like, I face this situation I don't know what to do with it and if somebody to maybe tell me what to do or just give me some options, maybe we can try this, try that. And also I think emotionally. I think maybe I would feel that unconfident and maybe someone will tell me, "Oh that is normal for new teacher."

Wen's response above seemed to delineate between different types of emotional support she received while teaching. Her description of support was the impetus for my exploration of how Dr. Smith responded to the PRTs'[8] expressions of emotion within the mediational spaces. Since language, either written or spoken, was a consistent mediating factor in those spaces, I paid attention to the dialogic ways in which the TE responded to the PRTs' expressed emotions and how, if at all, varying types of emotional support impacted the PRTs overall. Specifically, the research questions for this study are:

1. How does a teacher educator respond to pre-service second language teachers' expressions of emotion?
2. How does mediation of pre-service second language teachers' expressions of emotion inform their conceptions of themselves and their teaching?

In the next two chapters, I share findings from the data regarding how a TE supported L2 PRTs' expressed emotions and how this support, coupled with their teaching experiences, informed their conceptions of both learning to teach and of themselves as teachers. The three major themes that I constructed from the findings were:

[8] While the stated research questions address pre-service teachers, I continue to use the term practicum teachers (PRTs) to encompass the range of experience of the participants in this study.

1. The TE supported PRTs' expressed emotions in two distinct ways, compassionately and developmentally;
2. developmental emotional support of expressed emotions helped PRTs to develop cognitively and emotionally over time; and
3. as a result of explicit mediation, the PRTs came to see their experiences of emotion as places for learning.

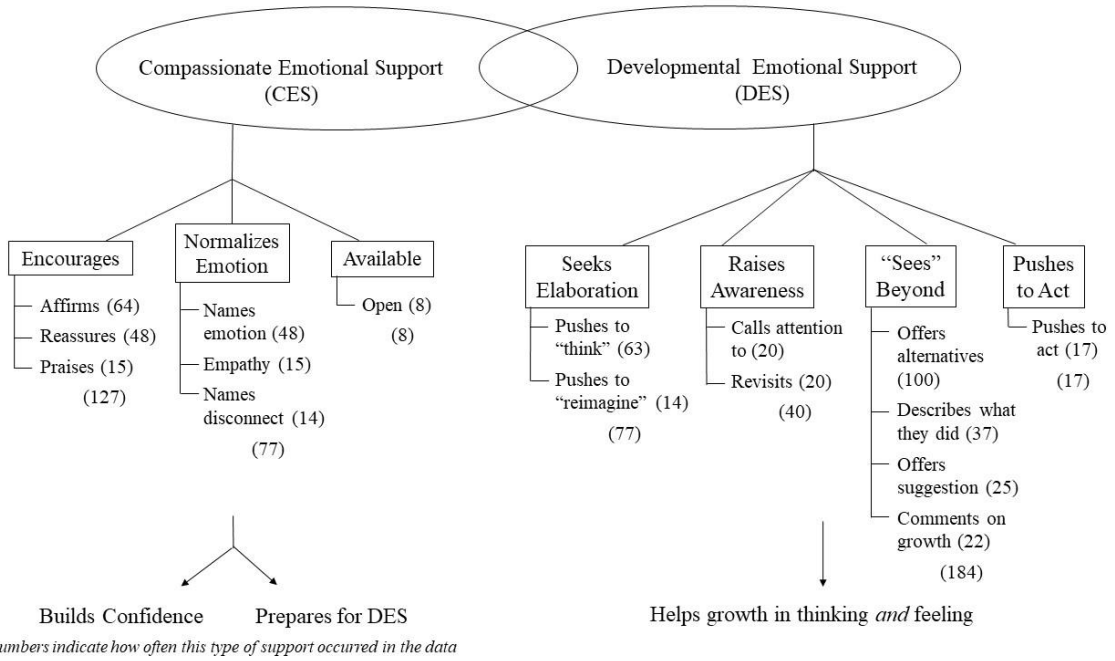
This chapter focuses on the first theme: the TE's Compassionate and Developmental Emotional Support of PRTs' expressed emotions. I focus on the two most prominent aspects of Compassionate and Developmental Emotional Support and discuss how these types of support impacted the PRTs generally. In chapter five, I present the second and third themes: how the TE's use of Developmental Emotional Support aided PRTs' cognitive/emotional development and how the TE's ongoing, iterative mediation of their emotions helped PRTs see emotion as a valuable space for learning and develop reflective personas.

4.1 Compassionate Emotional Support and Developmental Emotional Support

Through examination of the data set for this study, I identified two types of emotional support that the TE employed with PRTs: *Compassionate Emotional Support* and *Developmental Emotional Support*. I define *Compassionate Emotional Support (CES)* as a way to attend to emotions by offering encouragement, normalizing emotions, and providing opportunities to share one's experience with others. CES creates a space for individuals to have confidence in their decisions (e.g., "I can do this") and prepares them to be developmentally supported. However, CES tends not to consider the "why" behind one's emotions and thus I did not find evidence of it encouraging growth or

change in the individual; CES focuses solely on validating PRTs' emotions. In contrast to CES, I found that the TE also used another kind of support, which I have identified as Developmental Emotional Support. I define *Developmental Emotional Support (DES)* as a way to attend to emotions and cognition by seeking elaboration from PRTs, pushing PRTs to understand the "why" behind one's emotions, offering multiple reasons for scenarios or problems, and creating a space where PRTs feel confident trying alternatives (e.g., "I'm going to do this" or "I have tried this"). My analysis revealed that DES fosters change in one's thinking *and* feeling over time. A depiction of this conceptualization can be found in Figure 2.

Figure 2 – Compassionate and Developmental Emotional Support



For a full description of these components please see Appendix D.

By constantly comparing and grouping the initial 27 codes (section 3.6) from my second round of coding, I identified Compassionate Emotional Support as consisting of three behaviors that the TE enacted when she was compassionately supporting PRTs:

Encourages, Normalizes Emotion, and Availability. These three behaviors consist of specific actions the TE took, which are the initial codes that I obtained through constant comparison. Encouragement is comprised of affirming, reassuring, and praising PRTs. Normalizing Emotion involves naming emotions, naming dissonance in the PRTs' teaching, and being empathetic. Availability means that the person providing the support, in this case it was most often the TE, is "there" for the PRTs and shows interest in their experiences. In its simplest form, CES shows kindness and care to PRTs and makes them feel good.

Through the same constant comparative method of the initial 27 codes in round two of my data analysis, I identified Developmental Emotional Support as consisting of four behaviors that the TE enacted when she was developmentally supporting PRTs: Seeks Elaboration, Raises Awareness, "Sees" Beyond, and Pushes to Act. These four behaviors consist of specific actions the TE took, which are also the initial codes that I obtained through constant comparison. Elaboration occurred when Dr. Smith asked the PRTs "why" about their feelings or a statement they made, asked them to think about outcomes of their actions or how they might apply strategies across different scenarios, or asked them to reimagine a scenario to come up with an alternative view or action plan. When Dr. Smith called the PRTs' attention to something important that they did, made connections to course content or previous class conversations, processed a situation, and revisited a previously discussed point, she was Raising Awareness. "Sees" Beyond means the TE saw the PRTs and their situations in ways the PRTs did not. This "seeing" included the TE providing alternatives and suggestions for PRTs, describing what they did in a specific situation, and commenting on their growth. Pushing to Act included the

TE encouraging PRTs to take action regarding a situation. Ultimately, when CES is provided, it may help PRTs build confidence and prepare them for DES. Emotional support that is provided in a developmental way may help PRTs' growth regarding their thinking *and* feeling.

An important distinction between CES and DES is the role of cognition in connection to expressed emotion and the ability for PRTs to transform themselves and their teaching. Essentially, CES helped PRTs to feel better and to see who and where they were in the process as "okay." CES reassured PRTs that setbacks happen and that all new teachers struggle; it normalized the learning process and the emotions in that process. Essentially, CES focused on emotion only. For example, when a TE is being compassionate regarding PRTs' dissonant experiences, *reason*s for emotions do not necessarily come into play because the support is often a temporary emotional hold, such as through calming a PRT down, or stabilizing the PRT by reassuring or encouraging them. While the PRT may feel better momentarily, this "changed" feeling is not indicative of change in the person overall. The emotion appears to have little potential to change over time because the reasons behind it, and how to alter those reasons, have not been explored. Affirmations of a PRT's actions or decisions may have similar results. If reasons for why a situation was congruent and how to recreate this congruence in future situations is left unaddressed, the PRT could feel confident but not know how to use this confidence in other areas of their teaching.

Conversely, DES focuses on the cognitive aspects of expressed emotion. DES explores *reasons* behind emotions, examines details of teaching situations, discusses alternative ways of thinking about, perceiving, responding to, and changing situations,

describes ways that PRTs have grown and changed (which they may not have recognized), and pushes them to act in new ways. Ultimately, having alternative ways of thinking, doing, perceiving, and understanding expands PRTs' cognitive repertoires. When PRTs have a greater cognitive pool of options from which to orient themselves, they are able to change the way they feel about situations because they feel more confident or assured in what to do. Armed with new options and new feelings, PRTs may be more inclined to try new ways of engaging with their teaching. This change in self, as a result of mediational means, results in a change in the PRT's environment because the PRT is now influencing the environment differently. In turn, the change in environment impacts the PRT differently than before and thus, they engage with their mediational tools in different ways. In essence, the PRTs have changed both emotionally and cognitively and have been able to influence their classrooms in new ways; they have *transformed* themselves and their practice.

While CES and DES function differently and produce different outcomes, they are interconnected. Providing only one type of support may not result in positive outcomes for PRTs. PRTs who are supported only compassionately will not have the opportunity to critically address the crux of their emotions and neither their understanding of a situation, or their feelings about it, will change. Developmental support has more risk associated with it because it asks PRTs to be vulnerable about their practice, often through exploring dissonant moments in their teaching. Due to the possible sensitive nature of DES, PRTs need to be eased into this type of support. Therefore, if PRTs are only supported developmentally, they may not be ready to discuss their teaching and themselves in-depth and may shut down, thus stunting any opportunity

for learning or change to occur. Therefore, both CES and DES are needed to support PRTs in a beneficial way. CES is often needed prior to DES so that PRTs can feel assured about where they are in the process, what they feel, and who they are as teachers before they critically reevaluate any of these points.

4.1.1 Overview of CES and DES findings.

In this section I provide an overview of the occurrences of events I coded as CES and DES in the data set to orient the reader to the nature and frequency of each type of support. See Table 6 and Table 7 for a full representation of the TE's supportive actions.

Table 6 – Frequency of Compassionate and Developmental Emotional Support

Type of Support	Frequency (*f*)	Percentage (%)
Compassionate Emotional Support	212	40%
Developmental Emotional Support	318	60%
	N = 530	100%

Table 7 – Frequency of the Emotional Support Behaviors the TE Enacted

Compassionate Emotional Support	**Frequency (*f*)**	**Percentage (%)**
Encourages	127	60%
Normalizes Emotion	77	36%
Available	8	4%
	N = 212	100%
Developmental Emotional Support		
"Sees" Beyond	184	58%
Seeks Elaboration	77	24%
Raises Awareness	40	13%
Pushes to Act	17	5%
	N = 318	100%

Overall, the TE provided more Developmental Emotional Support than Compassionate Emotional Support. During her interactions with PRTs, the TE engaged in DES 60% of the time compared to CES 40% of the time. The two components of DES

that the TE employed the most were "Sees" Beyond (58%) and Seeks Elaboration (24%). Within the "Sees" Beyond category, the most recurring action was Offering Alternatives. Within the Seeks Elaboration category, the TE most often pushed PRTs to "Think." The two components of CES that the TE employed the most were Encourages (60%) and Normalizes Emotion (36%). Within the Encourages category, the TE most often Affirmed PRTs. Within the Normalizing Emotion category, the most frequently recurring action was Naming Emotion. The higher engagement of DES corroborates the TE's overarching goal (stated in section 2.4 and at the beginning of Chapter 3) that she designs Practicum 500 as a reflective practitioner space to encourage "independent thinkers and independent teachers who can reason on their own" (Interview #2, 4/17/19).

Due to the large number of categories under CES and DES, and the quantity of data for each category, in the following sections I present findings for only the most prominent aspects of each type of support. Prominent aspects of support were those which recurred with the highest frequency over the course of the semester and which were corroborated by the PRTs as beneficial to their experience. For CES, I present findings for the subcategory of Affirms under the category Encourages and the subcategory of Names Emotion under the category Normalizes Emotion. For DES, I present findings for the subcategory of Offers Alternatives under "Sees" Beyond and Pushes to "Think" under Seeks Elaboration.

4.2 Prominent Aspects of CES and DES

In the following sections, I present findings on the compassionate actions of Affirming and Naming Emotions and the developmental actions of Offering Alternatives and Pushing to "Think." I explore these prominent aspects of each type of support

through the lens of the mediational spaces and tools I identified for this study (section 3.5.1). In each example, the PRTs' expressed emotion will be underlined and the emotional support will be italicized.

4.2.1 Compassionate emotional support: affirms.

Dr. Smith affirmed PRTs more than any other compassionate action. Affirming indicated that she supported actions and decisions the PRTs made. Dr. Smith often affirmed positive outcomes such as when PRTs already re-imagined a situation, when PRTs indicated they learned or changed their understanding, and when they indicated positive growth in their relationships with students. She also affirmed choices and decisions PRTs made in both congruent and dissonant classroom moments. Dr. Smith was the only person to provide Affirmations; the data do not show any incidents of PRTs affirming each other's actions or learning. In general, the way Dr. Smith affirmed PRTs did not change across the RTJs and the stimulated recalls; she linguistically responded in similar ways. However, in Practicum 500, Dr. Smith exhibited paralinguistic features in addition to linguistic features when affirming the PRTs.

4.2.1.1 Affirms in the RTJs.

The mediational tool of Recall, Reflect, Re-imagine in the RTJs often allowed PRTs to work through situations on their own and develop not only new understandings of those situations, but responses to those situations as well. Early in the semester, Wen was disappointed that students went to her mentor, and not her, if they had questions or comments after class. She reflected on her own, outside of the journal, and used the RTJ as a space to explain her recalling and present re-imagined ways to "expose" herself (i.e., make herself available) to students:

Wen's RTJ[9]	TE Response[10]
Reflecting on the whole week, I felt the experience was encouraging and meaningful. The first thing was that my actions to expose myself turned out to be efficient, and I think reflection and taking actions based on reflection played an important role in the process. When I noticed [students] did not seek help from me, I reflected the classes and came up with three reasons: 1. I did not show my competence and willingness to help them; 2. I was not in a visible position after class; 3. They did not have the access to contact me since my information was not in the syllabus, and some of them could not think of contacting me via Canvas. Then I planned several actions to make attempts to improve these issues: 1. Preparing my presentation with great efforts and seeking for suggestions from [my mentor]; 2. Continuing to come to class earlier to talk with students; 3. Stepping in the front of the classroom after the class finishes; 4. Showing my information on the [PPT] slides; 5. Trying to get chance to send emails to students.	Thank you for sharing your thinking process, Wen, and *I agree that reflection is a critical part of the learning process. You have certainly thought carefully about how to re-imagine this situation, and it sounds like your action steps are beginning to bring the results you have been looking for.* (RTJ #2, Week of 1/14/19)

Dr. Smith's response affirmed Wen's experience in two ways. Since Wen's "re-imagine" was sufficient in possibly helping her connect more with the students, Dr. Smith affirmed the actions Wen took. She also affirmed the "careful" way in which Wen reflected, which may have encouraged Wen to continue reflecting in a deep way. In a similar experience, Boge expressed disappointment regarding student behavior:

[9] When quoting writing and speech excerpts from participants, I may add clarifications but I do not correct language that does not impede comprehension.
[10] TE comments are placed beside the area of texts that she responded to in the journals.

Boge's RTJ	TE Response
I was a bit disappointed when students didn't follow my management, and thought about possible reasons for that with [my mentor's] help. It was probably because of the way we organize the activity, maybe for the next time we should make it explicit about the timing if we want students to complete the tasks in certain period of time, and I could make announcement in front of the whole class before coming to each group.	I can understand the frustration – we've all been there! *So this is also a teaching moment for you, and I'm glad you were comfortable enough to share your reaction with [your mentor] and brainstorm reasons. These moments of cognitive dissonance can be spaces for learning – IF we choose to make them so – and you did.* (RTJ #2, Week of 1/14/19)

In her response, Dr. Smith also affirmed Boge's experience in two ways. She affirmed that Boge handled the situation appropriately by discussing the issue with her mentor, which may have encouraged Boge to continue to be open about struggles in her teaching. Dr. Smith also affirmed Boge's response to the moment of dissonance by utilizing it as a learning opportunity, which may have encouraged Boge to continue using dissonant moments from which to learn instead of turning away from them. In these instances, affirmations from Dr. Smith speak to both changes in PRTs' literal teaching practice as well as how they approach their practice (e.g., the use of reflection).

Affirmations also touched upon other areas of teaching, such as instructional choices the PRTs made:

Ben's RTJ	TE Response
However, as the class progressed, I found it hard to make contributions. Since [my mentor] did not want to devote too much time to that first segment of the class (which she made explicit to students as she delivered the agenda for that day), she proceeded quite swiftly, not dwelling too much on either point. I felt that if I made any remarks, I would interrupt the flow of the class, delaying the work on citations. I decided to stay silent.	*I think you made the right decision, Ben, given the tempo of that part of the class. My guess is that you'll revisit this again at some point later in the semester and can use that time to share differences across disciplines.* (RTJ #5, Week of 2/4/19)

Or when PRTs commented on positive changes they saw in themselves and in the classroom:

Wen's RTJ	TE Response
As the practicum goes on, I also find a sense of value and accomplishment, both as a teacher and as a person. When those students who once looked at me with tension began to smile to me, when they replied my email and said "thank you, your suggestions today are very useful", and when they began to ask me more questions, I could feel that my efforts did make a difference.	*You had to gain their trust and show that you are a credible resource for them, and it seems that you've done that.* (RTJ #6, Week of 2/11/19)

The TE's responses in these last two examples reflected other responses in the Affirms data: Dr. Smith tended to provide elaborated responses instead of a quick "I agree" or "You're right" statement. With Ben's RTJ, Dr. Smith could have easily ended her comment after remarking on the tempo of the class. However, due to the perceived dissonance of the situation, she elaborated on her statement to indicate that not all was lost – Ben made the right choice *and* he would probably be able to contribute on this topic at another time. In this way, Dr. Smith affirmed the decision while also attending to the emotional aspect. Similarly, in her response to Wen's congruent situation, Dr. Smith did not just say a seemingly sufficient comment such as "That's wonderful!" or "Glad things are changing for you!" She affirmed the positive change between Wen and her students by explicitly stating what contributed to the change. Though Wen may have realized the students saw her differently, Dr. Smith's elaboration of her affirmation provided Wen with a more nuanced understanding of the reason behind this change. While both of these examples are of a compassionate nature, Dr. Smith's elaborated responses were reflective of DES because she did not just "stabilize" the PRTs but

provided them with extended and alternative ways to understand their situation. These two examples show how aspects of CES may contain hues of DES.

4.2.1.2 Affirms in the stimulated recalls.

Content discussed in the stimulated recalls was not different from content discussed in the RTJs. Even Dr. Smith's elaborated affirmations did not appear to differ between the two spaces; I found her spoken affirmations to be similar in length to her written responses. However, I noted a unique way that she elaborated on an affirmation during a stimulated recall. In the following excerpt, Wen and Dr. Smith discussed a student's response after Wen gave directions for students to move into small groups:

> **Wen:** And I'm happy that [student] left.
> **Dr. Smith:** Yeah, it was nice of him to go to another group. But anyway, I think when you did that...how did you feel when [the student] said, "How many people, three to four? Oh, how about three to five?" Remember how he said that to you?
> **Wen:** Oh, at that time I would want to say, "You can stay in five at this moment but if there's a group that only has two, I may give one to that group."
> **Dr. Smith:** *So that's a nice way to think about how to negotiate.*
> **Wen:** Yeah. I think he understand this.
> **Dr. Smith:** I think he was responsive too. And I noticed that [your mentor] also worked to negotiate with him. Do you remember that moment? What happened?
> **Wen:** He just told him, "You're okay to have five." But I think if there's a group that only has two, he will go back and negotiate. (SR #1 Brief, 1/29/19)

In this exchange, Dr. Smith drew Wen's attention to a moment when a student "challenged" the seating directions. The instructors had asked students to get into groups of three to four but a student suggested groups to be as large as five members. While Dr. Smith was trying to get at the emotional piece behind the incident, asking how Wen felt when challenged, Wen responded confidently with how she would have responded. Again, when Wen offered an acceptable alternative to the situation, Dr. Smith affirmed

her response and labeled her action as *negotiating.* This slight elaboration affirmed Wen's response, by indicating it was "nice," and provided Wen with language for her action. Dr. Smith then asked Wen to recall what her mentor did during the situation. Though the next part of the exchange was not a direct affirmation, Wen's verbalization of her mentor's similar negotiation may have affirmed to Wen that she was ready to handle the situation appropriately because her actions aligned with her mentor's.

4.2.1.3 Affirms in Practicum 500.

Incidents of support sometimes looked differently in Practicum 500 than the RTJs and stimulated recalls because I was able to identify paralinguistic features of emotion that accompanied the spoken linguistic features. A little less than halfway through the semester, Dr. Smith had the PRTs get into their professional partners and share out about an activity they had each designed. This created activity stemmed from the previous week's Practicum 500 class where Dr. Smith wanted students to "think outside the box" for a lesson. She had commented that most learning happened in boxes – inside square classrooms and at square desks and on square boards. Dr. Smith then took the class "out of the box" and across the street to the student union. The class visited an art gallery and used the current exhibit on display as inspiration to create an activity in their practicum classes. The following week, once the students shared their ideas with their professional partners and transferred their activity into a lesson plan template, I noted the following in my field notes:

> TE writes on board:
> Purposeful
> Substantive
> Meaningful
> Engaging

> Each PRT shares their activity and TE goes over these four points (PSME) and how their lesson plans relate back to these points. TE, after everyone shares their activities: *I wanted you to do this to show you you can do this.* You're at the stage where you will have to design lesson plans with little support or on your own. *You all owned what you did/designed. TE begins encouraging the PRTs with what they did and what they can do. TE states "I'm gonna start to cry" and fans her face. TE keeps talking/encouraging students and begins to actually cry – face turns red/flushed, eyes fill with water.* TE turns to me "Are you getting this? I'm crying." Then laughs. Keeps talking but really is tearing up/crying. TE exclaims "oh my gosh!"
> [PRTs]: "Aww!" (Field Notes, Week 5, 2/6/19)

By week five of the practicum, many of the PRTs had begun to start designing activities on their own with limited or no guidance from their mentor. Dr. Smith affirmed the PRTs' abilities to design lessons and activities that were purposeful, substantive, meaningful, and engaging. As she encouraged them about their abilities, she was overcome with emotion and began to cry. Her exclamation of "Oh my gosh!" was said in a higher-pitched tone. Her tone and laughter indicated that she was surprised by her emotional reaction. However, her own shock at her reaction allowed students to see the genuineness behind her words and tears. Dr. Smith's own display of emotion corroborated her affirmation of the PRTs as capable teachers. Additionally, though Dr. Smith may have been surprised by her own emotion, she did not try to hide her tears which also showed the PRTs that emotions are part of teaching and that feeling them is acceptable.

4.2.1.4 Outcome of encouragement.

Affirming was the most prominent way that Dr. Smith encouraged the PRTs and PRTs positively benefitted from this encouragement. When Dr. Smith affirmed, reassured, and praised PRTs about their teaching the PRTs felt better about themselves and their ability to teach. Wen explained:

Wen: And also with Dr. Smith. She's also very positive about what I have done in a class. She's really good at noticing the strength of teachers. Sometimes I think I'm kind of focusing on too much on what I did wrong in a classroom, and Dr. Smith could find this is good thing about your teaching. Really encouraging.
Megan: And what did that do for you when she did that?
Wen: I think maybe that helped me to find confidence in teaching. (Interview #2, 4/16/19)

Dr. Smith's compliments helped Wen see that she was doing positive things in the classroom which helped increase Wen's confidence. Ben also noted that the way Dr. Smith approached PRTs felt genuine and was more than just a mere acknowledgement of their experience:

Ben: Yeah, no no, it's not just like acknowledging or just pretending to say ah okay that's good. Cuz I know like she's engaging…but it's genuine that you see this genuine interest in knowing how you're feeling and knowing how you're dealing with the number of things that you have to do. Yeah, so I think the support, the emotional support is really good. (Interview #1, 1/17/19)

Encouragement helped PRTs feel emotionally supported because the TE engaged with them in a way that went beyond "just acknowledging" or "pretending." She engaged with them about their experience and in doing so helped PRTs feel more confident about their ability to teach.

4.2.1.5 Summary of compassionate emotional support: affirms.

Affirms findings were largely reflective of the TE validating PRTs' choices, decisions, and actions. Dr. Smith affirmed aspects of the PRTs' practice such as how they reflected, changed outcomes they reached as a result of re-imagining, pedagogical decisions made during moments of dissonance, instructional decisions that lead to moments of congruence, and their ability to handle student interactions and produce solid work. Affirmations indicated to PRTs that they did the right thing, both in moments of

dissonance and congruence. Affirming was compassionate because the focus of such statements was on congruent feeling outcomes. PRTs saw they were capable and were assured they were doing the right things and thus, felt better or more confident about teaching.

4.2.2 Compassionate emotional support: names emotion.

In addition to encouraging PRTs, Dr. Smith normalized emotion, both congruent and dissonant, in the learning-to-teach process. The most frequent action Dr. Smith did to normalize emotion was to name or acknowledge PRTs' emotions. Naming Emotion often consisted of Dr. Smith labeling PRTs' experiences with emotion words that the PRTs had not used themselves. This labeling was often done when a PRT indicated there was congruence or dissonance in a situation but did not describe the situation emotionally. When a PRT did express emotion, Dr. Smith often restated or recasted what the PRT said using similar emotion language. Dr. Smith also directly asked how the PRTs felt, which created a space for emotions to be stated and discussed. While the naming emotion data looked similar across all three mediational contexts, who provided this type of support changed. Dr. Smith named emotion in the RTJs, stimulated recalls, and Practicum 500. However, her creation of spaces to talk about emotion in class allowed the PRTs to also engage in acknowledging each other's emotions and thus, participate in supporting one another compassionately.

4.2.2.1 Names emotion in RTJs.

Dr. Smith named both congruent and dissonant emotion in the RTJs. She often commented on PRTs' confidence, even if the PRTs did not. For example, in Wen's RTJ early in the semester:

Wen's RTJ	TE's response
What I did was to ask one member in the group if she agreed with another member who just shared his answer. I felt that it successfully turned their attention from seeking for one "right" answer to exchanging ideas. And I told them that there was usually not one "right" answer to many questions in writing.	*What confidence for so early in the semester, Wen!* You chose an appropriate approach for helping them see that it's about the discussion as much as the right answer. You 'gave them permission' to share ideas freely, something they might not be used to in their educational experiences. (RTJ #2, Week of 1/14/19)

As PRTs felt more confident in their teaching they would often make decisions in the classroom that reflected that confidence. However, PRTs may not have recognized that their practice was different because they felt different. In this instance, Wen had not said she was confident in her teaching ability but explained an interaction with the students that indicated she felt comfortable and in control during the interaction. Dr. Smith's reply used an emotion word, confidence, when Wen did not and this helped normalize emotion by bringing it into the conversation. Dr. Smith's labeling of Wen's actions also helped normalize talking about congruent emotions and the importance of focusing on congruent outcomes, instead of just dissonant ones, because she highlighted what made the situation congruent.

Just like with congruent emotions, Dr. Smith also used language that was reflective of dissonant feelings. For instance:

Boge's RTJ	TE's response
To be frank, right after the class, I was very frustrated with the students because of the two students who did not pay attention to class and the fact that a few of them seemed to get sleepy when [my mentor] and I were interpreting the buildings.	*…It is unsettling when we can't get all of the students to care, and because of the personal nature of teaching, it can sometimes feel like a 'personal affront' and we might think the student doesn't 'like' or trust us.* More than likely, the student has another agenda, and he/her behavior is not at all directed at us. (RTJ #6, Week of 2/11/19)

In this situation, Boge used an emotion word, frustration, to signify dissonance that occurred during class. Dr. Smith replied, noting the situation was "unsettling" and emotionally extended the response by adding the situation may feel like a "personal affront." Restating or using language similar to what the PRT used, instead of ignoring it or dropping it from the response, may have helped the PRT see that their feeling was legitimized and "okay" to have. Dr. Smith's choice of language not only validated that emotions were okay but, by extending her response to include an emotional piece, that talking about emotions was acceptable, too.

In addition to outright acknowledging congruent and dissonant emotions, Dr. Smith also named emotion by addressing the paralinguistic features of emotion. Typically, physical reactions accompany emotions (e.g., smiling, increased heart rate, flushed skin, tears, etc.). Dr. Smith addressed the normalcy of such paralinguistic features when Boge wrote about leaving her class in her last RTJ:

Boge's RTJ	TE's response
It takes time for me, a novice ESL teacher, to try multiple ways and finally know how to constitute and engineer the space with my student where they could all learn how to be "the best version of themselves". And it's interesting to say that, when I'm writing this right now, sadness just rose from the bottom of my heart (I usually don't feel this way) because I know the farewell is near to us, right after we truly knew each other. I really, really hope we could reach that space earlier. I really, really hope we could have more time.	This entire paragraph is so genuine and touching, Boge. You needed time to find yourself in this space, and to be comfortable with who you are and who you are as a teacher. I know you wish it could have happened sooner, but I would say that it's wonderful that it happened! Could have not been the case, and it was for you – so enjoy your last two weeks with them, *and it's okay to have a few tears!* (RTJ #12, Week of 4/1/19)

While Boge did not indicate that she cried, she noted that she felt sad about leaving her class and expressed desire to have more time with her students. Dr. Smith understood the bittersweet ending of the practicum experience and told Boge it would be okay for her to cry. Boge's experience could be interpreted as both happy and sad; however, Dr. Smith did not indicate whether it is okay to cry "happy" tears or "sad" tears. She indicated that tears, in general, are okay and thus, normalized that it is okay to not only have emotion but to *express* that emotion.

Another interesting way that Dr. Smith named emotion was by asking questions about the PRT's emotional experiences.

Ben's RTJ	TE's response
I felt a little nervous at the beginning of the lesson since it was my first time really teaching that group.	*Were you surprised at your nervousness?* The index card was a great idea as a support for you. Do you remember at what point you started to relax and maybe even why? (RTJ #4, Week of 1/28/19)

Here, Dr. Smith named emotion by directly asking how Ben felt about his emotional experience when he taught a specific group of students. Her questions about his emotions may also have helped normalize talking about and understanding one's emotional experiences. Like the above data examples, this data point had hues of DES because of the way in which Dr. Smith named the emotion. Her focus on talking about emotion included prompting Ben to further explore the experience to have a better understanding of his emotions during that situation. Thus, she not only compassionately normalized the emotion but, in doing so, also influenced him to elaborate on reasons behind his emotion and developmentally process his understanding. Ultimately, Dr. Smith normalized using emotions as something to learn from.

4.2.2.2 Names emotion in stimulated recalls.

Data for names emotion looked similar in stimulated recalls compared to the RTJs. In stimulated recalls, the TE also focused on congruent and dissonant emotions:

> **Wen:** That's what I want to focus on [whole class discussion], because I feel more nervous or I find more problems with that.
>
> **Dr. Smith:** …It's quite a different dynamic, so it requires a very different way of paying attention and a very different way of reacting to their responses. *So talk a little bit about what you were comfortable with and uncomfortable with when you had them in a big group.* (SR #1 Brief, 1/29/19)

In this exchange, Wen indicated that she felt more nervous leading a whole class discussion than working with small groups of students. Though Wen indicated she had problems with the whole group discussion, Dr. Smith did not focus only on the challenges Wen thought she faced; she directed Wen to also recall positive aspects of her group discussions. By encouraging Wen to consider positives aspects of a challenging situation, Dr. Smith helped normalize a focus that was not strictly on the dissonance. She was able to encourage Wen to find positive aspects among her challenges.

Like I noted with the Affirms data in stimulated recalls, Names Emotion data often was expanded and elaborated on in stimulated recalls. The stimulated recalls allowed Dr. Smith to encourage PRTs to elaborate on their responses, but she also was able to elaborate on her responses to the PRTs. In the following exchange, Boge explained that she was initially unsure what to do when students were silently reading in class, and during a subsequent class only walked around when students were talking, not when they were reading:

> **Dr. Smith:** So go back to what you said about not interrupting [students] when they, or not walking around when they are doing their reading. How did you discover that?
>
> **Boge:** Because like last time when they are reading and I was not sure what

should I do at that moment? But after that, [my mentor] and I have a meeting, and we talk about that and [my mentor] says we don't really have to, like, engage with them when they're doing their reading. Just let them read and I sense, yes, this is what we should do.

Dr. Smith: *I'm actually glad that you felt that in that first time when you did this*. And the second thing I really like is that you actually asked [your mentor] about that. [Boge: Yeah] And that you guys came to a decision on how to manage that. *Because that was probably an awkward moment for you?* [Boge: Yeah] And that's one of those times when you think, alright, I know I'm supposed to be the teacher. What am I supposed to be doing right now? And there are times when we just step back and let them manage it. And I think that that was really helpful for you to ask that. So thank you. *And did it feel different today?*

Boge: Yeah, it feels really different. (SR #2, 2/21/19)

In this exchange, Dr. Smith named emotions repeatedly and in multiple ways. First, she stated that she was glad Boge felt uncertainty about what to do when the students were reading. Similar to Ben's RTJ example above, Dr. Smith's comments may have indicated to Boge that it is good to have emotions, including dissonant ones, because emotions can provide learning opportunities. Dr. Smith was normalizing the experience of learning from emotions. Second, Dr. Smith addressed the dissonant situation by explicitly labeling the moment as awkward. Using explicit emotion language might have showed Boge the normalcy of having and talking about emotions. Lastly, Dr. Smith ended her turn by directly asking if Boge felt different due to her change in practice. Dr. Smith used three different approaches in her response to address Boge's expressed uncertainty, and each one reiterated the acceptableness of emotion in Boge's experience.

4.2.2.3 Names emotion in Practicum 500.

Practicum 500 was different from the RTJ and stimulated recalls regarding naming emotion because PRTs compassionately supported one another in addition to Dr.

Smith's support of their emotions. To start, I examine a data point from my field notes regarding Dr. Smith:

> Dr. Smith: *I'd like you to think about a moment in the last couple of weeks that was a challenge for you.* Doesn't have to be major. *Where you felt a bit challenged/unsurely.*
>
> Each [student] shares and TE debriefs each student scenario with the whole class.
>
> TE to class: *These are normal things that happen in the classroom/to us. When they happen you need to – 1) Need to recognize they happen. 2) How you respond to that.* → *And how you respond says something about your beliefs as a teacher.* (Field Notes, Week 8, 2/27/19)

In this instance, Dr. Smith asked the PRTs to share experiences where they felt emotions from dissonant situations. After the PRTs shared out, Dr. Smith named their experiences by explicitly stating that dissonant moments are "normal things that happen." She then continued to normalize the functioning role of emotion in teaching by telling the PRTs that they needed to acknowledge dissonant moments and recognize how they responded to them. Thus, Dr. Smith not only normalized emotions but normalized them as spaces from which to learn.

Practicum 500 also afforded PRTs the opportunity to support one another regarding naming emotions since they shared their feelings in their professional partner groups and during full-class discussions. During a professional partner exchange, Ben shared how he was feeling to Wen:

> I overheard Ben talking to Wen. *Something about his [mentor teacher's] experience and even though he has experience <u>he is less confident</u>*. (Field Notes, Week 6, 2/13/19)

Ben had twelve years of teaching experience but still lacked confidence in his practicum. Wen knew that Ben was an experienced teacher so hearing him say he was unconfident helped her see that emotions are common in teaching and do not disappear just because a

teacher gains experience. Similarly, I observed PRTs supporting one another when they revealed that they shared similar teaching experiences and similar feelings about these experiences:

> Boge – Concern – class consists of majority Chinese students. When she approached one group they responded in Chinese. They asked her the equivalent of "what" and "what did you say?" Boge - "I was quite scared because I thought they didn't understand me" or didn't want to speak English. She responded in English to them (said the same thing again) and walked away. "Left with kind of depressed feeling." Thinks her students' English is better than hers?
>
> Wen – *"I feel the same"* Introduced tutoring option to students and said she could answer questions for them after class. At end of class only three students came to her and others went to [mentor teacher]. "I feel a little disappointed." She tried to think rationally. [Mentor teacher] is the native speaker. He is the teacher. "But maybe students don't trust me?" We're not sure how the students see us. (Field Notes, Week 2, 1/16/19)

This exchange took place during a whole class discussion on challenges in the practicum. Boge voiced that she was fearful that students did not understand her and seemed concerned about how to interact with them. By voicing this concern, Wen was able to admit that she "felt the same" and was also struggling with her interaction with students. Wen ended her verbalization by utilizing inclusive language "*we're* not sure how the students see *us*." Since another student had voiced a similar concern, Wen was able to see that she was not alone in how students saw her as a teacher. Her "me" problem became a "we" problem because she recognized that she was not the only teacher struggling with student interactions. Due to the shared emotional experience, Wen was able to adjust her understanding of "I'm the only one" to "I'm not the only one." The PSTs often felt similar emotions but did not always know that their peers felt the same way. Having the space to hear about others' emotions allowed them to recognize that their feelings were shared, common, and normal.

4.2.3.4 Outcome of normalizing emotion.

Naming emotion had a strong impact on PRTs accepting their dissonant feelings and understanding that they were not alone in their learning-to-teach journey. When Dr. Smith named emotion in various ways she modeled to the PRTs that talking about emotions was normal. Wen commented:

> **Megan:** But then you were saying here people like [Dr. Smith] like encourage talk about emotions so what does that do for you? As a teacher when you have teachers that encourage talk about emotion.
> **Wen:** I feel that I'm more comfortable with those negative emotions. When I speak to someone I think I feel better. (Interview #1, 1/15/19)

The PRTs had an opportunity to adjust their own feelings *about* emotion when Dr. Smith made emotion a recurring point of discussion. Since naming emotion was a continual type of support that was enacted throughout the practicum, instead of a once or twice discussion, the PRTs had time to become more comfortable opening up about their dissonant teaching experiences. This modeling by Dr. Smith also showed PRTs that it was acceptable, and helpful, to talk about their emotions with each other and not just with her. Ben commented:

> **Ben:** And, yeah, when we're sharing with the classmates I think it's nice also when students “oh that happened to me too.” So just acknowledging and validating experience so it's not only me, it happens to everyone, so the way I'm feeling is okay, it's not, it's not me, it's everyone. So shared experience. (Interview #2, 5/2/19)

Wen shared a similar sentient about hearing her peers share similar emotional experiences as her:

> **Wen:** Yeah and also those other PRTs, they will say, "Oh I feel the same in my classroom. They were so quiet." So I was not the only one.
> **Megan:** Yeah. Yeah. So knowing that other people are experiencing the same thing.
> **Wen:** Yeah, yeah. It made me feel it was not because I was too bad so I experience this. It was a normal feeling. (Follow-up #2, 2/21/19)

When PRTs learned that classmates experienced similar situations and felt similar feelings as they did, they felt part of a shared experience as opposed to feeling alone. Knowing that classmates had similar emotional experiences helped influence some PRTs' understanding about emotions in teaching. For example, Wen noted above that shared emotional experiences with her peers allowed her to extend a little grace to herself by focusing less on her performance and accepting the commonality of emotions in teaching. However, some shifts in understanding about emotions were larger than others. I provide an example to show this significant change in understanding but also to, again, highlight how aspects of CES were colored by aspects of DES.

Wen stated that her experiences in Practicum 500 had influenced how she thought about confidence in teaching. The first line of this excerpt began with Wen commenting on the benefit of talking about emotion in her current MA TESL program. In line two she recalled how she felt during a prior teaching experience in China:

Wen: …And I also get to know that many novice teachers have the same emotions it's not only me that feel nervous. So back then whenever I feel really nervous I will think about if it is because that I am not a suitable teacher or I shouldn't be a teacher or something like that. At that time I even think about that maybe a
teacher is likely to be born with those confidence.
Megan: Oh you think that a teacher could be born with confidence?
Wen: Yeah.
Megan: Okay. Do you think that now?
Wen: No. (laughs)
Megan: Okay and why do you not think that?
Wen: Because maybe at here I talk with many experienced teachers and I have some classmates who have taught before about more than a decade and they will tell me that "oh I was, you know what I'm very nervous about that presentation." And I will think what! Are you still nervous about a presentation? But that happened. So I think that really helped that experienced teachers still feel nervous when they feel they can't handle some kind of presentations or maybe a class that they never taught. (Interview #1, 1/15/19)

In this exchange, Wen indicated that, prior to starting the MA TESL program, she thought teachers might be born with confidence. After learning that experienced teachers, including her peers with more than a decade of experience (noted in section 4.3.2.3.), still got nervous in front of the classroom, Wen changed her understanding about how teachers become confident. While the outcome of CES was generally a change in emotion without a change in understanding or practice, in this instance Wen seemed to have changed her orientation towards confidence building which is reflective of DES. In the previous example from Wen, the shared emotional experience with peers altered her understanding about the commonality of emotion in teaching, but this excerpt seems to indicate a change in *belief* which would mean that Wen *internalized* the conversations she had with her peers and reconceptualized the role of confidence in teaching. This data shows that CES and DES are not completely separate types of support but are, at times, interconnected.

4.2.3.5 Summary of compassionate emotional support: names emotion.

Dr. Smith named emotion in teaching by using emotive language when the PRTs did not, using similar emotion words as the PRTs when restating a situation back to them, asking how PRTs felt, and pointing out emotion as a space for learning. Using emotion words in this way helped make emotions a common part of talking about teaching. Dr. Smith also focused on both congruent and dissonant emotions, equally validating their existence and exploration for learning about teaching. Additionally, Dr. Smith created additional mediational opportunities in Practicum 500 that allowed peers to support one another by sharing their successes and challenges with teaching. Though Dr. Smith told PRTs that dissonant situations, and feelings from those situations were normal, hearing

the same sentiment from their peers helped validate their own feelings and mediate their understanding that they were not alone.

Naming Emotion was compassionate because it largely focused on the emotional aspect of teaching. When Dr. Smith named emotions, used emotion words, and asked about others' emotions it showed PRTs that it was okay to talk about emotions and to have emotions in teaching. However, as with other CES actions, naming emotion appeared to be, at times, connected to DES. While understanding that emotions were normal or that it was okay to talk about them may have been be a result of CES, when the PRTs *used* this new understanding to approach their teaching differently it became DES because their change in understanding about their emotions may have offered them an alternative view to help them approach their teaching that they did not have previously.

4.2.3 Outcome of CES in general.

Ultimately, CES had two distinct outcomes for PRTs. First, interactions that included CES had positive emotional impacts for PRTs like developing confidence, lessening insecurities, and feeling competent. For example, Wen noted that from CES, "I think I can work with better attitude, with less fear. Yeah" (Interview #1, 1/15/19). Similarly, Ben commented that the ability to talk about situations with others was helpful emotionally, "I think first like maybe reducing my stress and anxiety levels, you know, just by sharing with someone I think helps" (Interview #1, 1/17/19). These quotes were representative of the data which suggested outcomes of CES largely focused on PRTs' emotion and changing their emotions from dissonant to congruent. While some CES appeared to have exhibited components of DES, CES in general focused solely on the emotional aspect of teaching. However, the repetitive compassionate support of PRTs'

emotions by decreasing their dissonant feelings, increasing congruent feelings, or "stabilizing" them through uncertain times, helped create the space for PRTs to be willing to be vulnerable and explore more sensitive issues around their teaching. Therefore, the second outcome of CES was that PRTs felt prepared to participate in DES.

Ben noted how having CES helped him to eventually begin to reflect on his practice:

> **Ben:** At the beginning of the semester, the compassionate was good. [Dr. Smith] sort of giving us a real, a pep talk and say, you can do this. Right. And I got your back if in case you're feeling overwhelmed, if you feel that too much. But I think, throughout the practice, I think that being, receiving that kind of feedback was when you start reflecting on what you do and what you did. (Interview #2, 5/2/19)

Similarly, Wen explains:

> **Wen:** I think for those, this kind of support is what helped me carry on, to have the power, have the courage to do these kind of-
> **Megan:** The compassionate emotional support?
> **Wen:** Yeah, if I feel terrible being a teacher, I don't have the courage to do that. If I feel really terrible, I don't think I can be a teacher. I don't even want to reflect on that anymore because I think it's pain. I don't want to know why. It's just I'm a bad teacher. It's maybe just because I'm not suitable to be a teacher. But when I have this kind of support, then I feel better. I feel I can handle this. I can know the reason and I can solve it...So I would have the courage to look through the video to think about the whole process again and to try to think about maybe this part is good and not everything is bad. This part is good and this part there's a problem. What's the problem, and how can I handle it better next time? Both are very useful. (Interview #2, 4/16/19)

In both of these instances, the compassionate support that Dr. Smith provided helped mediate the PRTs' emotions to a place where they felt comfortable or ready to explore challenging issues more deeply.

Ultimately, CES resulted in changed emotion (usually an increase in confidence), the recognition that PRTs were not emotionally alone in their processes, and prepared

them to engage in DES. CES helped "steady" PRTs through the highs and lows of learning to teach and made them feel better or feel like "I can do this." Once they felt this way, they were ready for the deeper exploration of their practices, and themselves, through DES. DES is discussed in the following sections.

4.2.4 Developmental emotional support: offers alternatives.

Dr. Smith offered alternatives to the PRTs more than any other developmental component, and it was the most recurring action, across the two types of support, in which she engaged. To Offer Alternatives was to put forth ideas or options as other possibilities for a situation. Dr. Smith offered alternatives when the PRTs lacked a reason for their statements (e.g., not knowing why they felt a certain way), when the PRTs provided a misguided reason (e.g., "I'm a bad teacher"), when PRTs showed uncertainty with how to proceed in a situation, or when PRTs only provided one reason for a situation and thus, did not see alternative possibilities themselves. Dr. Smith provided alternatives in the forms of different ways to view or think about a situation, different ways to act in a situation, and different ways to speak. An alternative was an explicit "reimagining" of a situation that offered PRTs more than one understanding of a situation. Theoretically, having a variety of options may encourage a PRT to change their understanding about a situation and thus, alter how they feel about that situation. While the Offers Alternatives data looked similar across all three mediational contexts, both the TE and PRTs engaged in providing this type of support. Dr. Smith offered alternatives in the RTJs, stimulated recalls, and Practicum 500. However, just like with the Names Emotion data, her creation of spaces to talk about productive and challenging experiences

in class allowed the PRTs to offer alternatives to their peers and developmentally support one another's emotional experiences.

4.2.4.1 Offers alternatives in RTJs.

Dr. Smith often provided alternatives for how PRTs could think about or understand a situation. Since PRTs often provided only one reason for their understanding of, or feelings about, a situation, alternatives helped place experiences in a new light. A month into the practicum, Ben noted that he was stressed. Since the class was not his, he felt he could not make his own pedagogical decisions and needed to follow those of his mentor. Additionally, since his mentor was in the room when he taught, he felt he needed to adhere to her way of teaching:

Ben's RTJ	TE response
I feel very self-conscious when someone is observing my classes as—I am sure—any other teacher. In these situations, I think I tend to rely too much on my plan rather than being more responsive to the students' online feedback. Added to that is the fact that [this class] is not my class and, therefore, it is not up to me to make certain pedagogical decisions, so the stress of adhering to the plan is doubled. Nevertheless, I want to try to be less constrained by my planning in future lessons and let the flow of the class dictate, in part, where I end up.	I do understand, and *it may be helpful for you to think of [your mentor] as a support for whatever you are doing rather than an evaluator of what/how you are doing activities. That may remove some of your self-consciousness.* *Yes, it's not 'officially' your class, but it does sound like you're having more freedom to design activities that you believe are effective.* Trust your choices because you will always work with [your mentor] to finalize them or at least get her approval – so trust that what you have designed is appropriate! (RTJ #4, Week of 1/28/19)

In her response, Dr. Smith offered that Ben consider his mentor as a "supporter" instead of an "evaluator." As she noted, the reason to shift his perception of his mentor was that it might have reduced his self-consciousness. Being less self-conscious about what he

was doing might have allowed Ben to "break free" from his plan and be more responsive to the flow of the class. An alternative view of his mentor might have led to a different outcome in his performance. Additionally, Dr. Smith offered an alternative to Ben on how to view his lesson planning. Ben felt he needed to adhere to a certain plan because of his mentor, and Dr. Smith pointed out that Ben did actually have freedom to design his own activities even though it was not his class. This alternative way of thinking could have helped Ben realize that he was not confined to his mentor's way of teaching and did have the authority to control his own activities and lessons. These changes in perspective might have helped Ben feel better or more confident about his planning and teaching.

Interestingly, one way Dr. Smith provided alternatives was by providing the PRTs with language that was alternate to what they used to describe a situation. About a month into the semester, Wen was unhappy with some of the tutors her students worked with because she felt the tutors were not helpful. However, after she reflected on the situation she decided to try to support the tutors because she knew they were novices in their positions and still learning and adjusting. She equated this situation with her own current teaching experience:

Wen's RTJ	TE's Response
With the same pattern, I believe that Dr. Smith and [my mentor] are able to see oceans of "evidence" on me of "incompetence" as a teacher. But what they do to me is to support instead of criticism, and what the students give to me is also patience and support.	*I would prefer to use the word 'learning' rather than 'incompetence' – a more positive way to frame the experience of everyone involved and allows for growth instead of discouraging growth.* (RTJ #5, Week of 2/4/19)

Wen's belief that she exhibited incompetence extended to her thinking that others also saw her as incompetent. This thought positioned Dr. Smith and Wen's mentor as having

deficit views of Wen. Both statements were misguided. Wen was not incompetent and those supporting her in the process did not see her from a deficit viewpoint. Dr. Smith provided Wen with new language to talk about the situation: learning instead of incompetence. With this new language, she positioned Wen to alternatively see herself from a strengths-based perspective instead of a deficit view.

Dr. Smith also provided alternatives to PRTs when they were unsure how to handle a situation. In these situations, PRTs often felt dissonance but did not have options that allowed them to perform differently in the moment. For example, Wen experienced some struggles during a lesson on narrowing topics for students' essays. Since she felt she lost control during the first part of the lesson, she was unsure how to effectively carry out the second part of the lesson. She commented:

Wen's RTJ	TE response
I gave them the handouts and told them how to use it, but I felt that many of them were already lost, and <u>I felt exhausted and unconfident to deal with it</u>.	Very observant, Wen – thank you for recognizing that they were confused. *Here, you might have had them get into groups, then give an overview of what they were to do on the first side. THEN give them the handout. Tell them to focus only on side 1.* (RTJ #9, Week of 3/11/19)

In this situation, Wen's emotions were heightened and constrained her from trying to rectify students' confusion. She ended up asking her mentor to take over the lesson because she was unsure how to get the class back on track. Here, Dr. Smith laid out an alternative to handling the situation. She broke the action into explicit steps which allowed the approach, and handling of the activity, to become more manageable for Wen. This alternative, though given after the incident, could still help Wen make sense of her teaching. It allowed Wen to understand where and why the dissonance occurred (e.g., she

did not know what to do to alleviate students' confusion) and gave her a "tool" that she could try to use in similar situations in the future. Ultimately, Dr. Smith's alternative might have provided Wen with a different understanding of what she could do when she needed to repair an activity and regroup, and this could help her feel more confident because she now had the "tool" to help her do so.

Similarly, Boge experienced a situation with a student who was uncooperative with other students during a peer review activity. Boge wanted to help the student but was unsure what to do because she was uncertain as to why he acted the way he did. Dr. Smith offered multiple alternatives for Boge to consider:

Boge's RTJ	TE response
Reflect: There was one point during the process that bothered me a bit. Most of the groups worked on the task very well, but there was one group of three students that was not able to work effectively. When I approached to them, I noticed that one of them wanted to engage with others and discuss the given task, but the other two were reluctant to cooperate…I was a bit disappointed by their behavior, and felt bad for the one student who did want to work collaboratively with peers. When I reported this to [my mentor], she told me that there is one student from this group who is "inactive" and "uncooperative" all the time. In previous classes, when this student worked with others, even the most dedicated and engaged student were not able to work with peers. For now, I don't know how to help this student (I sensed that his level was not as advanced as others), and don't want to give up any student. But he has caused some troubles in the group activities in general, which puts a dilemma in [my mentor's] and my teaching.	Thank you for sharing this situation, Boge, and I would like to have us talk more about this with our class next week. I do have a few thoughts to share and put them after your 're-imagine' section. (At the end of the journal): *So a few thoughts on how to work with the unmotivated student. You might ask him to meet with you individually during office hours. During that time, have a conversation about him – why did he choose this university, what are his goals, why did he choose the esl [focused writing course] rather than the [general writing] course, etc. The opportunity for you to get to know him on a more personal level might help you uncover why he is not motivated. You mentioned his skill level, and it could be that his proficiency is lower than the others and he feels out of place. Could be something totally different. You might also use assigned pairings for activities that are longer than a few minutes – and keep him away from his friend – both would benefit by being apart. Another approach would be to have*

	all of the students write a mid-point reflection for you – write about what they've learned, are still unsure about, what to learn, why this course matters/doesn't matter to them. That might also give you some insights into his thinking. As I mentioned earlier, we can get ideas from others in our class next week. Thank you (RTJ #6, Week of 2/11/19)

Dr. Smith offered three types of alternatives to Boge. First, she provided reasoning for why the student might be unmotivated. Dr. Smith acknowledged Boge's point that the student's proficiency level might be lower than his classmates and extended this point slightly to include how the student's feelings might have impacted his motivation. She then commented that the reasoning for his behavior might be something entirely different. This alternative showed that Boge might have needed to contemplate a factor other than the proficiency reason she was already considering for his behavior. If her reasoning changed, how Boge supported the student might have changed as well. Second, Dr. Smith provided options for how Boge might have worked with the unmotivated student. The options of meeting one-on-one, getting to know the student personally, using assigned pairings, and completing a mid-semester reflection were alternatives to Boge's uncertainty about what to do. Having options may have helped her feel more in control and may have eased her disappointment about the student's behavior if she were able to motivate the student to work cooperatively with others. Lastly, though the first two points related directly to Boge's teaching, Dr. Smith wanted to extend the conversation about this situation to the Practicum 500 class and include Boge's peers. By doing this, Dr. Smith provided a chance for peers to offer more feedback and thus, give Boge

alternatives (i.e., more options) to Dr. Smith's recommendations. By including peer feedback in addition to the TE's, Boge should have had a wide range of options from which to choose from moving forward, and should have felt more confident to handle the situation because she not only understood what she needed to do but how to put these options into action.

It is important to note here the length of the TE's written response to Boge's dilemma. In other data examples above, extended elaboration tended to come from dialogic experiences. Therefore, the mediational tool did not always dictate what responses would look like; extended elaboration occurred through dialogic and written interaction. Additionally, the elaborated response may have been intentional and responsive to the need of that particular student. While Dr. Smith wanted to discuss the dilemma in class, the wait time between the RTJ and class may have been too long. Dr. Smith may have given Boge preliminary options to consider before further dissecting the issue in class at a later time. If so, this DES action is colored by components of CES. The provided alternatives act in a compassionate manner to calm and "steady" Boge until the issue can be discussed more in-depth at a later time.

Lastly, another alternative that the TE provided to PRTs was pointing out the opposite to something that they said. Early in the semester, Ben commented on the silence in his practicum classroom:

Ben's RTJ	TE response
Looking back at what was done and how the class unfolded, there is one aspect of the class I believe we could have done differently. Firstly, <u>the class was a bit too silent for my taste</u>. It is something I have frequently noticed and that –honestly— <u>makes me a little uncomfortable</u>. Perhaps	I can sense your discomfort! And while I may have agreed had I been there, I do want to mention something we talked about last week in 500. Engagement can be 'defined' in many different ways, *and even though a classroom is silent,*

it is the nature of the class, since it is a writing course; perhaps it is the time of day. Whichever the motive, I would have liked if students had been more engaged.	*students COULD be engaged – the opposite could also be true!* (RTJ #3, Week of 1/21/19**)**

In his entry, Ben indicated he disliked the silence of the course and associated this silence with disengagement on the part of the students. Dr. Smith responded by reminding Ben of a discussion the class had on engagement in Practicum 500 the week before. She pointed out to Ben that students could still be engaged even if they were silent. This opposition to Ben's perception may have helped him recall a previously discussed topic and helped to reorient his view of student engagement by realizing that silence is not always reflective of a negative situation.

4.2.4.2 Offers alternatives in stimulated recalls.

As with previous data excerpts, the content of the data for Offers Alternatives did not change across the mediational tools. However, due to the dialogic nature of the stimulated recalls, Dr. Smith was able to *maintain* conversations with PRTs which resulted in more questions, more alternatives, and further elaborations, and allowed the PRTs to consider more deeply their understandings about their experiences. In the excerpt below, Wen explained that she forgot some of the sentences she had prepared during her teaching component of the class. Dr. Smith asked Wen when she realized she had forgotten part of her presentation:

Wen: When I paused. I paused before I introduced the incident, and then it felt awkward. But I just said, "I need to go on, I just need to go on." (laughs)
Dr. Smith: (laughs) So is a pause always bad?
Wen: Not really, but I think this kind of pause is kind of awkward, because they don't know what I'm going to do next, I just paused. (laughs)
Dr. Smith: *I would also suggest that sometimes a pause can be really helpful.*

Wen: Yes, and also this... what I mainly struggle with my presentation, because I think... when I observe [my mentor] teaching, when he did presentations, sometimes students will ask questions or they will say something. But when I did presentation, they never did that. I think it is my reasons, it's not their fault. Because I think I didn't leave space for them to ask me questions.

Dr. Smith: *And that's what pauses can do. So if you feel awkward because you know you had a plan, and you forgot something, they don't know your plan. So they don't see it as awkward, they see it as a chance to stop and think about what you just said, and process it, and that's where they get a chance to maybe think, "Oh wait a second, did she mean...? Let me ask her." So they may offer a question or they may offer a comment, and so you might even try to... to deliberately build in some places to pause. It helps you stay more settled and focused and it helps them have a chance to process the information…in that pause, you can go... it's kind of like your little cheat sheet, right, to remind you of that thing you were going to say. But it also gives them a chance to kind of catch up, because we talk a lot faster than we can think sometimes.* (SR #1 Brief, 1/29/19)

While Wen indicated that pauses were "not really" bad, she saw her pause as awkward because she felt that it may have shown her uncertainty to the class. Dr. Smith's response that pauses could be "really helpful" provided an alternative point of view for Wen to consider. However, Wen briefly acknowledged Dr. Smith's response with a simple "yes" and then steered the conversation toward other struggles she had in engaging students during her presentations. Dr. Smith used Wen's point of struggle, not providing space for students to ask questions, as a way to reiterate her alternative point and make the connection that pauses are useful. Dr. Smith used her turn to elaborate and explain that pauses allow students, and teachers, a space to think. For students, they can process what was just said. For teachers, they can review what they had planned to say to make sure they are remembering to cover certain points. The point of Dr. Smith's alternative was for Wen to not see pauses as an indicator that she messed up, but as a useful pedagogical tool to help herself and her students. Additionally, Dr. Smith pointed out an alternative

regarding how the students might have perceived the pause. While Wen thought the pause indicated awkwardness, Dr. Smith offered the alternative consideration that since the students did not know her plan, and therefore did not see the situation in the same way as her, students did not see Wen's pause as awkward. She also offered an alternative to Wen's feeling about the situation: that a pause could help Wen feel "settled and focused" instead of awkward. This alternative indicated that if Wen reoriented her understanding of her own pauses she could also reorient her feelings about her pauses. The stimulated recall setting allowed Dr. Smith to deeply explore Wen's thoughts on pauses and then mediate her feelings appropriately, something she may not have been able to do in the RTJ.

Providing alternatives also helped PRTs change their understanding about their own practice. During a stimulated recall, Ben reimagined part of his lesson that required redesigning certain aspects. Though his response was not wrong, Dr. Smith offered a different way that Ben could have interacted with his students that required a change only to his language use and not the entire lesson:

Ben: Not only starting, but engineering the activity maybe assigning roles, so they each have a different thing to do to contribute. Like 'Oh, you three analyze this whole thing. So maybe you take part of this, this and this.' And then you reconvene and it's distributing cognition activity that [faculty member] does so well. That could be a nice way to do that.

Dr. Smith: I think you can definitely do that. I'm thinking too, aside from even redesigning, *I'm wondering if you came to that trio and instead of saying, "Why aren't you guys talking?" Instead you say something, "What did you see as the topic of that first paragraph?" "Ah! Andrew, do you agree with that?" So get them, help them find, give them permission, almost, to talk and almost model for them how to engage with one another. Maybe that's something you could think about* [unintelligible].

Ben: Yes. I did half of that. I would say that, I stopped [?] said "so like,

> Victoria, Tell me what's the topic sentence?" So that's why I called on her. Yeah and she said [??]. "Hm but do you think that?" Then, started having a conversation. But I could have maybe. Apart from that just sort of and then "oh okay, so do you agree with that? [TE: Bring the other people] Like "Do you think?" Yeah, I could've gone one step farther. (SR #1, 2/14/19)

Dr. Smith affirmed Ben's reimagine but then offered another way for Ben to approach groups through changing how he asked questions. She recommended calling on specific students for a response and then asking other students whether they agree or disagree with the stated response. She modeled for Ben the type of statements he could use to engage more of the students in the group. Ben responded that he had asked students about the topic sentence. However, with the help of Dr. Smith's explicit examples of questions Ben realized he "could've gone one step farther" and included more people in the discussion. Though the incident started with Ben feeling good about his reimagine, and Dr. Smith affirming his thoughts, her mediation of the situation by offering an alternative to his redesign, and one that included an explicit 'how to,' allowed Ben to come to a new understanding about his practice: that there was room for him to do more with student engagement.

Sometimes, the alternatives Dr. Smith provided were to help students have a more accurate understanding of what would be most beneficial in a given situation. During a conversation where Wen recalled a teaching incident, she explained that she had not spent enough time on specific questions during class because students still had questions after her explanation. This point of potential dissonance could have been a place for Wen to reimagine. However, Dr. Smith indicated that the situation did not need correcting:

> **Wen:** Yeah, I think I should've spent more time on those three questions. It was yesterday, they still ask questions like, "How can I decide which points to write about with the topics and essays?" And also how to

connect the evidence to my topic sentence...Actually, yesterday, I gave them an example very quickly.

Dr. Smith: *Well, I think maybe there's another way to think about what happened. That I don't know if I would spend more time on these questions because I think there's a learning space in there that they have to have.*

Wen: Yeah

Dr. Smith: *So, I think what your questions did was prime them to look differently at what they've written, and then they got some feedback from a peer. Now, they get it in a different way. You see what I mean?*

Wen: Yeah. They've raised the question, how to connect.

Dr. Smith: *Absolutely, because they wouldn't have gotten there just because you spent more time here. They had to live it with their partner. They had to think about, "But I did connect it. Oh, Maybe I did-", so they need a time to think about it and work with it. Now, they're going to ask a similar question but now from them, it's coming from a different space, 'cause they understand it differently. So I think it's actually fine*. (SR #2, 2/19/19)

Dr. Smith started her response by signaling to Wen that there is "another way to think about what happened." Wen felt that she needed to be the one who showed PRTs how to connect evidence to their topic. However, as Dr. Smith pointed out, by putting the questions back on the students they were the ones who would need to figure out the connections. Though they might still have had questions on how to connect, they would have better understood whether their evidence did connect to the topic. Wen's activity was appropriate but her perception about it was misguided. Dr. Smith's alternative way of thinking about the activity allowed Wen to see that she actually did the right thing and why. Wen did not need an alternative *to* the activity, she just needed an alternative way to *think about* the activity.

4.2.4.3 Offers alternatives in Practicum 500.

Practicum 500 was a space that allowed both the TE and the PRTs to offer alternatives to one another regarding often dissonant teaching situations. In class, Dr.

Smith still offered alternatives to language use and pointed out the opposite of what PRTs thought. For example, on the first day of class, Dr. Smith had students share aloud anxieties and excitements regarding the practicum. Boge noted that she felt anxious about designing what she called "fancy" activities. The following exchanged occurred:

> Boge - I'm anxious because I'm not a really creative teacher. I'm afraid class will be boring. Studying is studying, playing is playing. Anxious about mixing the two.
>
> TE - Immediately up out of her desk. *"Can we get you a new word that may make you feel better?" Writes on board: Bored – play → interactive.* She asks if being interactive can be enjoyable and writes that word underneath. Wen says it should be a comfortable atmosphere. TE writes this underneath, too.
>
> Bored – play → *interactive*
>
> Enjoyable
>
> Comfortable atmosphere
>
> TE to class: You're all going to have moments that are boring. Turn to your mentor, ask what to do.
> TE to Boge: "That's good you're aware"
> Wen: What is fancy?
> Boge: Sit in circles, act out, laugh, have fun.
> *TE points out that just because students aren't laughing doesn't mean that they aren't enjoying themselves*. (Field notes, Week 1, 1/7/19)

In this exchange, Boge stated she felt anxious about having a boring class but was also anxious about incorporating "play" into her classroom. Dr. Smith supplied an alternate word for Boge to consider: interactive. By providing a new word she also aimed to shift the emotive language Boge was associating with her word choice from dissonant (boring and anxious) to congruent (interactive and enjoyable). Dr. Smith was mediating Boge's perception, as well as her feelings, by giving her new language to use. This new word may have provided a way to reframe Boge's thinking which could have led to her feeling better if she thought about her activity approach differently. Wen then asked, "what is

fancy?" and Boge explained it was when students sat in configurations other than rows, such as in a circle, when they engaged in role plays, laughed, and had fun. Boge appeared to have a specific expectation of what her classroom, and her students, should look like if they enjoyed her class. This expectation could have set her up for disappointment if student reactions did not match her expectation. Similar to what she did in response to Ben's experience with the silent students above, Dr. Smith provided an alternative to Boge's perception by pointing out the opposite: students could still be enjoying a class even if they were not laughing. While this comment may not have had a direct impact on Boge's understanding or feelings in that moment, the statement may have worked as a seed, planted in Boge's mind, that she could *internalize* and potentially draw upon in future situations. If, in the future, Boge reminded herself that student facial expressions and body language were not necessarily indicative of how they felt about her class, she could possibly curb any potential cognitive/emotional dissonance.

In class, PRTs also had opportunities to provide alternatives to one another. Sometimes, this was done in their professional partners through the "talk story," without the presence or guidance of the TE: *I heard Ben offer suggestions to Boge about a situation she shared about <u>students not talking in English</u>* (Field Notes Week 2, 1/16/19). Though Dr. Smith was not directly mediating the PRTs, she provided PRTs with their own mediational tool of "talk story" which helped them developmentally support one another. Ultimately, Dr. Smith mediated their experiences by giving them the space and tools to mediate each other's expressed emotion.

Other times, alternatives came from peers during whole class discussions. Whenever students shared out about teaching experiences and how they were feeling, Dr.

Smith would often put the scenario back on the PRTs first, asking for thoughts and suggestions, before she provided her own feedback. During a discussion where students shared out about a burning question they had, a celebration, or a concern, Wen shared a concern. At the beginning of her practicum class, she introduced a tutoring option that was available to students and told them to come to her after class if they had questions. When class ended, only three students approached her and the others went to the mentor teacher. Wen felt disappointed and thought maybe the students did not trust her. The following exchange occurred:

> **TE to class:** "Thoughts?"
> **PRT**: We see ourselves on level with instructor but students see different levels (between teacher and PRT).
> **TE:** How might you handle that in the future? (referring to Wen's comment)
> **Wen:** Showing my essay (extended definition) to class tomorrow. I have to prove myself – time and time again.
> **TE:** What else can she do?
> **Ben:** *Did you talk to [your mentor]?*
> **Wen:** No.
> **Ben:** *I would recommend you talk to him. Don't beat yourself up.*
> **TE:** *You talked about tutoring at the beginning of class. Maybe students forgot by the end so went to [your mentor]. Suggested that if the mentor wraps up, to speak up and quickly remind students they can talk to her about tutoring. Supported Ben's point to ask [her mentor] to have students go to her for certain things in the future.* (Field Notes, Week 2, 1/16/19)

In this exchange, Dr. Smith wanted the PRTs to come up with the options on their own and asked them for recommendations three different times. The first response comes from a PRT who did not provide an alternative but described how the students might see the PRTs. Dr. Smith changed her question and again asked how the PRTs might respond. Wen answered, saying she had to prove herself to the students. Dr. Smith, looking for an explicit alternative, asks a third time what can be done. Ben introduced a new idea, one

that was not focused on student perception, and asked if Wen had talked to her mentor. Since Wen had not, Ben encouraged her to talk to him and also provided an emotional alternative to not "beat herself up." The alternative of Wen talking to her mentor was affirmed by Dr. Smith in the next turn, after she offered two additional alternatives: one related to understanding the situation: that too much time may have passed and students forgot, and one related to action: that instead of waiting for students to come to her, Wen should speak up and remind students she is available. Dr. Smith's repetitive asking showed that she wanted the onus of reasoning to come from the PRTs. Pushing PRTs to generate alternative outcomes and ways of doing may have helped them live the experience of reflection which may have helped them incorporate that type of thinking and action into their everyday practice.

Wen's focus of the situation was emotionally charged because she felt the issue revolved around student trust. At the beginning of the exchange, other PRTs were also focused on how the students viewed them in their roles. Wen felt she needed to "prove herself" but had no real plan for how to do so. Dr. Smith opened up the conversation to consider alternatives that did not include student trust or perception. By considering the options that students may have simply forgotten because too much time had passed and that Wen did not reiterate her availability, Wen had the option to reframe her thinking, and thus feelings. Wen did not need to prove herself, but simply make small changes to make herself more available. The focus on her availability lessened the trust issue and thus, Wen might have felt less disappointed because she realized students were not specifically avoiding *her,* but that she did not make herself available to them.

4.2.4.4 Outcomes of "sees" beyond.

When Dr. Smith or peers offered alternatives to the PRTs they felt positively supported because they had more options to reconsider situations in various ways. Having alternatives helped PRTs solve problems in the practicum. Having more options also influenced PRTs' understandings of the ways they could interpret and act in situations. PRTs often felt nervous or unsure about how to respond to situations that were dissonant. Having an explicit plan helped alleviate actual problems, provided an opportunity for them to cognitively reorient themselves to understand what caused the initial dissonance (when compared to other options), and helped them feel better emotionally. For example, Wen explained:

> **Megan:** Can you give any examples from any of those groups as to what that emotional support looked like? From Dr. Smith, from [your mentor], or from the PRTs?
>
> **Wen:** Yeah from Dr. Smith and [my mentor]. They give very useful suggestions, like, "I think the activity, the design of the questions, you can design questions like this... So these questions are more open and you can give them more time to think about that." I think, "Oh, that's useful." So if I find where the problem is I will feel more confident. If I solve this then my activity is likely to be more successful. (Interview #2, 4/16/19)

Wen indicated that solving problems helped her feel more confident because she knew her activities would be more successful. Provided alternatives helped Wen see ways that her activities could be successful that she may not have considered before.

Similarly, Ben noted that when he felt overwhelmed, having someone help him plan a course of action allowed him to make sense of the dissonance and helped alleviate the problems that caused him to feel overwhelmed:

> **Ben:** Cuz it's really hard you know, you need a little bit of, not assistance, but you need somebody, you need like somebody to lend you a listening ear and hear you out and maybe offer some suggestions or a course of action

> or what to do and Dr. Smith did that. So “Oh, you feel a little bit overwhelmed? Like you don't have like a step by step? So why don't you, when you're talking to her, why don't you take notes and then [??] let me just see if I get this right” and just go over each step and just make sure that I have a plan. So I was like, oh that's interesting. So that helps me, I think, come to terms with what's going on and maybe, I don't know, not have so many problems. (Interview #1, 1/17/19).

Boge also noted the usefulness of having options because she was able to put alternatives into action which helped change her interactions with her students.

> **Megan:** Then, the more developmental type support like from Dr. Smith, what does that do for you when you're teaching? How does that support you?
>
> **Boge:** Her developmental support really help me in a way that let me know what kind of thing that I can do. Let me know what are the right things to do…I feel like her support is more like, "Okay, day one, I give you this, suggestion. Day two, I can do that. Day two, I can use this suggestion in my class." I remember when I approached her, I said, "I don't know how to be with the students. The students are so afraid of me." She said, "Why don't next time you just sit near a student instead of standing near a student and look at in a really condescending way. Or maybe next time you can maybe just do something really small to see if there's a difference." Interestingly, I talked to her Monday, so the next time will be on Tuesday. On Tuesday, I did whatever she said to me, and it works. It's effective. I feel, "Okay, this is something I can do." It's more like a stimulated process. She gave me some kind of instruction, I do that, I find it works, so next time I will do it again. (Interview #2, 5/2/19)

Boge’s example showed evidence that the alternatives provided to PRTs did help them enact change in their practice. Boge did not “know how to be with the students,” so Dr. Smith provided options for Boge to try on her own. These options mediated Boge’s understanding of different ways she could be with the students. These options may have provided clarity for her which allowed her to feel confident enough to try a new approach. When Boge did attempt interacting with students in ways that Dr. Smith suggested, she got a positive result and then felt “this is something I can do.” Boge did not just change her understanding of the situation, but she changed her practice by

implementing new techniques. When they techniques worked, her understanding of how to be with students and her feeling about her ability to connect with students was influenced. The mediation Boge received changed her, which changed her environment, which changed her again.

Solutions to problems helped the PRTs feel better in two ways. First, they felt better because they knew how to solve problems or approach situations in different ways. If they did attempt something new and it worked, then they had a new tool from which to draw upon to solve similar problems in the future. Second, when they attempted to enact different approaches to problems and these approaches worked then their confidence increased.

4.2.4.5 Summary of offers alternatives.

Offering alternatives was a way for PRTs to consider situations in different ways. Alternatives were presented in response to PRTs' understandings, thoughts, perceptions, actions, and language. Offering alternatives was important because PRTs may not have been able to articulate a reason for their emotion, they may have stated a reason to explain a situation that was misguided or wrong, or, they simply may have only considered one reason for a situation. Having multiple, or even just one other alternative, helped the PRTs reevaluate situations and draw different conclusions. Offering alternatives was developmental and related directly to the theoretical framework because alternatives were "attempting to show a situation in a different light" which may lead to a "different evaluation" (Best, 1988; Vygotsky, 1978) of the situation and thus, changed feeling. Having alternatives helped push PRTs forward in their practice because it gave them ways to understand situations differently, and when they changed their

understanding and thus, their feelings, they may have felt better or more confident to try something new. In essence, their practice and themselves were transformed.

4.2.5 Developmental emotional support: pushes to "think".

The second most developmental component was Seeks Elaboration. The most recurring Seeks Elaboration action that Dr. Smith engaged in was pushing PRTs to "think." Pushing to "Think" is when Dr. Smith asked questions or made statements that prompted the PRTs to extend their answers by providing more detail regarding what they were talking about. PRTs may also have been asked to think about reasons to explain feelings or situations, or provide alternatives to understand why something worked or did not work. The Pushes to "Think" data was compelling because of how it was used regarding congruent experiences. With dissonant experiences, Dr. Smith pushed PRTs to think because she wanted them to work through and learn from cognitive/emotional dissonance. However, when things were going well, PRTs may not have taken the time to consider *why* congruent moments worked out, simply because they may have felt like no adjustment was needed. Yet, Dr. Smith continually pushed the PRTs to elaborate their reasoning even in congruent moments.

4.2.5.1 Pushes to "think" in RTJs.

Dr. Smith often pushed PRTs to consider their pedagogical actions and their experiences deeply as a way to help lessen doubts about their own teaching. In the following excerpt, Wen described herself as being on a stage when teaching but, as Dr. Smith pointed out, she did not seem to position her mentor in the same way:

Wen's RTJ	TE response
However, due to the nervous emotion and worries of forgetting words, I tended to speak continuously when I knew what to	Wen, again you have used the analogy of teaching as presenting or perhaps performing. In the first sentence, you use

say. And it looked like that I was just telling them few things. Therefore, when I feel more comfortable standing on the stage in future class, I would try to control more about my rhythm of speaking to give students' time for understanding.	the word 'presentations', and here 'stage'. Yet when you talked about how [your mentor] does the same thing, you use words like introduced, gave, communicating. *Why do you see your actions in a different way? I'd like you to explore that just a bit.* (RTJ #4, Week of 1/28/19)

Dr. Smith noticed that Wen appeared to be describing her mentor and herself differently, even though they both had responsibility for instruction. Specifically, Dr. Smith was interested in Wen's choice of the word "stage," as if Wen saw her teaching as performing. Dr. Smith pushed Wen to consider why she drew a distinction in her teaching compared to her mentor, which may have given Wen more insight into how she positioned herself as a learner and as a teacher. Similarly, Boge compared her classroom activities to that of her mentor and stated she did not design her activities as well as her mentor:

Boge's RTJ	TE response
I noticed that [my mentor's] design of the class activities has a consistency, <u>which I did not do very well in my own design</u>. From the introduction to assignments, to the choosing topic activity, to the exploration of topics, and to the last worksheet, everything was connected with each other and made good references to future classes.	I'm glad you are noticing the importance of making connections ACROSS the entire lesson and with previous and future lessons as well as among the activities WITHIN a lesson. *As you plan your next lesson, ask yourself 'why' this matters, 'how' it relates to the previous and future assignments*. I would suggest that you use the lesson plan format in CANVAS because it will remind you to think of all of those aspects of your plan! (RTJ #9, Week of 3/11/19)

Boge felt down about her activity planning because she seemed to notice that her activities lacked connection within and across lessons. While Boge recognized where her mentor connected class activities, Dr. Smith encouraged Boge to think more deeply about

her own planning to ensure all design aspects were relevant and she could make connections to past and future classes. This pushing to "think" may have impacted Boge in two ways. First, Dr. Smith was creating conditions where learning had the potential to take place *if* Boge chose to use those questions and make changes when she planned. Second, the more Boge could have improved her planning by making changes to her planning process, the more confident she may have been in her activity design.

Though Dr. Smith asked PRTs to elaborate on and provide reasons for their pedagogical decisions and understandings, she would ask PRTs to think more deeply about their emotional experiences as well. For example, Wen recalled feelings she had related to preparing an activity but did not elaborate on them:

Wen's RTJ	TE response
On Tuesday's class, I lead an activity about comparison and contrast essay, and the preparation of that activity is stressful but meaningful.	*Wen, think about why you chose the words 'stressful' and 'meaningful'. What about the preparation created each of these responses for you? Then consider how you managed each and what you learned from how you managed them. How might your responses inform how you approach your planning in the future?* (RTJ #4, Week of 1/28/19)

Similarly, Ben recalled feeling nervous at the beginning of a lesson but did not explore the feeling further:

Ben's RTJ	TE response
I felt a little nervous at the beginning of the lesson since it was my first time really teaching that group.	Were you surprised at your nervousness? The index card was a great idea as a support for you. *Do you remember at what point you started to relax and maybe even why?* (RTJ #4, Week of 1/28/19)

Dr. Smith used the lack of elaboration from either PRT as an opportunity to highlight emotion as a space for learning. She used the expressed emotions as mediational spaces by asking exploratory questions which might aid the PRTs in internalizing the connection between their emotions and their teaching. In doing so, the PRTs could have begun to pinpoint areas of congruence and dissonance in their teaching which might have helped them understand the reasons behind their emotions. Understanding the reasons connected to their emotions might have showed the PRTs where they may have needed to make adjustments or maintain specific actions in their teaching.

In another similar example, Wen expressed she felt "bad" during an activity but then elaborated on why she felt the way she did:

Wen's RTJ	TE response
I even did not have time to come to the groups twice and <u>I felt very bad</u>. I thought I did not ask the right questions to guide them, and I did not organize the time well.	I can understand your disappointment with their participation, and this is also an indicator that the activity may need a redesign so that all students can complete it successfully. *So allow that moment of cognitive emotional dissonance to be your teacher, your guide, and think about how you might revise the activity and your materials choice for another time.* (RTJ #5, Week of 2/4/19)

Though Wen had voluntarily provided reasoning for her feelings, Dr. Smith still pushed her to think one step further about how to change the situation. Dr. Smith explicitly highlighted Wen's dissonance as a place for learning by calling it her "teacher" and put the onus of reimaging the situation on Wen. Even though Wen recognized her emotions and why she had them, Dr. Smith was pushing her to "respond to that" (Section 4.2.2.3) because responding to the dissonance could allow Wen to think of new ways to approach the activity and thus, change her feeling.

In each of these instances, the TE used the PRTs' expressed emotions as mediational spaces. She responded to the emotion by posing exploratory questions. The questions acted as mediating tools that the PRTs could use to critically examine their emotions and then internalize and reflect on the role that emotion played in their teaching, thus giving them a better understanding of themselves and their teaching practice. It should be noted that Dr. Smith did not push the PRTs to think about their emotions every time they did not elaborate on an emotional statement. The emotional instances in the first two examples stemmed from some of the first activities the PRTs led in their practicum. While I did not know Dr. Smith's motive for responding to these specific instances, responding to emotions early on in the practicum may help normalize the functioning role of emotions and help PRTs get accustomed to critically examining their emotions throughout the learning process.

Another interesting point about this type of support was that Dr. Smith often used it to explore congruent moments more deeply. Where PRTs might have explored dissonant situations on their own by considering why the situation was dissonant and what could be done to change it, PRTs did not generally explore congruent situations in a deep way. While they did reason why they felt happy, good, or pleasantly surprised in a situation, they would not consider what they could learn from the situation. Dr. Smith recognized that learning opportunities existed in both dissonant *and* congruent situations and often took the time to push PRTs to think about how congruent moments could impact their teaching. After her first day at her practicum, Boge recalled a positive interaction with a student in her class:

Boge's RTJ	TE response
About 15 minutes before the class began, one student entered the classroom and talked to me about his feelings and anxiety about writing once he figured out my role in this class (I said I was a "practice teacher, sort of like a TA"), which is out of my surprise because I did not expect student to naturally start conversation with me about subjects related to this class this soon. And I took that as a good sign, since I believe communications will facilitate me and students' development in teaching and learning writing effectively.	This is indeed a positive and encouraging way for you to start the semester! *Think about what you did in that moment that may have helped the student feel at ease so quickly and trust that he/she could share that fear with you.* For example, did you make eye contact and greet him/her in some way first? You might also consider the surroundings at that moment. Were there other students already in the room, or were only you and the student there? Do you share the same L1 with the student? If so, did you use that to communicate? What role might that commonality have played in the moment? As you think back over that moment and the details of it, you may begin to determine why he/she felt comfortable with you. This kind of self- and other-awareness is an important part of what we do as teachers. *And now that you have that connection with the student, think about how you will work to maintain that and help him/her feel more at ease with learning the writing process.* (RTJ #1, Week of 1/7/19)

Dr. Smith pushed Boge to think in two ways. First, she wanted Boge to recognize what made this interaction positive. Since Boge saw communication as an important part of her interaction with students, being able to recognize what made this interaction comfortable for the student may have helped her facilitate similar interactions with others students. Second, Dr. Smith did not just push Boge to think about the interaction itself, but how she could *use* the interaction to support the student in their learning process. Unpacking the benefits to this positive interaction could have helped Boge to not only facilitate

similar situations in the future, and continue to have positive interactions with students, but pushed Boge's learning to understand how emotional connections with students could impact student learning. This second part of Dr. Smith's response boarders on development. Boge was potentially able to *learn* what worked in this situation and how she might use this relationship to support the student moving forward. Actually attempting to use that connection would have indicated *development* in Boge. While I did not have evidence to support development from this interaction, Dr. Smith's response created a space for learning for Boge and potentially positioned her to apply in the future what she had learned from this interaction.

In a similar fashion, Dr. Smith encouraged Wen to consider the actions she and her mentor took to establish a positive learning environment. After she explained the positive environment of the classroom and noted she was sad to say good-bye, Wen commented:

Wen's RTJ	TE response
Overall, I may never feel ready for the farewell moment, but I feel extremely fortunate that I have all the memories recorded in my mind, in the videos and in my RTJs.	You do have a lot of 'data'! And you can enjoy looking back on everything and smile – *AND think about what you and [your mentor] did to create this type of learning space.* (RTJ #13, Week of 4/8/19)

Dr. Smith's capitalization of the word 'and' emphasized the importance of recognizing the moment as a space for exploration and learning. By encouraging Wen to pinpoint the 'why' behind her experience, she might have been able to identify actions and generate cognitive 'tools' from which to draw upon and apply in future classrooms to achieve similar, positive results.

The reason this "congruent" data was compelling was because just the start of Dr. Smith's responses to the PRTs' statements could easily suffice in a moment of congruence. It would seem normal for Dr. Smith to respond to Boge's post with just "This is indeed a positive and encouraging way for you to start the semester!", or Wen with "You do have a lot of data! And you can enjoy looking back on everything and smile" to affirm their experiences. However, Dr. Smith wanted the PRTs to understand *why* specific situations were congruent and how they could use those situations in other ways in their teaching. Therefore, she elaborated her responses beyond affirmations and incorporated developmental questions that potentially could encourage growth in their understanding and practice. Understanding what worked in congruent situations appeared to be just as helpful for PRTs to maintain congruent emotions as learning what did not work in dissonant situations to change dissonant feelings.

4.2.5.2 Pushes to "think" in stimulated recalls.

Again, the benefit of the stimulated recalls in comparison to the RTJs was that Dr. Smith could *continue* to mediate PRTs' responses to get to the crux of a problem. In one exchange, Wen indicated she felt differently when conducting small group discussions and whole class interactions but was only able to identify the reasoning when pushed by Dr. Smith:

Wen: In fact, I'm more comfortable with those [small group] discussions than my presentation. I actually forgot some sentences of the presentation.
Dr. Smith: All right, *so why are you more comfortable with managing a discussion like that than your presentation? What's different?*
Wen: I think the feelings... I just feel very stressful when I'm doing presentation.
Dr. Smith: *Why do you think that is?*
Wen: Maybe... let me think. Maybe because they are all looking at me as I

stand, but when I sit down I feel comfortable. I feel comfortable when I'm... maybe, like a peer.

Dr. Smith: So at the same height

Wen: Yeah, the same height.

Dr. Smith: It's interesting because I actually wrote down maybe it would be good if you stood through that discussion, because it was hard to see you right there. I could hear you and I could understand what you were saying, but I thought some students might not be able to because they couldn't see you as well…(SR #1 Brief, 1/29/19)

Wen expressed that she felt more comfortable interacting in small group discussions than presenting in front of the whole class. Dr. Smith then pushed Wen to think by asking her to identify the differences between those two scenarios. Wen highlighted that her feelings were different in each scenario. While a legitimate response and one that helped Dr. Smith see that the experiences were different for Wen, the difference in feelings themselves do not reveal the actual reasoning for the dissonance and congruence in each situation. Thus, to effectively help Wen, Dr. Smith needed to get at the crux of the issue. She pushed Wen again to consider why her feelings were different. This continual pushing was important because Wen's response of "let me think" indicated that she may only have been aware that she had different emotions and had not thought about the reasons behind why she felt differently. If this question was posed to Wen in the RTJ, there was not a guarantee that she would have thought about the reason and if she had, Dr. Smith might not ever have known. The stimulated recall provided a space for Dr. Smith to continually push Wen until they both understood the root of the issue. Wen was able to articulate that sitting, which put her at the same height as the students, made her feel better.

Interestingly, during the class observation prior to the stimulated recall, Dr. Smith had already identified Wen's sitting as something she wanted Wen to change, even

without knowing why Wen was sitting. However, instead of asking Wen directly about the sitting (e.g., "Why do you choose to sit instead of stand?), which could have sounded accusatory or implied that Wen was doing something wrong, Dr. Smith used Wen's emotional response as an "in" to explore the situation. Asking "what's different?" between the two situations felt more conversational, was without judgement, and put the responsibility of finding what was wrong back on Wen. In this way, the conversation naturally went to a critical point that Dr. Smith wanted to discuss and, since Wen was the one who identified the issue behind her feelings, Dr. Smith could offer Wen critical feedback without it being too much of a surprise. Through her continued exploratory questioning, Dr. Smith was able to learn about Wen's emotions and her reasoning behind these feelings. Dr. Smith went on to explain how Wen could keep a student-centered class even if she was standing (Offers Alternatives) and, now that Dr. Smith knew the emotional connection tied to the situation, encouraged Wen to stand (Pushes to Act) when she was ready.

4.2.5.3 Pushes to "think" in Practicum 500.

Like other examples shown thus far, different components of emotional support were often used closely together. In the following example, Dr. Smith initially struggled with getting a response to a question she posed, so she used the strategy of offering an alternative to reorient the PRTs' thinking before again pushing them to think about the situation:

> Wen sharing experience: Students needed to bring a 1st draft of their essay (or at least an outline). Student Bruno said his version is in Portuguese. Other student Frank said there wasn't anything (I think 1st student didn't do assignment). Wen: "I had so many questions. Frank, why are you so frank? Bruno, [why are you] not embarrassed or upset?"

> TE to class: *How would you respond if you were the instructor of record?*
> Silence from class.
> Wen explains how her mentor set up pairs for the activity.
> TE: Let's look at it differently. *What might you do the night before? How would you prepare?*
> TE: "Err on the side that students will come unprepared. That will help you be better prepared." (Field notes, Week 3, 1/23/19)

After sharing a class experience where students' responses to being unprepared for a required peer review activity surprised Wen, Dr. Smith turned the situation over to the class to consider. Putting the responsibility on the PRTs to come up with ideas of how to respond was important because this was a situation that any of the PRTs could have encountered. Working through different options of what to do might have provided them with information to draw upon in the future were they to encounter a similar situation. However, no one initially responded to Dr. Smith's question. Wen eventually explained how her mentor set up the peer review pairs, but this did not answer how to prevent, or prepare for, students' unpreparedness. Therefore, Dr. Smith redirected the PRTs' thinking by offering the alternative of considering the situation from the night before instead of in the moment. This redirecting helped broaden the PRTs' understanding of where and how they could prepare for this type of situation because they considered it from a different angle.

4.2.5.4 Outcome of seeks elaboration.

PRTs responded positively to Dr. Smith's attempts at pushing them to deeply explore themselves and their teaching experiences. Exploring situations, especially those that were dissonant, helped "stabilize" PRTs in a way that reassurance alone could not provide. Boge explained:

> **Boge:** I was giving the instruction, introduction to peer review, but I did it in a really not engaging way. I felt really bad after the class, and I got directly to [Dr. Smith] saying, "I feel so bad about this class. I've done so many thing wrong." Talking like that. She was like, "Why? Why do you think of that?" I feel that she was not just saying, "Okay, I feel you, but it's okay." I felt that she was saying, "Why?" For purpose. Like she is really asking for the reasons. When we were reflecting on that, and she asked me why, I just keep…talking about like why I feel bad, what did I do wrong, and why did the students didn't engage with me, and…She didn't say I did wrong, but she said, "Yes, the students are not engaging because, did you realize when you are talking about something, you talk and--" She analyzed all those things with me…and she really wanted me to give those reasons to her, so that we can reflect. She is not just saying, "Why?" Just as she's saying, "How are you?" She's actually looking for something. I also wanted to look at those things. (Interview #2, 4/12/19)

Boge recognized that there was something to be discovered about her lesson and she felt supported that Dr. Smith took her situation, in which she felt poorly, seriously. If Dr. Smith had only reassured her ("I feel you, but it's okay"), Boge most likely would not have felt supported. She did not need reassurance that all teachers struggle, she needed to figure out why her lesson went the way that it did and why students were not engaged with her. Boge felt badly because of her interaction with the students, but she could not figure out *why* the interaction was not beneficial. Though Boge did not seem able to answer all of Dr. Smith's "why's," they worked through the situation together with a combination of Dr. Smith pushing Boge to think and also describing to her what she did ("Sees" beyond), so that Boge could make sense of her dissonance. While this immediate mediation after class may not have alleviated Boge's feeling "bad," it may have helped calm her because she understood more clearly what the issues were and why they came about. Having the initial mediation from Dr. Smith provided clarity for Boge to further explore the situation on her own. Boge noted at the end of the conversation with Dr. Smith:

> Dr. Smith processed with [Boge] for a few minutes – asked her questions. Dr. Smith asked what Boge was going to do, Boge responds "Write my RTJ!" (laughed when she said this) because she had "a lot going on" (I think pointed to her head when she said this). (Field Notes, Week 4, 1/29/19)

An additional benefit to PRTs being pushed to think in a dialogic space was that when they reflected on their own, such as through the RTJ, they came to the situation with a new sense of clarity about the experience. This changed understanding from the dialogic interaction acted as a mediating tool in their self-reflection to further refine their understanding of the situation and reimagine how they would handle it in the future.

4.2.5.5 Summary of Pushes to "think".

Pushing to "Think" findings were largely reflective of the TE pushing PRTs to consider their feelings and pedagogical situations in a deep way. Generally, when pushed, PRTs were able to articulate reasons for their emotions, reasons for why situations were congruent or dissonant, and how to make changes to their teaching practice. Pushing to "Think" allowed Dr. Smith to set up opportunities for learning and possible development to occur because, like Offering Alternatives, she extended the PRTs' cognitive repertoires by pushing them to be explicit in their reasoning which broadened their understanding of situations. However, in the RTJs, since the dialogue usually ended with the TE's comments, the onus of thinking about responses to Dr. Smith's questions was on the PRTs. In stimulated recalls and class discussions, the opportunity existed for the dialogue to be extended. Extended dialogue offered more opportunities for understanding and, if needed, for Dr. Smith to readjust and incorporate a different support strategy, such as offering alternatives or reassuring, before continuing to push the PRTs to respond. Pushing to "Think" was developmental because the more PRTs elaborated, justified, explained, or relived an experience, the more they were able to reason themselves into an

understanding, or a changed understanding, of a situation. Having a different perspective on a situation may have led to changed feelings about that situation, and this change overall may have allowed PRTs to enact their practice differently in the future.

4.2.6 Outcome of DES in general.

Overall, Developmental Emotional Support helped PRTs' growth in feeling *and* thinking. Where CES focused on the emotive aspect of a situation and generally tried to change the feeling, either calming someone down or building their confidence, DES created spaces where growth could occur for both cognition and emotion. This change in understanding and feeling occurred through interactions with others and through self-mediation. Wen highlighted that talking about situations with classmates and Dr. Smith helped her emotions and the problems her emotions stemmed from:

> **Wen:** …we talked too about how to solve those things and that also helped…I think about if what I'm nervous about happens. So I have this kind of method to cope with it…I think just many suggestions both from Dr. Smith and from the classmates.
> **Megan:** Okay about how to respond to why you were feeling anxious.
> **Wen:** Yeah, yeah, yeah.
> **Megan:** Okay so then giving you multiple suggestions helped you have like oh, okay these are different ways that I could address-
> **Wen:** Yeah both the emotion to self and also the things that we feel nervous about. (Interview #1, 1/15/19)

Ben also expressed change to his thinking, and thus his feelings, but through his personal reflection:

> **Ben:** …So I think [reflection] has to do with that, like being critical. And then, something that I learned is not beating yourself up either. Cause at first I was very harsh on myself. I'm like, oh my gosh, this is awful, it's so teacher center. And then I was like, no, no, wait, that specific activity, the nature of the thing asked for something that was more teacher centered. And just because it's teacher-fronted doesn't mean it's not [?] students aren't learning…So I'm a lot more self-critical but a lot less... I don't know. I stopped beating myself up for the decisions that I made, like, okay, that's

what I made, so what did I learn from this? What can I do better next time? (Interview #2, 5/2/19)

The help that PRTs received from DES supported both their cognition and their emotion because, when PRTs changed the way they thought about a situation they could change how they felt about that situation and, as Ben indicated, when his emotions were "lower" he was able to cognitively process situations to understand them differently. Boge represented this point nicely when she was upset with herself after a class. She believed she was the reason that class did not go well and felt that students were not contributing. Upon reflecting on the situation she realized:

> **Boge:** After that I said, "I was really angry about myself. I think I've done the really worst job about the students and I should have done this, I should have done that." I was regret about the class because I cannot calm down at that moment, I was really disappoint especially about myself…When I was writing [my RTJ], at that time I realized, okay, there are only two students in that class who didn't react very satisfying, but in the class, I took it as the full class. I took two students to represent the whole class, but the whole class was not like that. The whole class was okay. After the class, they actually have generated a lot of good thoughts about buildings, about their essay. So the situation was not that bad, was not as bad in class that I feel. I say to myself, maybe I deceive myself by those two students. (Follow-up #1, 3/12/19)

In this situation, Boge felt heightened dissonant emotions, but recalling and reflecting on the situation helped mediate her understanding of what actually happened in the class and lessen her dissonant feelings. Through recalling and reflecting on the incident in her journal, Boge made several realizations. First, the anger she felt about the outcome of the class was not a result of her poor teaching, which she originally thought, but was based on lack of student involvement. Then, she realized that the unfavorable student actions were not from the entire class but only from two students. From this realization, she reflected that the outcome of the class was actually quite good because students generated

a lot of ideas about campus buildings, which was the focus of the day's activity and their upcoming essays. The dissonance in class caused a heighted emotional state for Boge which impacted her ability to understand the situation differently (i.e., the reality of it) in the moment. Recalling and reflecting on the experience later on allowed her to generate the new understanding that she "deceived" herself and that the class was actually productive. This reconceptualization, in turn, lessened her initial dissonant feelings because she understood the situation as "not that bad."

Ultimately, the spaces created for learning in DES might also have led to development. When the PRTs *did* something with their changed understanding, in other words when they applied their understanding to their teaching to get a different outcome, then they were developing in the teaching practice. Other times, PRTs indicated the potential for development when they noted what they might do in the future with their changed understanding. For example, from her incident with the two students, Boge recognized how she could approach similar situations in the future:

> **Boge:** Not only the emotions but all the things happening in the class. Next time, when I have this emotion, I will know how to deal with it.
> **Megan:** How will you know how to deal with it? What happened here that will help you know how to-- [crosstalk]
> **Boge:** Yes. Because maybe next time I will quickly-- if I find out my student is not collaborating very well, I will quickly say to myself, "This is only one student." Maybe I will say to myself, "Okay, that's because I put the student with maybe the appropriate(?) members and I know how to deal with it. I know how to solve this problem." Once I know how to solve this problem, I won't feel any emotion anymore. (Follow-up #1, 3/12/19)

Here, Boge indicated that if she were to experience uninvolved students in the future she would remember this incident and adjust her reaction. Thus, the potential for future development was evident. Wen also addressed how reflection had helped her emotionally

and then explained how she used her changed understanding from reflection to continue to support herself emotionally:

> **Wen:** Yeah, and also it's from the process, it's also helped me to be a calmer teacher, more calm, like calmed down.
> **Megan:** The reflection has helped you?
> **Wen:** Yeah, yeah. Sometimes when I feel uncomfortable in a classroom, it is just because my expectation was perfect. I ask a question and they give me answers, and I gather it to wrap up and teach what I want. But sometimes students might say something that is not really related to the topic, and sometimes the students just say ... I don't know how to say this ... but sometimes they will say, "I didn't quite get that." At that moment, I will feel uncomfortable. But when I reflected on that ... when I think about that, it is a common thing happening in a classroom. When I encountered these situations for a long time, then the next time I will be more comfortable with that. It's really common….Yeah, it's okay, and I will not panic. (Interview #2, 4/16/19).

Boge's example indicates that the potential for future development was evident because, while she did not put her changed understanding into action, she projected that she would recall and reflect on this changed understanding in the future to help her emotionally. Wen's statement appears to show *actual* development because she is recalling how her changed understanding impacted how she changed her thinking and feeling when responding to students' uncertainty about her teaching. Both Wen and Boge indicated they would respond to similar situations in the future by reminding themselves of the normalcy of the situation or how to look at it differently. Instead of getting upset, this changed response would help them maintain feelings of confidence or "okayness" and allow them to move on with their teaching.

4.3 DES Impacts Practice

All three PRTs indicated that both CES and DES were valuable to their practice, but all three also indicated that developmental support was more helpful for their learning and growth during the practicum. As noted in section 3.6, PRTs seemed to indicate the

TE provided support in two ways: 1) that which made them feel better and 2) that which helped them to teach differently. When I paid attention to this delineation throughout my data collection, I also noted the TE appeared respond to expressed emotion with varying types of support. To discuss and distinguish this notion with the PRTs in their final interview, I used the terms ‘compassionate emotional support’ and ‘developmental emotional support.’ Therefore, the compassionate and developmental terms the PRTs use in the following statements come from my usage of the terms first. Ben indicated that DES was needed for individual change to occur:

> **Ben:** The compassionate, right. I think it's good, but maybe it's not enough. To make change. I think it's sort of good to just carry you through, sort of to provide you with a pat on the back and say, okay, keep going…That was good too, feeling that. And Dr. Smith was always like so obliging and she'd say, "Oh, if you need anything, just talk to me." Just being there, I think it's great. It was really nice and it really helps. But I also think that that alone may be, is not as, it's not alone as effective enough for you to change things. So I think that digging deeper, I'd feel, "Oh, okay, so maybe that's happened.” Or maybe even refuting something. You would say something, but did you stop to think about this, maybe then this might have happened. Even this disagreement. So it's not only, patting the back, but it's really, "Hey, stop and look at this or look into this. Is it really what happened? Did you think that we could have been, for this reason?” And that was when it started, okay, so maybe she's onto something. (Interview #2, 5/2/19)

Ben indicated that the examination of practice, through questioning and even refutes and disagreements, helped him change his perspective in various ways about his teaching. Boge also agreed that DES was more helpful and felt it was more reflective of how the real world worked:

> **Boge:** I will say, as a person, I do like…the compassion one, because it is more like, "Okay, it's okay, just let it go." I feel that the [development] one is absolutely more helpful, for me as a teacher or as a professional character in this world, because I don't want people to just say, "It's okay, just let it go." I don't think the world works this way. I do think if I want to make progress in anything, I need something deeper, I need something

> analytical for me to look at. I will say maybe the [developmental] one is more helpful, in terms of how [to] support a professional character to move on. (Interview #2, 4/12/19).

Boge also emphasized that aspects of DES, like reflection, helped her learn more about her teaching situations than just venting about them did. While venting might make individuals feel better in the moment, it did not provide reflective support to change one's practice:

> **Megan:** Which process [venting or the RTJ] helped you learn more about the situation?
> **Boge:** RTJ. Yes. The other thing didn't really help me learn but it helped me to get out all the bad feelings. (Follow-up #1, 3/12/19)

Lastly, Wen also felt that DES was more helpful to her practice. She indicated that only receiving CES would make her feel like the support was disingenuous:

> **Wen:** I think if [Dr. Smith] just say it's good, then I would just oh, okay. You are just encouraging me.
> **Megan:** You need more than just the encouragement.
> **Wen:** Yeah.
> **Megan:** Why do you need more than just the encouragement?
> **Wen:** That's not convincing if you just say oh it's good. Just like when I come to America, everybody in America would say oh, your English is good. I would say oh yes, thank you, but I didn't even know them. They are just being nice. (Interview #2, 4/16/19)

These examples speak to the importance of focusing on supporting PRTs developmentally, though not at the expense of supporting them compassionately. Developmental Emotional Support appeared to have more of an impact than Compassionate Emotional Support on PRTs feeling like they had learned and changed from their practicum experience. However, as just stated, this does not mean that CES should only be used sparingly or only at the beginning of a PRT's practicum experience. Both CES and DES were needed throughout the length of the practicum and this is due to the winding nature (Vygotsky, 1987) of development. PRTs did not "develop"

consistently and linearly. They had set-backs and challenges until the end of the semester, and in these moments they still needed to be supported compassionately. CES and DES were often used together and used throughout the practicum experience.

4.4 Summary

In this chapter I provided findings which answered my first research question: How does a teacher educator respond to pre-service L2 teachers' expressed emotions? I found that the TE supported PRTs' expressed emotions compassionately and developmentally. I explained each of these concepts of emotional support and then provided an in-depth look at the most prominent aspects of each type of support. For CES, I presented data on Affirms and Names Emotions which Encourages and Normalizes Emotions for PRTs, respectively. Then, for DES, I presented data on Offers Alternatives and Pushes to "Think," actions that "See" Beyond and Seek Elaboration, also respectively. I situated the findings for the first research question within mediational spaces and tools because, theoretically, they provided the opportunity for PRTs to externalize and reconceptualize their understandings of teaching and themselves as teachers from their emotional experiences. Ultimately, PRTs saw both types of support as valuable but recognized DES as having more of an impact on their development as PRTs. I now turn to the findings of my second research question and in the next chapter I present data that show how these types of emotional support impacted the PRTs over the course of their practicum experience. Where I examined the minutiae of emotional support here, in the next chapter I will examine, more broadly, the development of each PRT regarding one specific issue from their practice and how support of the emotional

aspects of that issue impacted their conceptualizations of themselves as teachers and their teaching.

Chapter 5: Findings - Emotions are Places for Teacher Learning

In this chapter, I address my findings for Research Question #2: How does mediation of pre-service second-language teachers' expressions of emotion inform their conceptions of themselves and their teaching? In the previous chapter, I examined the compassionate and developmental support that PRTs received when they expressed emotion. I looked closely at specific actions that the TE and peers engaged in to support the PRTs. Now, I turn to examine more broadly *how* those types of support impacted PRTs' conceptualizations of themselves as teachers and their teaching.

Since findings in research question two suggested that Developmental Emotional Support impacted change in PRTs, I used a microgenetic analysis (Vygotsky, 1978) to examine how this support influenced their learning and development in specific ways over the course of one semester. I found that, as a result of mediation, PRTs' expressions of emotion related to their teaching changed over time because they could articulate better understandings of themselves and their practice. I show this finding through a vignette for each PRT that traces their learning and development over the course of the semester around one specific challenge in their practicum experience. By focusing on a challenge they each encountered, I am able to reveal the "dynamic display of the main points making up the processes' history" (Vygotsky, 1978, p. 61). In other words, I can see the moment-to-moment interactions and mediational points that led to changes in PRTs' thinking about, feeling about, and enactment of their practice. My second finding was that PRTs demonstrated an increased awareness of the dialectical unity of emotion and cognition by viewing their emotions as places for learning and development and appearing to adopt reflective self-mediational means in their own practice. In essence,

they developed reflective personas and appeared to be able to effectively engage in emotional self-support. I first present findings on each PRT's learning and development related to their emotions and teaching practice. I then present findings on the PRTs' understandings of emotions as points from which to learn. Like chapter four, I underline emotional expressions and italicize mediational responses in the examples.

5.1 Responses to Mediation: Changes in person and practice

In the following subsections I present a vignette for Ben, Boge, and Wen. Each vignette focuses on one point of struggle that each PRT encountered during their practicum. By "storying" the data, I am able to trace how, in response to mediation, each PRT's emotion toward the issue changed over time and how they articulated changed understandings of themselves and their practice.

5.1.1 Ben: Who's doing the talking?

About a month into Ben's practicum, he expressed to Dr. Smith that he felt a moment of congruence during a lesson he had just led: he was able to balance how much he was talking (teacher talk) with student talk. Later in their stimulated recall, Dr. Smith ultimately pointed out the opposite, that Ben actually dominated a portion of the lesson with his talking. This point of opposition became a focal point for Ben during the remainder of the semester as he actively worked on his teacher talk. Ben's story began with him noting that though he might be able to improve his teacher talk, he *overall* felt positively about his teacher talking time (TTT) during his lesson:

> **Ben:** I think I was able to strike a balance between my TTT and students talking at times. I think, I could balance maybe in the future I maybe can strive for less teacher talking and more student talking but I think for my first lesson, I think it was okay. I enjoyed it and I thought it turned out better than I anticipated in the sense of students participating and engaging and volunteering… Maybe [I need to] make it even more collaborative and even

more dynamic. I think I was able to hit the target that I wanted to hit for this class. (SR #1, 2/14/19)

In this exchange, Ben indicated that he was pleased with his amount of teacher talk. However, he also indicated that there was room for improvement and in the second sentence, after saying he balanced his teacher talk, stated he could also lessen it in the future. This slight contradiction indicated that Ben may have felt some dissonance during the lesson related to his teacher talk. Overall, though, he felt he had reduced his talking time. However, several turns later, Dr. Smith pointed out to Ben that he actually did do most of the talking (DES – Offers Alternatives):

Dr. Smith: All right, so let's go back to this idea of [your teacher talking time], cuz for 30 minutes, *I don't know if you realized that…You started at 10 of 10 with the debrief thing…For 30 minutes you were trying to get the whole point behind today's activity*, right, and I felt for you because I was like, "Uh." Let's talk about this. *Let's re-engineer that activity in a way that puts the onus of participation on them instead of you getting them to participate. You feel the difference?*

Ben: Yes. **(**SR #1, 2/14/19)

Dr. Smith shared an understanding of Ben's teaching that was quite different than Ben's interpretation (DES – Offers Alternatives). She did this for Ben to reflect upon by noting that for thirty minutes he controlled the conversation when introducing the class activity. Dr. Smith then responded in a compassionate manner and said, "Let's talk about this" to show Ben that it was something they would work on together (CES – Open). She provided another alternative by asking Ben to consider the difference between putting the responsibility of participation on the students instead of himself (DES – Offers Alternatives) which could have helped shift his thinking and focus. This alternative supported Ben in understanding how to engineer student participation, and aimed to allow his dissonant feelings to subside.

Later in the conversation, Dr. Smith described her observation of Ben's activity (DES – Describes What They Did) so he could understand why the activity was so much for work him. While she highlighted the dissonant moment, that all of the students were asked to answer multiple questions about an entire essay, Dr. Smith put the onus of restructuring the activity to reduce his teacher talk on Ben (DES – Pushes to Reimagine):

Dr. Smith: *The students had the same essay, they had the same set of questions. Those questions had them look very carefully at the introduction and find that thesis, look at the different paragraphs, find the topic sentences and the supporting points within them, and then looking again at the conclusion. You did all of that review with all of them across 30 minutes. I think that's why that was so much work.* All right. *How might you take those different questions, distributed cognition, pass it out, let them be responsible for something?*

Ben: Maybe for each paragraph, for example. I can have each group working because I think there were like six paragraphs, and I have six groups. I could have like the first group work at introduction and then clockwise, like second paragraph, third paragraph. Then just give them some time, think about these questions and try to come up with as much information. Maybe they're not going to find everything in introduction, for example, but you know most of the things, and then report back to the whole group. Maybe you would have been like--

Dr. Smith: Exactly, because I'm thinking--

Ben: At some point I'm like, well, I'm like out of breath. <u>Maybe I'm talking too much.</u>

Dr. Smith: *Yes. It's a real simple shift but keep that thought in mind…You said just now, you could, they all do the whole thing. They also do the whole thing and that 15 minutes you gave them, they crank it out, but then you walk around and they don't know this yet. But as they're working you say, okay, you guys take a really close look at the second paragraph and you'd be ready to tell us that and that. And you go, you guys are going to take the third and fourth paragraphs and you're going to tell us this and this…But that way they're all owning a piece. They're engaged in a different way and you're not trying to get everybody to share and they all feel like, I can contribute too. They want to do that, right? Then I think you can still spend some time on the conclusion to get them to talk about, what can we do to make it stronger? That might have made that last 30 minutes a little less challenging for you, but actually in some ways maybe, even more, engaging for all of them.*

Ben: Yes, because that's <u>what I want ultimately</u>. <u>Like for them to do the</u>

talking and for them to--

Dr. Smith: To do the thinking.

Ben: To do the thinking. Yes, exactly.

Dr. Smith: Right. Right. Which they did. I think you could get-- I would say that a third of that class was with you the entire time and contributing. I'd say a third was with you, but not contributing. But I think there were a handful that were not with you. I think it's just because they didn't have to be, right. They could depend on the other people. That's okay. You're never going to have everybody all the time. That's kind of a little utopian, right. But you can get more of them more of the time. You did a beautiful job of bringing them all with you through that whole thing. I think that last part, I just was supposed to be on time for you to finish, now, how can this be? I think I just keep that as the overarching idea is how do I--

Ben: Engineer participation? It's going to be my goal for my [Professional Development Plan]. (SR #1, 2/14/19)

When pushed to do so, Ben was able to offer a different way to engineer the activity that put the onus of participation on the students. He recommended that since he had six parts of the essay and six groups, he could distribute one part to each group which would alleviate him having to cover the whole essay. Through this mediation, Ben uncovered a new way to approach the activity that was more student-centered. With respect to his teacher-centered enactment of the lesson, he noted that when he had to cover each part of the essay he got out of breath, which prompted him to feel uncertain about the amount of his teacher talk. This connection allowed him to see how much work he was putting into the activity and he recognized his breath as an indicator that something might be "off." In response, Dr. Smith affirmed (CES - Affirms) his redesign by elaborating on how Ben's idea would work in action. Ben's emotions were also supported when Dr. Smith addressed how his change in design would make the last thirty minutes of the lesson less challenging for him and more engaging for students. Ben felt dissonance because he knew he wanted more student engagement ("what I want ultimately"), but he had not been able to get them to talk more. Dr. Smith reassured Ben (CES – Reassures) that,

while not all of the students participated how he wanted them to, students did talk and did think. This reassurance helped Ben feel like he was "on the right track" and ended the exchange by indicating that he was going to make engineering student participation his professional development goal for the semester. This goal setting indicated he was committed to improving his practice. In his next journal entry, Ben continued to address student participation:

Ben's RTJ	TE response
Although I believe I accomplished it, my practicum professor drew my attention to instances during the lesson when I was doing most of the talk. It turns out I was the one constantly directing who should answer each question, what parts of the essay and activity we needed to focus on, and how long we should spend on each stage. Even though I believe that a great deal of these responsibilities do (or should) fall on the teacher, in hindsight I can see how I could have engineered participation in a way that could have elicited students' contribution in a less contrived manner. For example, I could have assigned each group a specific paragraph (since we had six groups reading a six-paragraph essay) and have them work on some or all of the questions. Then, I could have had each group report their answers to the whole group, providing the reasoning behind their responses. This tweak in the interaction pattern could have placed the "burden" of accomplishing the goals of the lesson on students, who could have felt more in charge of the activity, more engaged with one another, and less reliant on me as the class "conductor" (not to mention a lesser strain on my vocal chords!).	Absolutely! A small adjustment in how to handle the debriefing of the activity and one that you might consider for another time. (RTJ #6, Week of 2/11/19)

As a result of their stimulated recall, Ben was able to articulate where he did most of the talking in his previous lesson. He stated that though he felt he needed to address certain aspects of the lesson as the teacher, he could see how he could have engineered parts of the activity differently to generate more talk from the students. He was then able to articulate what those changes could look like and the outcome of them (students feeling more engaged and less talk from him). Though Ben's response did not include specific emotion language, his explanation showed a shift in the situation from dissonant, "I'm out of breath. Maybe I'm talking too much," to congruence, "Less reliance on me as the class conductor. Less strain on my vocal cords." This shift emerged from the mediation provided by Dr. Smith in the stimulated recall and through the opportunity Ben had to reflect on that mediation through his RTJ. The mediation which helped him make sense of the situation seemed to have shifted his understanding of how to maintain an alignment between his objectives and student outcomes and thus, produce a more congruent feeling around his work.

As time went on, Ben appeared to be learning *from* his role in the classroom regarding his teacher talk and ways to promote more student talk and engagement when he indicated that he actually tried new approaches in his lessons and was met with positive results:

Ben's RTJ	**TE response**
It was a fun class and students were very participative. Most of the contributions came without me pointing to specific students but rather from students self-selecting. However, this only happened after I realized, through a discussion with my practicum professor during the stimulated recall session, that I was doing most of the eliciting. An alternative that I	A slight adjustment on your part, and I'm glad you were cognizant of doing that,

found to change that pattern was to allow students longer thinking time. Instead of anxiously pointing to specific students—usually the most talkative ones, I waited patiently for contributors. Surprisingly, contributions were not in short supply. Even those students who are not usually the first ones to raise their hands came forward and chimed in with their ideas and observations.	Ben – AND happy to read that it did change the level of participation. *Why do you think this was so?* (RTJ #8, Week of 2/25/19)

In this RTJ, about half-way through the semester, Ben explained that he had tried a new approach by waiting for responses, instead of calling on students to elicit student talk. Ben's attempt at approaching the situation in a new way was an indicator of development. This development stemmed from what he learned about how he positioned himself in the classroom and his internalization of that learning. As he noted, he was only able to try a new approach *after* the TE's mediation helped him realize he was doing a majority of the talking and provided him ways to combat this issue. Ben attempted to put his new understanding into action – how he had presented himself in the classroom, how the students had responded, and ways to limit his talk and encourage more student talk. Changes to his practice brought about positive results. Students contributed more and students who did not generally talk as much contributed first.

This change in practice also led to an emotional change in Ben. He previously felt anxiety when students would not talk and felt he had to call on them. Now, he attempted to wait for students to speak and did this patiently. This change in feeling stemmed from Ben reconsidering his orientation towards silence. Instead of seeing silence as dissonant (no one is talking and therefore I have to do something), Ben attempted to see silence as a space to encourage students to talk (I'm going to give them time and wait for them). Ben's change in action caused him to be pleasantly surprised due to the number of

contributions he received and who the contributions were coming from. Overall, he labeled the class as "fun" and "participative" which were more aligned with the "collaborative" and "dynamic" atmosphere he envisioned in his first statement at the beginning of this story. In response to this positive outcome, Dr. Smith did not just praise his efforts (CES – Praise), but pushed Ben to consider why certain students may have been willing to talk first, when they normally did not (DES – Pushes to "Think"). This reflection may have helped Ben further refine his understanding of why the situation worked well compared to past situations that did not.

Though Ben had success with his new strategy, his growth in reducing his teacher talk was not solved. About a month later, in another simulated recall, Ben talked about the frustration he still felt in the class regarding his teacher talk:

Ben: …I think I was frustrated that sometimes I had planned to elaborate more on my comments and some answers. I was afraid of dominating the conversation. Sometimes I wanted to talk more, like maybe I'm going to be talking too much. That's not what I want to do for this class. I want them to give me the answers and to put the piece of the puzzle together. Give me this, this is the picture.

Dr. Smith: Well, you didn't let them…*you didn't let them get away with just a quick response. Almost every time you ask for clarification, or you ask for expansion or illustrations to further support what they said. They're used to that but you're not teaching every day. They've got to adapt to you and to [your mentor] and your styles, they're quite different, right? Just if you had them since the beginning, I think they would be conditioned to know to be ready to respond to you, but they still have to go 'Oh that's right, Ben's teaching today and I have to be ready because he might call on me. He's going to expect us to talk in a way that, [the instructor] does too, but it's different.'*

Ben: It's different. (SR #2, 4/2/19)

Ben's uncertainty about how to balance his teacher talk with student talk caused him to feel afraid about dominating the space and he questioned whether he should be talking at times he actually wanted to. While there was not an indication that Ben was not talking

enough in class, his statements here suggested that, with the realization of his teacher talk, he may have been limiting himself at times he did not need to because he wanted to be sure that students gave him the answers. As a reassurance, and a way for Ben to understand what he actually was doing, Dr. Smith described how Ben did not let students get away with a simple response and he pushed them to "give me the answers" (DES – Describes What They Did). While a developmental act, the description also acted as a reassurance to Ben's uncertainty because he was able to see that he *was* trying to elicit more student talk. She also reminded Ben that because he was not teaching every day the students had to adjust to the different styles from him and his mentor (DES – Offers Alternatives). This reminder was a nice alternative for Ben to consider because it reinforced that students' silence was not always a reaction to *him* but the change in instructor. By first stabilizing Ben's uncertainty that he *was* managing both his and the students' talk, Dr. Smith then further explored Ben's continued frustration about his teacher talk and provided more suggestions of how to interact with the students:

Dr. Smith: …I think frustration and not knowing how much more do I give them before it turns into a--
Ben: Lecture.
Dr. Smith: Yes. *Again, I go back to you have to make the judgment on that, obviously, but I think when you're walking around and you're assessing what they're learning and how they're talking about the ideas in the group, when you're providing those moments of instruction to them, that's where you can see it, and that's where you can get in to provide them just the instructions that they need*.
Ben: That's very, yeah, that's a very good point.
Dr. Smith: It's a tricky balance because it's as important to engage them as it is to inform them and to teach them and finding that balance between doing both without overdoing either can be really-- There were classes we should have different things. Each activity is different, but I think you (found?) balance…
Ben: By stopping by each group and seeing...exactly what their specific

> needs are, so I can cater to that specific [group], rather than just giving the whole class things that some of them already know. (SR #2, 4/2/19)

Dr. Smith's response helped Ben see small group work as a different way to approach his use of teacher talk (DES – Offers Alternatives). By walking around and listening to students, Ben could be more targeted in his responses to the groups, specifically, and the class generally. Ben's response of "that's a very good point" to Dr. Smith's offered alternative indicated congruence because he was able to see how this action could help alleviate some of the lecture-style feel of the class. Instead of saying everything "up front," Ben could assess student work in each group and then determine what specifics needed to be addressed to the whole class. Dr. Smith reiterated that finding the balance between lecturing and supporting is difficult but reassured (CES - Reassures) Ben that he had found that balance. Ben, in his next turn, elaborated on his understanding of Dr. Smith's alternative and offered new information when he explained why her response would be helpful. He explained that he could cater to specific student groups instead of going over points that other students may not need to hear. Since this was not a point that Dr. Smith made when she presented the alternative, Ben's contribution shows he learned because he took her mediated response, applied it to his own setting, and was able to determine how it would positively impact talk in the classroom. Though Ben seemed to have come to a new understanding of how to lessen his talk in the classroom, he still exhibited uncertainty about this talk and in his next turn stated:

> **Ben:** It's good, and I think that I tend sometimes to talk too much. It's something that I need to control because I get very excited, and I get carried away and all of a sudden, to me, it's a monologue. That's why I'm always trying to okay, refrain myself from-- [crosstalk]
>
> **Dr. Smith:** **…***and you're finding strategies to be aware of that and to stop it. I don't think I felt any moments where it was Ben talking too much. In*

> *fact, I even wrote, just in kind of my general comments of things I thought just, in general, you do well…leading class discussions and getting the students to participate. What I saw today was it was quite different, and now that you're saying that when I watched the video, that you did [at the beginning of the semester]. I'm so sorry. It was a bit teacher centered, but as I said, in my notes you were trying to get them to respond. I don't recall that you did [then] what you did today. I'm not sure you gave wait time in the same way.* (SR #2, 4/2/19)

In response to Ben's continued uncertainty, Dr. Smith explicitly commented on Ben's actions during class, pointing out that he was utilizing strategies to reduce his talk time (DES – Calls Attention To). She then stated alternative perspective on Ben's interpretation that he still dominated class conversations, noting that she did not think he talked too much in class that day, and that he got students to participate (DES – Offers Alternatives). Next, she explained that what she witnessed from him in class that day was different from what she had observed in his first observation at the beginning of the semester because he gave wait time in a way he had not done before (DES – Comments on Growth). This type of explanation aimed to show Ben positive changes to his teaching that he might not have recognized himself.

A few weeks after this discussion, Ben indicated in his RTJ that he designed activities focused on student participation and engagement *because* of his previous struggles with dominating through his teacher talk:

Ben's RTJ	TE response
My main issue in my first observation was how much effort I needed to put in to elicit students' contribution. With that in mind, I designed activities for the two classes this week that could engender both student participation and engagement….Although I really enjoyed the lesson, there were a few things I would change were I to teach this lesson again. For example, I ended up	When I think of where you were with this goal and where you are now – well, huge difference! You now know the students and how to draw them out, and they respond to you.

spending too much time on the debriefing portion of the lesson. This miscalculation took up precious minutes that could have been allocated to the reading and discussion of their re-writings. Furthermore, I would assign students certain roles for the debriefing bit. I feel that this would force the less participative students to contribute. In fact, I did put this in my lesson plan but completely forgot as I was immersed in the unfolding activity.	This is not unusual! But students learned, and that is the goal of any lesson! Also a reminder to check our plan periodically throughout the class to remind ourselves of what we had planned! (RTJ #12, Week of 4/1/19)

Since Ben knew he had previously had challenges with student engagement, he purposefully tried to design activities that would encourage student participation. His design even incorporated decisions that Dr. Smith presented to him in their first stimulated recall two months previously: assigning students certain roles for the debriefing section so that they had more opportunity to talk. Though Ben forgot to assign roles during the lesson, he had incorporated this aspect into his lesson design, demonstrating an impact on his practice. Ben had internalized the suggestions and alternatives (the DES) that the TE had shared over the past few months. Furthermore, he was able to make sense of these mediations in a way that he could incorporate the TE's suggestions into his practice, thus altering himself and the way he approached the classroom space.

Emotionally, Ben's entry in his next to last journal, above, read matter-of-factly. Though he did not use many emotion words in this text, the matter-of-fact writing appeared to indicate a level of confidence and understanding that was not in his initial stimulated recalls or RTJs. Since Ben knew how to incorporate strategies that would lessen his talk and encourage the students' participation, he appeared to be more

confident and direct in his lesson planning. Dr. Smith's mediation helped change Ben's understanding and emotions regarding his teacher talk. Since he learned different ways to see the situation (that he actually was talking too much) as well as how to change the situation (provide more wait time, respond to student needs in small groups instead of addressing the whole class), Ben's feelings of frustration and uncertainty seemed to diminish. The more Ben was able to scaffold student participation in the classroom and remove the burden of talking from himself, the more he saw classes as "fun" and "enjoyable." In turn, it appeared that when Ben felt better about his classes and his own teacher talk, he was able to develop lessons and incorporate strategies on his own without the assistance of Dr. Smith, thus showing development in his cognition and emotions.

5.1.2 Boge: Building personal rapport within a professional practice.

Boge's point of struggle, rapport with students, emerged in my first interview with her. Boge desired to have an engaging classroom environment but had to work on her personal connections with students, to get to know them as students and people. She also was challenged in how she presented herself to students in terms of eye contact, body language and tone of voice. In our first interview, Boge saw a clear demarcation between her role and the students' and she stated that she did not care to know about students' lives outside of the classroom:

Megan: What do you think the responsibilities of a second language teacher are? An English teacher.

Boge: I will answer this question really straightforward because as a teacher I feel my responsibility is just in the classroom. Like my responsibility is to 'Okay, you are the student, you want to learn. I led you to learn and that is all my responsibility.' As a student the responsibility just to learn something or, like, I don't really care about their life or they out of the classrooms…So, I think for me, like language teacher's responsibility is

> just to, like is only about like in this class like learning. (Interview #1, 1/24/19)

For Boge, learning did not appear to include a personal connection to students and she did not seem to think that knowing students would help her support them in their learning. However, a few weeks into her practicum, Boge's experiences with the students started to mediate her understanding of them as people, not just students, and this started to change how she felt about knowing students:

> **Boge:** …And then but, after three weeks and what I see here is the emotion I feel from like among them, that's pretty weird, but is to getting really like them. I like my students like.
> **Megan:** You like your students.
> **Boge:** Yeah, I like my students ….I'm not a kind of teacher who like students. I want to keep some distance from them.
> **Megan:** Yeah, I understand. Professional.
> **Boge:** Yeah, professional…You don't want to just be their friends. But maybe that's because of the position I am right now because I always, like, walk around or observe them or when they are talking, when they are discussing some topic I will approach them to listen to their thinking. And I get to see their writing. Like I remember one of students talk about a song Yellow? By Coldplay. Which I happen to like very much. And I happen to see a student talk about his bilingual background and everything like that. That makes me really like them a lot. Also, when I approach them I didn't just see a student, a learner. I see a person with all the anticipation or all the background stories, and because that really didn't happen a lot before. Because I didn't teach this kind of class before. I didn't teach the writing before. Yeah. So for right now emotions is about really getting to like someone. (Interview #1, 1/24/19)

Boge's understanding of her students as "a person" and not "a learner" was mediated by their background stories that she was able to witness as she read their writing and listened to their discussions. She came to realize that she liked knowing her students as people, which was "pretty weird" for her since she liked to maintain a professional distance from students. To be clear, Boge did not dislike her students, in previous classes or her current practicum, she just did not see the point in interacting with them in a way beyond

teaching them information they needed to know. This distinction, though, seemed to cause Boge to emotionally distance herself from her students. For Boge, prior to her practicum experience, professionalism did not include a personal connection to students. In this scenario however, Boge was starting to feel good about knowing aspects of her students' lives outside of the classroom. Therefore, her emotional shift, as a result of her changed understanding, is not from dislike to like, but feeling indifferent or neutral to feeling good.

However, wanting to know her students was not enough for Boge to effectively engage with them. She also needed to work on how she communicated with the students. About a month into the practicum, Dr. Smith directed Boge's attention to her eye contact with students when she was leading a class:

Boge's RTJ	TE's response
After watching the video, I do notice the eye contact issue that Dr. Smith had talked about in the e-mail. (Thank you so much for bringing that up, Dr. Smith!) When I was leading the activity, I actually thought I'm doing eye-contact with students. But what I had done was to turn around for several times, only "glimpsed" at one student then turned my eyes away to another, and sometimes a lot of students could not even see my face (which is horrible). I talked to [my mentor] with this problem, and she asked me to think about the position I choose to put myself in the classroom - the center of the half circle. It was a weird place because obviously half of the students could not see my eyes if I stand still. The purpose of arranging students in half circle was to provide them a space where they can talk to people who sit on the other side face to face. When I stood in the center, this space had also been	Of course! I'm glad you could see what I meant – *gives the sense that you are unsure about what you are doing and that you aren't focused on your students.* Something that you can definitely work on with [your mentor's] coaching!

disrupted. Also, since I was nervous at that time, all my focus was on my language output, so there was no so much attention on the students. All of these reflection demonstrate to me that, communication in the classroom is not only about the teacher or the students' talk, and not only the direct, verbal instructions serve the purposes of an activity. The arrangement of classroom, the position teachers choose to put themselves in, the timing of waiting (pause), and the way teachers look at students all function to achieve the objectives.]	You're right – communication is shaped by everything we do in the classroom. It seems like a simple thing, but there is actually a lot to consider. I'm glad you had this experience because now you will be very aware of yourself and your placement of yourself in the future. (RTJ #4, Week of 1/28/19)

Similar to Ben's teacher talk, Boge thought she had maintained eye contact with students only to discover from Dr. Smith, and then watching the recording of herself teaching, that she had not. Boge recognized this as "horrible" and Dr. Smith elaborated (DES – Calls Attention To) to explain the issues a lack of eye contact could create with students. Through her reflection in the RTJ, Boge recognized that because she was nervous she focused more on her language instead of the students, and since Boge was not focused on the students, she did not really look at them. Boge extended her reflection to indicate that she understood that communication in the classroom was impacted in various ways, including how she engaged with her students through her physical positioning and body language. The RTJ developmentally supported Boge because she was able to restructure her understanding of the situation.

As the weeks progressed, Boge continued to desire an engaging classroom environment that focused on the students, as evidenced in this journal entry, "I appreciate so much on their collaborative attitude, and it makes me rethink the relationship with students and the teacher: cooperation is also a way that we work in!" (RTJ #4, week of

1/28/19) but she still struggled with whether she could connect with students. Boge briefly experienced strong, negative feelings after observing Wen's practicum class and shared this with Dr. Smith:

Boge: …one time I observed Wen's and [her mentor's] class before my class and their class is really dynamic. Really different atmospheres, very different. And [Wen's mentor], even they took things differently than I and [my mentor] did. So after observing their class when I went to my class and I just saw a lot of students sitting there saying nothing. And it was like,… really like only one second I don't want to teach [?] anymore but now not really long. But when I felt that I blame myself, and I think, oh maybe that's because I am not as interactive as they are as teacher. And also my students are not the same group of students of that class, even though I enjoy that class well, but this is not really our class.

Dr. Smith: And I think we can't blame ourselves. I mean, yes, okay, to a point, yes, we're responsible for making something that is as engaging as we can think to make it. Um, but I think sometimes the dynamics are just going to be different in different classes. And you're right, personalities are different. We're different, therefore, our students respond to us differently as well. *I see you just really feeling comfortable in who you are in the classroom. And I feel like I saw a different side of you today. You were much more engaged with them from start to finish. They were engaged with you. I feel like, compared to the first time I was there, there was a lot more interaction among you and [your mentor] and the students. So I think you're moving them in that direction.* Yours might have just been a little bit a little slower to get there, right?...But I think, trust yourself…

Boge: Thank you. (SR #2, 2/21/19)

In this response, Dr. Smith reassured Boge that classroom dynamics were going to be different because the people making up that space all had different personalities (CES – Reassures). She then described to Boge the difference that she saw in her regarding her ease in the classroom and her interactions with her students (DES – Comments on Growth). She noted, "you're moving them in that direction" which indicated that Boge had made improvements and reassured her to keep doing what she had been doing, but it also implied that there was still more learning and development to potentially occur for

Boge. In moments where PRTs had doubts or did not see their own growth, it appeared to be helpful to have Dr. Smith point out their growth to continue to push them forward.

The potential for Boge to learn and develop regarding her rapport building with students, which Dr. Smith noted above, increased in the following weeks. About a month after the above stimulated recall, Boge recognized that a student seemed to be nervous when interacting with others. She recognized a problem with what he had written on his index card for their class activity but, when she asked him questions, he seemed to get uncomfortable. In response, she "turned away to other groups" because she was not sure how to handle the situation. Boge *knew* she should help the student, and wanted to, because she noted his response as "a bit problematic," but his nervous behavior in response to her approaching him caused her to *feel* uncertain and turn away. Boge used her journal to reflect on this dissonance, indicating the situation was as a "moment of curiosity." Her emotion language regarding this dissonant situation was not representative of her being deterred or thrown off by this challenge, but indicted she was interested in solving the issue. This curiosity and desire to help the student is representative of caring, which is a personal and emotional connection, beyond professionalism, that Boge needs to establish with the student to help him. Interestingly, Boge continued to explore other aspects of the lesson in her journal but, eventually, came back to the "nervous" student and continued to explore the situation:

Boge's RTJ	TE response
I kept thinking about the nervous student as well. He was a different situation than the inactive student(s) I mentioned in previous RTJ. I wanted to push him thinking by giving him attention and asking him questions, <u>but I'm afraid</u> he'd take them as negative messages personally	Perhaps in this example the student did misinterpret your intention. *I would suggest that you pay very close attention to your tone of voice, your eye contact, and facial gestures AS WELL AS the types of questions you ask.* Might be helpful to take a moment to review your previous

("the teacher was angry or unsatisfied with me"). I admit that from time to time, I might get angry with some students because of their indifference and irresponsibility to themselves. Even if those emotion appeared, it was never meant to be personal. Most of the time, I "go after" a student only because I think he/she has the ability to do a better job. It's difficult to make this point clear to students but it's possible to make them gradually feel differently about being queried by teacher or other classmates. Maybe next time I will not turn away just because he was nervous, instead, I may and see what will happen since I know it is, and should be something he's capable of and feels comfortable with. For this student particularly, I might consider group him with certain students I noticed to be very helpful to him (he's more willingly to discuss with those students) in future activities, and push him to express more because he can.	videos and watch your nonverbals and think about your tone of voice. You might also ask [your mentor] to give you feedback *about not so much what you say, but HOW you say it.* Again, I commend you for your self-awareness, Boge, and your desire to connect fully with your students and support their learning. I think you did this with the best of intentions, but perhaps he read your turning away as 'giving up' on him or thinking he didn't have something substantive to offer. *Instead, you might find something in what he has offered that is helpful, positive, and build on that - focus on his strengths!* This is an excellent idea, AND this is when you can try another approach with him as well. *As he's working with another group of students, if he seems to be more comfortable, you might take advantage of those moments, and again, find something to compliment him on rather than trying to push him. Perhaps he needs to hear from you that he DOES know something and CAN contribute, and then he may be more open to being pushed to think more deeply.* (RTJ #9, Week of 3/11/19)

This time, Boge explored her response to the student more deeply. Through her reflection, she revealed that she was afraid to push the student for fear of her intentions being misinterpreted. Ultimately, Boge's response reveals that she *wanted* the student to know she cared, which is in contrast to the professional façade she maintained in her previous teaching experiences. Boge explained that she struggled with having students

see her "pushing" actions as stemming from a place of care as opposed to seeing her as mean or uncaring. To support her, Dr. Smith suggested Boge pay attention to the way in which she talked to the student (DES – Offers Suggestion) and reminded her that it is not what is said to students so much as *how* statements are being said (DES – Calls Attention To). Dr. Smith affirmed Boge's desire to connect with her students (CES – Affirms) and provided her with multiple ways to do so in a beneficial manner: meeting one-on-one with the student, paying attention to her non-verbals, watching earlier videos of her teaching for comparison, talking with her mentor, and offering something positive about the student's work instead of focusing on what needs improvement (DES – Offers Alternatives). This type of mediation showed Boge that she was doing the right thing by connecting with her students, but also supported her in ways to do this engagement effectively. Boge appeared to enact some of these suggested options with the student the following week which indicated development in Boge:

Boge's RTJ	TE response
When walking around the students, I sometimes sat next to them when listening or asking questions so that they won't feel being observed condescendingly and thus won't be too nervous…I approached the "nervous" student mentioned in last week's RTJ [9] and sat next to him, asked him to explain to me his peer's topic. This time, I sat with him and his peer until he finished talking, and sometimes helped him to translate some words from Chinese to English (his peer is a Korean native speaker). [Reflect: Now I knew that his anxiety of speaking was more of an issue related to his confidence, since his level of speaking English was not as high as some other students in the class. Also, I think both my way of approaching to him and the	This sounds like a 'break through' moment for you! You've been very conscious of this student and his needs throughout the semester, and finding the most effective ways to engage with him has been your goal. From what you have described here, I think you had a good moment with him. So how will this activity design and his response to it inform your activity design in the future?

characteristics of the evaluation card made a difference this time. He was not as nervous as the way he used to be and could gradually express his thoughts and suggestions with more confidence.]	(RTJ #10, Week of 3/18/19)

Boge's response showed she enacted new strategies when interacting with the "nervous" student. Instead of offering feedback on his work, Boge asked the student to explain his peer's paper using the evaluation card that was distributed for the activity, which took away any feedback or judgement from Boge as an instructor. She also helped him translate some words from Chinese to English which helped her have a better understanding of his confidence speaking English. Additionally, Boge chose to sit next to the student, instead of stand, so her interactions would be more comfortable among her and the student. Boge perceived these actions to be beneficial. The situation changed from dissonant, "Once I asked more question, he get even more nervous. As a result, I turned away to other groups" (RTJ 9), to congruent, "My way of approaching to him and the characteristics of the evaluation card made a difference this time" (RTJ 10). This example is reflective of Boge's comment about the usefulness of Dr. Smith's support in section 4.3.4.4 (Outcomes of "Sees" Beyond), when she indicated that Dr. Smith gave her suggestions on how to be with the students on "day one" and on "day two, I can do that."

The mediation that Dr. Smith provided to Boge in her previous week's journal, week 9, helped her reorient how she could best approach students. These alternatives helped Boge reconceptualize the situation and helped scaffold Boge's interaction with the students. Unsure of what might happen, Boge tried some of these alternatives (she stayed instead of leaving, she sat instead of stood, listened before speaking, and helped translate instead of "pushing") and discovered they benefited the situation. The representations

may not be an *exact* transference of Dr. Smith's alternatives and that's because of the *internalization* process. Boge needed to make sense of and appropriate those alternatives for *her own* environment which is why they manifested in the way they did. Boge could now include these new ways of doing into her practice with this student as well as others. Having different ways of understanding the situation helped Boge react differently than the first time and thus, made her feel better and more capable to interact with students.

A few weeks later, Dr. Smith revisited Boge's rapport building during a stimulated recall because she knew it was something that Boge had been concerned with throughout the semester (DES – Revisits). Boge replied that the rapport was not something she was trying to build anymore and shifted the conversation to some of the aspects of her class that day. When she finished speaking, Dr. Smith redirected the conversation back to rapport building (DES – Revisits) and she described to Boge the changes she had seen in her regarding her interactions with students (DES – Comments on Growth):

> **Dr. Smith:** *…Going back to your rapport building, I know what you said is that you're not consciously working at that anymore, but I think what I see happening, from when I was here in February, this is the end of February, so it's been just about a month. You have a different level of self-confidence. When I say that, I mean, we talked about that in terms of how you manage the class. That self-confidence has allowed you to relax, and to be more yourself. Because you're very funny, and very warm, and you're very friendly. I felt that you were-- I saw smiles throughout lots of-- The language choice that you had was really supportive language choice, the tone of your voice, when you listen to the-- When you see the video, listen to the tone of your voice. It used to be that you were more commanding like, "Do, do, do this," because I think you were really focused on getting through activities. Now, you have this conversation with them. It's really comfortable. I felt like they could just sit back and say, "Yes, I think this and--" I think that that's you, and that's a shift in who you are in that classroom. I think it's all coming together for you, in a really interesting way. You actually did do what I started to say a little bit*

> *ago. You invited them to participate, you didn't tell them to participate. You said, "Well, why don't you blah, blah, blah?" That's the kind of thing you said. "Well, what if this happened?" You didn't say, "Well, yes, but let's do--" It was a very different tone, and really just engaging with them, and I think is why you had a lot of interactions.* (SR #3, 4/2/19)

Dr. Smith's opening comment that Boge was no longer *consciously* working on rapport was due to her increased confidence level that Dr. Smith then described (DES – Describes What They Did). Boge's initial side-step of Dr. Smith's question about rapport building did not seem to be because she did not want to answer it, but because she may not have consciously been aware of, the now more consistently, congruent interactions between her and her students. Boge's confidence about her ability to interact with students successfully may have changed her practice to a point where certain interactions with students were now a part of her regular practice and therefore, she did not recognize them as taking effort, which would also require more conscious awareness. In essence, Boge *transformed.* In reality, she had not stopped rapport building, based on Dr. Smith's above description. However, since her past attempts to engage with students were fruitful, and thus Boge changed from those interactions, she may not have had to consciously work on her relationships because, cognitively and emotionally, they aligned for her. Boge appeared to be acting in a more confident way with students without realizing her practice had changed *because* she was more confident. In a later RTJ, though, Boge indicated that was not focusing on issues the same way she one did, which is reflective of development:

Boge's RTJ	TE response
During this class, I found myself more comfortable staying with students and asking them to do what I wanted. I used to have a hard time connect to them or was	This entire paragraph is so genuine and touching, Boge. You needed time to find yourself in this space, and to be comfortable with who you are and who

self-conscious to talk in front of them. So I have tried a lot of things to create this bonding – talk to them before or after the class, carefully observe them and make sure my ways of approaching are not intimidating, sit with them, listen to them, even struggling with the language I should use when talking to them individually …I think now I finally know my students – not only in terms of how I know them as students and as people, but also knowing how to stay with them and mobilize them in the class sometimes even without realizing. I wish I could have reached this stage earlier, but I also know it was a process. It takes time for me, a novice ESL teacher, to try multiple ways and finally know how to constitute and engineer the space with my student where they could all learn how to be "the best version of themselves". And it's interesting to say that, when I'm writing this right now, sadness just rose from the bottom of my heart (I usually don't feel this way) because I know the farewell is near to us, right after we truly knew each other. I really, really hope we could reach that space earlier. I really, really hope we could have more time.	you are as a teacher. I know you wish it could have happened sooner, but I would say that it's wonderful that it happened! Could have not been the case, and it was for you – so enjoy your last two weeks with them, and it's okay to have a few tears! (RTJ #12, Week of 4/1/19)

This penultimate RTJ from Boge was in stark contrast to her first interview with me when she indicated she did not care about students' lives outside of the classroom. As someone who wanted to distance herself from her students and focused on them as learners in a classroom, Boge now recognized she saw them as people, in addition to learners, and was able to support students in their learning by knowing them. Boge's sadness about leaving her students was unexpected for her, just like her liking her students was strange for her in the beginning of the semester. Boge's understanding of her students and how she could use student relationships to enhance learning in the

classroom had dramatically changed Boge's emotional stance about student/teacher relationships. She now wished for more time with her students and that she could have reached this space with them sooner. Additionally, Boge acknowledged that she knew how to be with students in the class "sometimes even without realizing." This comment appeared to speak back to the mediation she received from Dr. Smith in the previous week when Boge had not recognized that she had made changes to her practice because she felt more confident. Boge appeared to now acknowledge change to herself and her practice.

Boge *transformed* during her practicum experience, changing not only her understanding about student/teacher relationships and thus her feelings about knowing students, but her perception about the role of emotion, which is needed for these relationships, in the classroom. She highlighted this transformation in her final reflection paper. The final reflection prompt was open-ended and asked PRTs to reflect on their whole practicum experience, it did not specifically ask students to reflect on their emotions. Boge wrote:

> **Boge:** Finally, emotions played a critical role in managing classroom interactions and activities of my practicum teaching as well, which was unexpected at the beginning of this semester**…**I learned to relax myself and trust myself as a teacher when interacting with my students. For example, I usually arrived at 15 minutes before the class began and had conversations with students to know more about their school life and feelings about our class. Sometimes I tried to "order" them to do something – change their seats, answer a question – if I felt necessary. Also, I gave them feedback in their writing and discussed with them. These small things have gradually built my confidence in teaching and made me more relax and comfortable in teaching. As a result, my students became more relax when working with me. (Final Reflection, Week of 4/22/19)

Boge was surprised by her own acceptance of emotions in the classroom, especially in relation to student/teacher relationships. Not only did Boge change her own practice and

her own feelings around student/teacher relationships, but as she made these changes inwardly and outwardly, students also changed in how they responded to her. Boge's change in personality and in practice impacted the students in a way that they became more relaxed and thus, also showed her the value of attending to the emotional side of teaching and learning. She learned that her responsibility in class was not only about "learning," as she stated in her first interview, but about connecting with students to enhance their learning experience.

5.1.3 Wen: Learning to release control.

After participating in the MA TESL program, Wen had a desire to "teach off her students," a department mantra that reminded PRTs to avoid lecturing and teaching *at* students by using students' in-the-moment contributions to guide the lesson. Being more student-centered required the instructor to release some control of the lesson and to be flexible and adaptive to student engagement. While Wen wanted to teach this way, at the beginning of the practicum she was more teacher-directed in her approach. Controlling the teaching space felt more comfortable and predictable to her than a spontaneous environment. Wen spent a great deal of time on her preparation for classes to make sure she was controlling her instructional language and guidance of the teaching space:

Wen's RTJ	TE response
There are still millions of things that I could prepare sufficiently ahead of time as a novice teacher. I could decide the words that I would use to introduce my activity and to make students in groups. I could read the text that I am going to use in the class time and time again to be full familiar with the content, and also I could analyze it with my great effort. And I could do many times of rehearsals to	Yes! I do hope you ARE doing all of these things! *Do be careful with 'deciding the words to use' and your rehearsal. There's a fine line between being prepared with what you want to say and memorizing what you want to say.*

improve my speaking speed and pronunciation.	(RTJ #3, Week of 1/21/19)

While Wen's ample preparation was important and necessary, and affirmed by Dr. Smith (CES – Affirms), her preparation was often extensively scripted and bordered on memorization. Dr. Smith drew Wen's attention to the fact that memorization was something Wen should avoid (DES – Calling Attention To). However, Wen's congruent emotions were strongly tied to a sense of control. Therefore, though she was sometimes nervous in front of the class, Wen's scripted plan helped her feel secure because it gave her a sense of control:

Wen's RTJ	TE response
For the preparation of the activity this time, <u>several strategies are proved to be very helpful</u>. The first thing is a detailed transcript of what I am going to say for each part. I usually make a transcript after I design the ppt and activity steps, and I will revise it during my rehearsals. Although there is a detailed transcript, I won't say the same words for every rehearsal. When I think of something better or feel comfortable to use another expression, I will just go for them. But the meaning of the transcript is that, <u>when I feel too nervous to organize my words and sentence</u>, I can always follow my transcript. For most time, those words are clear in my mind after times of rehearsals.	I do agree that writing out your script mediates your thinking and helps you internalize the content you want to be sure to cover as well as prepares you to 'find' the language to be sure your explanations are clear. You seem to be very aware that using a script can also lead to a memorized, almost speech-like explanation rather than a planned yet spontaneous flow that still allows you to engage with the students. *I didn't get the sense that you memorized your words, but it was very apparent to me that you had prepared. So I would say that you found the right balance – just be careful to always find that balance of being prepared and memorization.* (RTJ #4, Week of 1/28/19)

Wen did point out that she had flexibility with her transcript and did not follow it word for word. Wen also pointed out that her prepared transcript acted as a type of support in moments when she was nervous because she could rely on an already prepared statement

instead of thinking about what to say. However, Wen encountered moments when her reliance on the transcript did not always make her feel confident or secure:

Wen's RTJ	TE response
When it came to my part and I stepped on the stage, I suddenly felt that my mind went blank. I tried my best to remember what I said in my rehearsals, but I still forget a few sentences. Luckily, the flow of the class was not interrupted by my pause…I felt disappointed about this unpleasant beginning, also I was worried about the rest of the class because my mind was still blank.	*Interesting language that you are using to describe this part of your teaching – as if you are an actor on a stage performing for the audience rather than a facilitator of learning. Why do you think you felt this way in this moment?* (RTJ #4, Week of 1/28/19)

While Wen's preparation, in her view, helped her feel less nervous because she knew what to say and what to do, she was not prepared if she forgot her planned lines. In the above description, Wen did not feel like the flow of the class was interrupted by her forgetting "a few sentences," but she still felt upset. Her feelings and her description showed that her primary focus was on herself and her "performance" and not as much on the students and their learning. The excerpt shows that the planned transcript, which was to help Wen feel in control, caused her to lose some of her control because of the pressure she put on herself to remember her "lines" and thus, she felt disappointed and worried. Wen's reliance on her detailed preparation and her description of enacting this preparation prompted mediation from Dr. Smith because Wen appeared to be describing her actions as if she were "performing for the audience rather than a facilitator of learning." Dr. Smith pushed Wen to think about why she was approaching her teaching in this way (DES – Pushes to "Think"). Though Wen's detailed planning helped her feel in control, as she progressed through her practicum Wen desired to enact a different

teaching style that was more reflective of open discussions and responding to students' contributions:

Wen's RTJ	TE response
Ever since I became a teacher/teaching assistant, the quality of my teaching relies on detailed lesson plan and many times of rehearsals, which also provides me with confidence in the classroom. So normally I would plan most of the activities under my control, I may prepare texts, certain specific topics and specific discussion questions for them. Then most of the things they would talk about in the class is part of the plan, if they come up with something new it is not likely to make my plan out of control. While I learnt about teaching in our program, I gradually changed my attitude about teaching. I want the topic of my class to be more open and I hope the students could have chance to think "out of the box". Therefore I gradually tried to step out of my comfort zone of teaching to provide more open discussion opportunities in the classroom.	Now I see what you were referring to in your earlier statement about 'open style'. Yes! When we open up the floor for discussion – even if we plan our questions carefully and strategically to guide their learning – they may still surprise us! (RTJ #9, Week of 3/11/19)

A little over half-way through the semester, Wen attempted to have an open discussion with the class. At the start of her lesson, Wen felt confident because she had "prepared a lot" but also felt nervous because she "knew that things did not always followed the plan" (RTJ 9). Wen's attempt to relinquish some of her control appeared to create cognitive/emotional dissonance for her *prior* to the lesson. Wen was cognitively aware that her own plans could change during the lesson and she may have to adapt, but emotionally she felt nervous about actually having to be responsive. Unfortunately, during the lesson, Wen's cognitive/emotional dissonance intensified.

Wen had planned for students to brainstorm topics that related to the broad category of online shopping and pollution. Then, she was going to provide students with the specific topic of packaging materials to analyze in relation to the broader topic. Wen thought the students might have difficulty narrowing the topic of online shopping and pollution, because they had difficulty doing so in a previous class, but they quickly narrowed the topic and even came up with the idea to focus on packaging materials, which was Wen's plan for analysis later in the lesson. Wen noted that she felt "surprised, nervous, struggling, and a little afraid" during this opening segment (RTJ 9). Part of what created this dissonance for Wen was her detailed plan of the language she would use in class. In a Practicum 500 course, Wen commented that she planned everything out regarding her lessons, including what she expected students might say so she could plan how she would respond (Field notes, 3/12/19). While in the above RTJ example she noted that "something new is not likely to make my plan out of control" because she planned for what students would say in class, it was precisely information that was presented in a new way that contrasted with her plan and caused her dissonance. While the packing material information was not new, it was not something she had planned for *the students* to say, it was in her plan for *her* to reveal this topic. Thus, her planned language failed when, in essence students took over her speaking part and said "her line." While Wen knew discussions were less controlled, she did not feel confident to deal with the situation:

Wen's RTJ	TE response
I was eager to have the power to stop the time, think about the situation for several minutes and revise my plan, but reality was that I needed to cope with all the issues on the spot. I could never imagine	Yes! This is certainly a 'good' problem because students understand. *So now you have another instructional consideration to add to your list – for example, we make sure we have additional activities in case*

that I got lost during a class because the students are too engaging and work too efficiently.	*students complete the work before the end of class – and in your case, and somewhat related – now you've learned that we have to be ready with 'what's next' if students understand more quickly than we expected.* (RTJ #9, Week of 3/11/19)

Wen's emotional response in the above journal indicated that her desire to control the space was still quite strong. When Wen was forced to adapt during the open discussion, her desire was to "stop time" and revisit her plan to get a sense of control instead of adjusting her plan in the moment. Wen tried to continue moving on with the lesson but sensed students were lost and felt "exhausted and unconfident to deal with it" (RTJ 9). Therefore, she turned to her mentor and asked him to take over the discussion. To be clear, asking her mentor to step in is not a criticism of Wen. The point of having the mentor was to turn to them for help in such situations. Wen did the right thing by asking her mentor to take over the lesson, and this was later affirmed by Dr. Smith in Wen's RTJ (CES – Affirms). I bring up this point to support the fact that while Wen was cognitively ready to handle the group discussion because she had prepared for it, and understood that she might not be able to follow a direct plan, when the dissonance occurred she was unable to move forward because of her overwhelming emotional experience. Had her cognitive and emotional experiences been more aligned, she may have been able to "repair" the situation in the moment and continue the lesson without asking for help from her mentor. What mediated Wen to bring her cognition and emotion into alignment from this situation was not just the experience itself but her willingness to learn from the situation. Wen wrote:

Wen's RTJ	TE response
For Tuesday's class, the first three sections of the plan were very open, which was totally out of my comfort zone. So when the plan was made, I knew the risks. No matter it is in life or in teaching, when we step out of our comfort zone, sometimes we find something very beautiful but sometimes we do not end up with a very happy experience. But only when we step out could we know more about ourselves.	Beautifully stated, Wen, and as we know, *those points of cognitive and emotional dissonance are spaces where our learning can happen – IF we choose to seem them in that way. And you made that choice* – thank you! (RTJ #9, Week of 3/11/19)

Wen indicated that learning from times of tension was important, and Dr. Smith reminded Wen that learning only came from moments of cognitive/emotional dissonance *if* she allowed that opportunity (DES – Calling Attention To) and them affirmed that she had done been open to learning from her dissonance (CES- Affirms). The next few excerpts show how Wen not only learned from her moment of dissonance, but changed her practice and her feelings in similar situations in the future, which indicated that she had developed.

Wen's RTJ	
When I reflected on the first half of the class, I found out a ridiculous thing that I tried to slow down students' thinking during our discussion as a whole class…They thought out of the box and use their knowledge and experience to analyze those issues, and I should have treasured the creativity, insightful ideas and different perspectives coming out of the box and guided them to continue analysis. But at that time I seemed to treat it as a Pandora's Box which popped out anxiety, situations out of control and failures of plan, I closed the box and tried to bring them back to my plan. The situation seemed more "organized", but I also shut down the flow of "thinking out of the box	Do you mean you were trying to control the time by trying to limit their responses? If so, *perhaps another way of thinking about another way to push their learning, in this case, with their own topics rather than trying to use so many examples.* They certainly did, and I'm glad you recognized that their contributions were on point and substantive. Interesting observation, Wen – and yes! *Having this insight in that moment during class may have helped you relax a bit, compliment them, and perhaps even turn it back to them – for example, "You seem to understand how to narrow/analyze topics. Are you ready to try this with your own?"*

	Very perceptive – so how might you handle this in the future?? (RTJ #9, Week of 3/11/19)

Through her reflection, Wen mediated her own understanding. This is important to note because the week that Wen "lost control" was a lesson that Dr. Smith was not present for because she was at a national conference. Dr. Smith watched Wen's lesson from that day (I attended class and recorded for Dr. Smith), and provided her with her usual detailed notes through email, but Wen and Dr. Smith did not have a stimulated recall about this lesson.

Wen was able to pinpoint the issue that caused her to feel the lesson was out of control: students were creative and engaged with their thinking and this allowed them to offer multiple ideas quickly and easily (DES – Pushes to "Think"). Wen was also able to see more clearly how she responded to students and why she responded this way: She shut down students' thinking and responses because she felt they deviated from her plan and this caused her anxiety (DES – Pushes to "Think"). Through reflection, Wen was also able to recognize the outcome of her actions, that by trying to control the situation she negatively impacted student engagement. Lastly, by seeing what she should have done instead of "clos[ing] the box," Wen mediated herself into a new understanding of how she could have met her goal to "teach off" of the students: "I should have treasured the creativity, insightful ideas, and different perspectives coming out of the box and guided them to continue analysis" (DES – Pushes to Reimagine).

Dr. Smith's mediation was also helpful here because of her focus on Wen's emotion. She provided Wen with an alternative to see engagement as positive instead of debilitating, and even provided her with language that she could use to guide students to

continue analysis (DES – Offers Alternatives). As Dr. Smith noted, if Wen changed her perspective about students' responses she may have been able to not only relax, but put some of the responsibility of the lesson back on students and have moved on. In this instance, the mediational tool of Recall, Reflect, and Reimagine allowed Wen to engage in self-mediation by writing herself into new understandings about her experience. Through her recalling and reflecting, Wen was able to see the experience in a new way and thus, understand how to re-engineer the activity and space to move from a state of dissonance to congruence.

Wen's self-mediation and the mediation from Dr. Smith was helpful in her learning how to respond to and reassess her own emotions and perceptions in the moment to make necessary changes during class. The following week, Wen showed change in her teaching, and herself, when she was faced with a similar situation again:

Wen's RTJ	TE response
A boy in the back added more details to the second case which was great because the first girl did not explain the second case very well, and then he said something but I did not really get what he said. I tried to paraphrase and he seemed to disagree, and I noticed that most students in the class felt confused, then I asked: "Is this what you mean? Ohhh not really? I am sorry, can you explain again?"…With my experience from last Tuesday's class, I was not panic when I failed to understand the student's idea. Because when I reflected on that class, I realized that it was normal for teachers to feel confused about students' ideas. It is just normal for a person to misunderstand another person's utterances and sometimes it has nothing to do with language competence. And I remembered when I talked with [my mentor] and Megan after that class, I said	An example of the power of learning with and from others!

that I felt panic when I did not get the idea of one student's report, they told me that they also felt confused at that time, that student just did not explain it very well. And we could fix that by paraphrasing to check or ask students to explain to us and the whole class, like what we always do in life to negotiate with others.	I can feel a sense of calm in your writing about this particular event, Wen – and now that you had an experience through which you and the student successfully negotiated meaning with one another, you can see that it can work. Well done! (RTJ #10, Week of 3/18/19)

Wen's understanding of her prior teaching practice was mediated in several ways: her lived experience of the moment of dissonance, her own reflection on the experience, learning that other instructors in the room also had difficulty understanding some of the student responses, and the TE's comments. These various types of mediation also helped Wen learn how to respond to similar situations in the future by providing her insight to interpret situations differently, responding to students differently, and normalizing miscommunication in the classroom. Wen's prior dissonant experience and her changed understanding of how to approach such a situation enabled her to feel calm when she yet again did not understand a student. Instead of panicking, she restated what she thought the student said. The student indicated that Wen did not understand his point. Instead of getting anxious, Wen responded to the student a second time and asked him to explain himself again. In this scenario, Wen exhibited development because she put what she had previously learned into action. When faced with the exact same scenario, she did not panic because she did not know what to do; she remained calm because she recalled that she *did* know what to do.

In the moment, Wen first reflected on what was happening and recalled from the previous week that other observers in the room did not understand students and that this was a common occurrence. Her changed insight here was reflective of the feedback that

Dr. Smith provided in the previous week's journal regarding that if she cognitively approached the situation differently, she might be able to relax and put the scenario back on the students (DES – Offers Alternatives). Wen then reflected on ways that she might help herself, and the other students understand, and turned to the feedback that she received the previous week: that she could paraphrase or check with the student. Wen then put the situation back on the student not once, but twice. She first checked with him about what he said and then asked him to explain himself again. Wen remained calm while negotiating with the student because she had options to draw from to handle the situation. Wen's emotional state during negotiating with students changed because her understanding of how to negotiate also changed. Thus, she developed both cognitively and emotionally.

Another way that Wen indicated she had developed was when she abandoned part of her lesson as a response to student engagement:

Wen's RTJ	TE's response
And originally I wanted them to first share their understanding of the essay in groups and then we discuss as a whole class, but I found out that they did not seem to need it, so I skipped that part and went directly to class discussion. The situation was very similar to what I had in last Tuesday's class, but this time <u>I was able to handle it smoothly and calmly.</u>	*And an example of teaching off rather than at your students.* (RTJ #10, Week of 3/18/19)

Wen's decision to skip part of her lesson reflected the mediation that Dr. Smith provided in the previous week when she modeled language for Wen to use if students were ready to move to a new activity earlier than Wen had planned (*"You seem to understand how to narrow/analyze topics. Are you ready to try this with your own?"*). Though Wen did not use this language, she did decide to move students to a new activity earlier than she had

planned because of their responses in class. Similar to the previous example, Wen did not panic when she realized part of her lesson was not needed. She calmly made an adjustment, based on the students, and moved on. This example again showed cognitive and emotional development for Wen because her focus had shifted from herself to her students and she made decisions that adjusted her lesson planning instead of sticking to her script. Dr. Smith affirmed (CES - Affirms) Wen's actions by letting her know she had taught off her students, which was a desire Wen had since early on in the semester. Wen also recognized this change in herself and was able to articulate what she believed had changed:

Wen's RTJ	TE response
I was struggling with my instructional language for the first few weeks this semester. What I did at that time was to write down the instructions such as "Now I would like you to get in a group of 4-5 people, please move your chairs to make sure you are faced with all your group members" "you have 10 minutes to read the article, and then please think about these three questions…" And I would do many times of rehearsals, it worked but sometimes if a student asked a question during instructions, I forgot what's next. And when I prepared 5 instructions to announce, all I thought about anxiously when I talked was counting the numbers and expecting to be free after them. In such cases, I may not notice students' confusion about my instructions. But for now, after the "awkward" practice, I no longer needed detailed preparation for most of the instructional language. As long as my mind is not blank at that time (it still happens sometimes), I am able to give instructions based on the reactions of the students**.** I gradually realized that the best way to deal with those "awkward"	Yes! We still need a well-designed lesson plan, but within that plan we can then adapt to our students.

moments was not to forget, but to acknowledge and learn from them.	(RTJ 10, Week of 3/18/19)

What is important to note here is that Wen indicated that her mind still went blank at times. In other words, she still found herself at a loss for words at times. Just because she had exhibited signs of development in this area did not mean she had mastered being responsive to student input. However, what she indicated that she had learned was that she did not need to be as prepared with her language as she once was because she now knew ways to respond to students that allowed her to teach off of them instead of at them. Her development appeared to be quite clear in this response. She indicated that, previously, when she anxiously focused on trying to remember what she had planned to say, she would not notice if students were confused. In that scenario, her emotions were impacting her ability to "teach off" of her students. However, once she discovered ways to respond to student input, she felt better. Since Wen felt more secure in her ability to perform, she was able to devote more of her attention to students' reaction and thus, teach *off* them instead of *at* them, like when she negotiated meaning with the student who she did not understand. Though Wen's mind still went blank at times, what her development showed was that she could handle that moment of "blankness" emotionally and therefore, cognitively react in an effective way to move herself and the class forward.

5.1.4 Summary.

I have presented three stories that trace learning and development around one point of struggle for each PRT throughout the course of their semester-long practicum experience. Each PRT changed emotionally and cognitively regarding their situation due in part to the mediation they received (or enacted themselves). Ben struggled with too much teacher talk and continually questioned how and when he should be speaking in

class. Mediation helped him develop strategies to reduce his talk, like giving wait time and assessing small group work to determine what needed to be addressed at the whole-class level. These cognitive tools helped ease Ben's frustrations, uncertainties, and the strain on his vocal cords and turn class into fun, enjoyable, and student engaged spaces. Toward the end of the semester, Ben felt more confident to design lessons that promoted student engagement and incorporated suggestions Dr. Smith had given to him earlier in the semester.

Boge began her practicum with little interest in knowing her students beyond the role of "learner." However, a few weeks into the practicum, she was surprised to find she liked getting to know her students as people. Boge wanted to connect with students but struggled in her rapport building related to eye contact, body language, and tone of voice. Mediation from Dr. Smith helped Boge quickly put into action suggestions on how to productively work with students. Boge continued to work on her rapport building and established positive relationships with students. Boge's incorporation of new strategies into her practice, and her change in confidence related to using these strategies, allowed Boge to transform her practice without consciously being aware she had done so. Further mediation from Dr. Smith allowed Boge to see how she had grown, cognitively and emotionally, with her students and Boge was able to articulate her own understanding of these changes at the end of the semester.

Lastly, Wen struggled with overly detailed lesson planning. She felt more comfortable when she could control the space and even wrote out what the students and she might say during class time. However, Wen also understood the importance of teaching "off" of her students and desired to have more "open" classes where her

teaching was responsive to student input. After attempting an open discussion later in the semester, Wen felt she lost control because she was unsure how to respond to the swift and rich input her students provided. Living the experience itself, self-mediation, and strategies provided by other instructors, including Dr. Smith, positioned Wen to expand her cognitive repertoire to understand the issue, develop responses to navigate similar situations in the future, and actually apply these responses. In a future class, Wen was able to work from less-detailed lesson plans and avoided scripting her language because she felt better about handling "unknown" student input. She could also calmly and patiently work through incidents when she did not understand a student's response or when she needed to adjust her lesson plan on the spot.

Overall, all three PRTs developed in how they understood, felt about, and enacted their practice over the course of the semester related to their specific point of struggle. Dr. Smith's approach to mediation, which focused on cognitive aspects of their emotional experiences, supported the PRTs' shifts in their emotional responses about their practice. By focusing on the crux of the issue (i.e., the reason behind the emotions), the TE was able to provide strategic support for each PRT which helped them with their specific and unique situations. All three PRTs struggled, but they all struggled with different challenges. However, mediation was a source of support that helped all three PRTs move through moments of cognitive/emotional dissonance into cognitive/emotional congruence and develop along the way. Mediation impacted PRTs positively by changing how they saw their practice and themselves. My analysis of the PRTs experiences with mediation indicates that engaging in mediation helped the PRTs recognize their emotions as points from which to learn. The PRTs' indications that they saw emotions as points of important

reflection to support themselves in their future practice also revealed that they developed reflective personas. I explore this finding in the next sections.

5.2 Response to Mediation: From PRTs to Reflective PRTs

The mediational spaces and tools provided two outcomes in this study. One, they helped PRTs "reconceptualize and recontextualize" themselves and their teaching in both emotive and cognitive ways. Two, the TE's ongoing mediation of the PRTs' emotions in these spaces and through these tools helped the PRTs internalize the functionality of mediation and recognize emotions as important points from which to learn. This first outcome was shown above in the individual vignettes. As I illustrate next, when PRTs engaged in ongoing, iterative mediation about their emotions, they developed an increased awareness of the dialectical unity of emotion and cognition by exhibiting an understanding that emotions could serve as mediational points for their learning about their teaching. Tied to this awareness, was an indication that the PRTs adopted self-mediational strategies, including around their emotions, as a way to support themselves in their future practice, indicating they transformed from 'practicum teachers' to 'reflective practicum teachers.'

5.2.1 Recognition of the dialectical connection between emotion and cognition.

PRTs recognized the connection between emotion and cognition in their learning about themselves and their teaching. They saw emotions, both congruent and dissonant, as entry points, or signifiers, for exploration about themselves and their teaching. Boge highlighted the importance of reflection becoming a part of her teaching practice:

Megan: If I came to you and say, "Hey, what does it mean to learn to teach? What do I need? What does it involve, include? What does an L2 teacher need to know and do to be successful?"

Boge: The first thing I will say this to is recall, reflect, reimagine.

Megan: Why did you name that?

Boge: I think it's because I've done it for 13 weeks. I have written 22,000 words. After this kind of writing, you always realize this is big stuff. Anyways--

Megan: It's big stuff?

Boge: Yes, because they are so many. Also, I realized that's important because this involves so many procedures. I always think about teaching as, I just plan everything out, and I just try this out to see if there was, if they're not, I just not do it the next time. I didn't really think of it really deep into the context I teach. Really deep into every small steps that have adopted in the real teaching. I always separate the planning with teaching because I didn't get much chances to really plan and teach and reflect, and plan again, and teach, and reflect, to continue this long process. Now, for me, it's not only about like see if anything goes wrong and just drop it away. It's about see if anything might be not effective to this group of students, and then revise it. To see it more contextualized. (Interview #2, 4/12/19)

Boge's initial response of "recall, reflect, reimagine" as an important part of learning to teach indicated that she had adopted this mediational tool into her own practice. She elaborated to explain that, prior to the practicum, she did not connect her planning and teaching in any reflective way. If an activity did not work, she simply dropped it from her practice. However, the of the iterative, mediating process of planning, teaching, reflecting, and then planning again from the reflection enabled Boge to see the crucial role of reflection on her practice. Now, when faced when dissonant situations from an activity not working, Boge did not just "drop it away," but examined the activity within the context and tried to revise it to make it work. Since she changed how she approached her practice, by utilizing reflection to help her understand her teaching in different ways, she had changed her literal practice by modifying dissonant situations to become congruent. This change indicated that reflection had become a part of Boge.

Boge recognized that when moments in the classroom felt effective or not (i.e., dissonant or congruent), she could utilize that moment to unpack what she needed to do as a teacher to either improve the activity or maintain the benefits of the activity. She also seemed to link this reflection to the emotional connection between students and teachers and highlighted the importance of keeping students in mind when she made changes to her teaching. She elaborated on these points in her final paper which showed how reflection changed her opinion on the role of emotions in teaching. To reiterate, the final reflection prompt was open-ended and asked PRTs to reflect on their whole practicum experience, it did not specifically ask students to reflect on their emotions. Therefore, Boge's recognition of the role of emotion in her practice here is initiated by herself and unprompted:

> I used to think that emotions were something I must "hide" or "ignore" while teaching because they would affect the quality of an activity. However, when looking back to my RTJ and teaching videos, I realized that by reflecting on both the frustrations and celebrations that occurred to me in the classroom, I could gradually understand how to work with my students in a way that we found most comfortable. (Final Reflection, Week of 4/22/19)

Boge's own transformation of her understanding of the role of emotions in her teaching and how they could help her indicated that she learned not only about her emotions but her students' emotions as well. Exploring emotions helped Boge change how she worked with students.

Wen noted how she saw emotional incidents as spaces for exploration to change how she felt:

> **Megan:** I just want to go back to when I asked about what you had learned about teaching, and you said that you have these moments where maybe you feel comfortable or uncomfortable that something went well or didn't go well, and then you reflect on it. Can you just unpack that a little bit more for me?

Wen: Generally just if it did not go well, I try to find the reasons behind it. So it's about my instruction or language or it's about the materials that I gave them. Everything to help me revise my plan.
Megan: And the same with being comfortable or uncomfortable?
Wen: That basically help me to find a way to that I feel comfortable teaching.
Megan: Through your reflection?
Wen: Yeah, yeah. (Interview #2, 4/16/19)

Wen indicated that she understood if she explored the why behind her negative emotion she would be able to pinpoint the actual issue. Knowing where to make changes would help her feel more comfortable with her practice.

Lastly, Ben pointed out the importance of being able to recognize and label emotional experiences:

Megan: Do you feel prepared to handle emotional experiences when you began teaching on your own?
Ben: I think so…I think that I have the reflective tools and I'm more aware of things than I was before. Even though sometimes I'm like, "Oh okay, this is that." But now it's sort of like I have, even as silly as it sounds, but I have the language to make sense of what it is. Sometimes you just, you can't name things and maybe just not being able to name them sort of makes me not really grasp them. You know what I'm saying? And just being able to, "Oh, okay, so maybe this was a moment of dissonance or what can I take away from this? How can I..." I think that I have gained some self-mediational tools even for emotions…I think there are other ways of carving out [emotional] support if it's not given wherever you're working. But I think the most valuable thing is being able to self-mediate.
Megan: You just said "I could self-mediate my emotions." How would you do that? Or what are the tools that you would be drawing upon to do that?
Ben: I think writing is a good one. Like journaling. I have some sort of journal sorts. Even if it's on my phone, just sort of putting it out there, just externalizing it. (Interview #2, 5/2/19)

Ben's point was important to note because it was not just about seeing emotional spaces as places to learn from, but being able to recognize and name when learning spaces were occurring, such as through moments of dissonance and congruence. Ben's use of the concepts "dissonance" and "self-mediate" were unprompted by me; I did not use this

language in my interview questions. His use and awareness of these terms seem to be reflective of his participation in the sociocultural oriented environment of the MA TESL program where some faculty utilize these terms when discussing teacher learning. His usage of these terms, like Boge's "recall, reflect, reimagine, response, indicate that the sociocultural theoretical components of mediation had become a part of him. As Ben noted, the more he could identity what was happening to him, the more his experiences made sense to him. And, knowing what to do when he identified emotional experiences also helped him move forward in his practice. He knew the right questions to ask when he felt certain ways. As he noted, self-mediational tools were important for when PRTs were not in environments or situations where they could rely on another person for support, and are helpful as teachers move into their own classrooms.

Overall, the PRTs' emotions served as entry points for learning and the use of mediational means for reflection from emotions helped the PRTs feel better about their work in general. Ben beautifully described this connection between emotion, cognition, and reflection:

> **Ben:** I think [reflection] makes me feel more confident because I know what I'm doing. And I think that the decisions are more sound. I am able to back them up. Like you say okay, I did this because of that. It's not just for self-justification, but at the same time, I think that being accountable, even if to myself. I think it's interesting and say, 'Oh, okay, so you should have done that because... So maybe next time you should try to do that.' So I think that's how reflection has impacted the way I feel even as a teacher. Cause I feel a lot more professional, I feel a lot more... And I think I told you at the beginning, now I feel more confident. This confidence stems from me feeling as I'm a professional, feeling more, okay, I'm doing what's supposed to be done. I'm not just, flying by the seat of my pants. I'm just, I know what I'm doing. There's theory underneath and there's, I don't know, I think it just, it's what reflection is capable of giving you. (Interview #2, 5/2/19)

Ben's comment showed how strategic mediation, whether between people or done by the self, acted as the anchor between cognition and emotion. When emotions were heightened it was often a result of the PRT not knowing what to do or how to handle a situation. This not knowing may be linked to teacher identity, such as PRTs feeling like they are not teachers, if they feel they are not capable of handling a situation. As Ben noted, reflection (i.e., reimaging and alternatives) grounded PRTs cognitively so they were not "flying by the seat of their pants." This cognitive grounding freed up some of the emotional clouding because the PRTs now had a better idea of what to do and how to implement new options.

The importance of developing a reflective practice that mediates, especially around one's emotions, means PRTs may be able to support themselves in their practice even when they do not feel prepared to teach. For example, while Wen exceled in her practicum setting and worked through setbacks, giving the appearance that she was "ready" to teach on her own, she stated she did not feel ready to be in a new teaching context:

Megan: Now that you've been through this experience, do you feel prepared to be on your own professionally as a teacher?

Wen: I don't feel I'm really ready because every class is different, and I'm going to be in a class on my own without [my mentor]. I can review this semester. [My mentor] helped a lot to view the atmosphere. And when I teach alone, I need to do that by myself…I think [my mentor] and [Dr. Smith] and all the other teachers they did not only teach me how to teach this one specific class, but I think their guidance and support is kind of dynamic. They will say how you think about a class when we have the goals, when we have the students, how to think about that. I think that pattern will help me all the time.

Megan: Okay, so that you're not prepared just for this one context, this one environment,
but you can take what they have given you into your experience-

Wen: Yeah, I mean I still feel insecure because the class will be different, but I

feel some kind of prepared because I know it's going to be different, and I know how to change my teaching, how to change my plan to suit to fit into that context.

Megan: Okay. Do you feel prepared to handle the emotional experiences when you begin teaching on your own?

Wen: I think will continue to need emotional support.

Megan: Okay.

Wen: I feel now I am more experienced in unpacking those emotions and handling those and interpreting those emotions.

Megan: How do you feel you're more experienced?

Wen: Because I have done a lot through this semester.

Megan: Of reflection?

Wen: Yeah. (Interview #2, 4/16/19)

Wen's response showed the importance of the activity setting in one's development. Wen was able to develop in the way that she did because of the specific environment she was in and the specific supports she had. However, she recognized that when she obtains her first job she will be in a new environment, with new students that she is not specifically trained for, and that made her feel insecure. However, as Wen indicated, because of the mediational support she received during her practicum, she now knows *how* to approach her teaching environment by assessing the goals of the course and her specific students, and making appropriate adjustments. Wen also stated that she will continue to need emotional support as she teaches. However, because of the reflection she engaged in throughout the semester she now felt more prepared to handle future emotional experiences because she knew how to productively reflect on her emotions.

Wen's comments illustrate that one experience of student teaching did not mean she had fully developed as a teacher. Her experience in this activity system had helped her develop by providing her with mediational tools to support her learning and this was invaluable because, while Wen did not feel ready for a new teaching environment, she felt prepared because she had the tools to navigate this new environment. While her

development in this context related to her teaching may not translate perfectly to a new context, her development of the use of mediational tools to aid in her teacher learning and development is what will assist her in *continuing her development* within a new activity system. This preparedness is what Dr. Smith aimed for with her design of Practicum 500 to help develop the PRTs as independent thinkers and independent teachers, and speaks to the importance of teacher preparation not only preparing teachers *to* teach, but to learn *from* and *about* their teaching.

Ultimately, at the end of their practicum experience, all three PRTs indicated they saw value in reflecting critically on their emotional experiences and could indicate how mediation of their emotions helped them in their practice. Each PRT also appeared to develop reflective practices around their emotions. This finding indicated that the PRTs understood the value of the emotional support they received, and participated in on their own, in a general sense. This finding also indicated that the PRTs, more specifically, recognized the dialectical unity of cognition and emotion by articulating that their emotions were a point for exploration and learning.

5.2.2 Summary.

As a result of the ongoing, iterative nature of the emotional support the TE provided in Practicum 500, PRTs seemed to develop an understanding that emotions are valid points of entry for mediation, learning, and potentially development. They also appeared to adopt reflective practices into their teaching practice because they recognized the importance of mediation for self-support. The PRTs appeared to position themselves as reflective practitioners who were capable of self-mediation of their own emotional experiences. The strategic nature of these spaces and tools were important because Dr.

Smith's mediational engagement provided PRTs with a way to learn *from* and *about* their teaching which is a different type of knowledge than learning *to* teach. Her use of mediational practices modeled ways for the PRTs to support themselves, cognitively and emotionally, in similar manners. Thus, the mediational spaces and tools helped PRTs develop as "independent thinkers and independent teachers," which was Dr. Smith's overarching goal for Practicum 500.

Chapter 6: Discussion, Implications, and Conclusion

Megan: So when you think about support in a teaching context how would you define support?
Dr. Smith: …I would say it's so important for teachers to learn how to support their own development because it does tend to be a very insular, almost isolated, even though you're with groups of students, you really are figuring things out on your own. Which is why I'm really a proponent of reflective teaching because I think that is where we basically start and end.

In this qualitative study, I examined how practicum teachers' expressed emotions were supported by a TE during their practicum experience and how this emotional support impacted the PRTs' conceptions of themselves as teachers and their teaching. The study was designed to address two research questions:

1. How does a teacher educator respond to pre-service second language teachers' expressions of emotion?
2. How does mediation of pre-service second language teachers' expressions of emotion inform their conceptions of themselves and their teaching?

I found that the TE supported PRTs' expressed emotions in two ways: compassionately and developmentally. Compassionate Emotional Support (CES) encourages, normalizes emotion, and positions the supporter as available. CES helps PRTs build confidence and prepares them for Developmental Emotional Support (DES). DES seeks elaboration, raises awareness, "sees" beyond, and pushes to act. DES helps promote growth in thinking *and* feeling. Both types of support were necessary to support teachers emotionally. However, I found that DES was a catalyst for PRTs to ultimately develop (i.e., change their emotional and cognitive stances) as practitioners. Additionally, when PRTs engaged in ongoing, iterative mediation about their emotions: (1) they saw their expressed emotions as points of exploration for learning and growth, and (2) appeared to

adopt reflective personas to effectively engage in emotional self-support in their future practice. Both points appear to indicate the PRTs were developing as self-reflective practitioners.

These findings bridge the gap between two literature bases: (1) L2 teacher emotion and (2) L2 teacher preparation and teacher emotion. Prior literature on L2 teacher emotion is largely descriptive (Cowie, 2011; Liu, 2016; Loh & Liew, 2016; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Wolff & De Costa, 2017; Xu, 2013; Yazan & Peercy, 2016; Yuan & Lee, 2015, 2016; Zhang & Zhu, 2008). Studies describe the emotions L2 teachers feel and how emotions impact teachers, but they do not examine *how L2 teachers navigate emotional experiences*. Conversely, prior literature on L2 teacher preparation and teacher emotion indicate that mediation, when done purposefully, can be targeted to leverage teachers' cognitive/emotional dissonance and act as a catalyst for learning and development. However, three of the five studies in this pool focus on the role of the TE conducting the mediation (Golombek, 2015; Golombek & Doran, 2014; Johnson & Worden, 2014), and do not examine the PRTs' experiences of engaging in mediation of their emotions. It appears to me that many of the participants in the L2 teacher emotion literature would have benefited from engaging in the mediation process discussed in the L2 teacher preparation literature.

Therefore, one of this study's contributions is that it positions these two literature between to speak to one another. I do this by offering an exploratory account of emotional support by moving beyond what PRT emotions *are* to study *how* L2 teacher emotions can be mediated for productive teaching experiences and, then, examining the

outcome of that mediation from the perspective of PRTs. I examined the *process* of how teacher emotions were transformed, along with cognition, as part of PRT growth and development. I discuss the significance of a process-oriented focus related to PRT development and then address more deeply how a process-orientation manifested in my data. I then address limitations of my research, future research directions, implications for TEs, and conclude the study.

6.1 Discussion

I utilized a microgenetic approach (Vygotsky, 1978) and focused on the *process* of development for PRTs to examine how their cognition and emotions changed together over time through explicit mediation. A focus on process is significant because, rather than emphasizing the *outcome* of learning, it highlights the *experience* of learning, which incorporates both practice and person and places emotions as equivalent to cognition in the development process. Current teacher preparation program orientations to teacher learning seem to focus more on practice than person (Ball & Forzani, 2009; Forzani, 2014; McDonald, Kazemi, & Kavanagh, 2013; Zeichner, 2012) and on cognition than emotion (Loughran, 2006; Meyer, 2009). When PRTs, and thus their emotional experiences, are separated from the practice of teaching in any way, "an important source of information" is lost about PRTs' "perception of their own functioning as participants in their activity setting" (van Huizen, van Oers, & Wubbels, 2005, p. 275-276). This loss of information is critical because without a focus of who the PRT is in their activity of teaching, and how they make sense of who they are and what they do, PRTs may only learn *to* teach instead of learning *from* and *about* their teaching which includes learning about themselves. However, from a sociocultural theoretical perspective, an interpretation

of experience is the result of the dialectical unity of person and environment (Vygotsky, 1998). When analyzing activity (i.e., experiences), such as teaching practice, the person involved in that activity setting must also be considered. Therefore, for a TE to understand a PRT's experiences they must recognize the PRT in the activity; and to understand the PRT, the TE needs to recognize the PRT's emotions. Once acknowledged, emotions can provide significant insights about teachers and teaching. Thus, emotions are a start to the developmental process, not the end product. A sociocultural theoretical perspective expands the knowledge base not by revealing what an experience is, but by revealing how it came to be and how it transformed. This process-oriented focus is manifested in three ways in my findings: (1) the theorization of emotion, (2) the normalization of emotions, and (3) Developmental Emotional Support. I continue by discussing each of these points more thoroughly, and addressing implications for each one.

6.1.1 Theorizing emotion.

While researchers in the L2 teacher emotion literature have frequently theorized or conceptualized the term *emotion* (Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Song, 2016; Teng, 2017; Wolff & De Costa, 2017; Yazan & Peercy, 2016; Yuan & Lee 2015, 2016), none of the studies utilized a theory that directly encompassed emotion although emotion was the phenomenon of study. A contribution of this study to the L2 teacher emotion literature is the use of a Vygotskian theoretical construct of emotion which helped me explore emotions within the learning process (explanatory) as opposed to studying what they were (descriptive). I utilized Vygotsky's (1986) dialectical unity of cognition and emotion, Peirce's (1894/1998) notion of indexicality, and Best's (1988)

conception of emotion to inform my understanding of emotion. From a Vygotskian perspective, a dialectical unity means cognition and emotion function as a single unit; they shape one another and change together within the developmental process. Indexicality describes the nature of the signifying function of emotions in cognitive development. Therefore, PRTs' emotive language may serve as an indicator that, cognitively, there is congruence or dissonance regarding their teaching. Additionally, Best (1988) argues not for the connection between emotion and cognition, but that emotions are "*rational in kind"* (p. 242, emphasis in original). He posits that since emotions are answerable to reason they can be changed by reasons. Combining these three frameworks helped me as a researcher to understand how emotion functioned in the process of development.

When I used expressed emotions as an index (Peirce 1894/1998) in the data, I asked myself, "What can this emotion tell me?" Since emotion is connected to cognition (Best 1988; Vygotsky 1986), I looked for expressed reasons that were connected to PRTs' emotions. I discovered I was usually able to understand why an emotion existed for a PRT because they often stated reasons for the existence of their emotions. While previous studies have offered heuristics for identifying teachers' emotional content (Golombek & Doran, 2014; Johnson & Worden, 2014), these lists have not included *reason* (i.e., cognition) as part of what constitutes emotion. Therefore, I believe my work helps contribute to heuristics on identifying teacher emotion by highlighting that a characteristic of expressed emotions is that they often appear to be stated in connection with reasons. This identification of the connection between emotion and cognition was my first "step" in identifying the overarching process of the PRTs learning and

development. Knowing that emotional expressions are *where* TEs can provide support to PRTs is only the first step in providing beneficial emotional support. As I addressed above, *how* this support is enacted matters as well. In sections 6.2.2 and 6.2.3, I highlight my contributions to the field by examining how expressed emotion can be supported and the outcomes of these types of support.

However, I first note two important characteristics of the connection between emotion and cognition. First, emotion is important because it tells us information about our PRTs. Other researchers have noted PRTs' emotions help PRTs see, and reveal to educators, that which matters to PRTs and what they value (Yazan and Peercy, 2016; Zembylas 2003). My data also reveal that expressed emotions are an indicator that something matters or is of significance to PRTs related to their teaching and learning experiences for either congruent or dissonant reasons. Therefore, when PRTs express emotion, TEs should consider exploring those points of expression further *because of the importance of the experience to the PRT*. Wen's insistence of "But now I feel the emotion, you cannot tell me that is not a thing" (Follow-up #2, 2/21/19) is a reminder that what TEs may think is relevant may not be the same as what the PRT thinks and therefore, TEs should be open to exploring emotionally-hued statements. As noted above, this exploration of emotion could be a push to start the development process.

The second reason emotions are important to explore is because PRTs' understandings about their emotions may not be widely considered or may even be misguided. Johnson and Worden (2014) suggest "novice teachers are typically unable to recognize what triggers moments of cognitive/emotional dissonance, and instead tend to blame their students or themselves" (p. 130). My data also suggest that the reasons PRTs

provided for their emotions were not always clear and tended to vary. Some reasons the PRTs gave for their emotions were clearly stated. Other times, reasons were vague or misguided. For example, Wen blamed herself when she said that if she felt terrible while teaching it may be because she was not suitable to be a teacher (Interview #2, 4/16/19). Her response indicated dissonance, but she did not consider that there might be other reasons for her feelings. This comment was similar to when Boge's lesson went well, but she perceived it had not gone well because she thought *she* had done a terrible job and did not consider other more accurate reasons, like students' attitudes and disengagement, for her emotions (see section 4.3.6). Most often though, PRTs seemed to express only one reason for their emotions which seemed to indicate that they were not aware that other reasons for the outcome of a situation, and thus their emotions, could, and did exist.

If PRTs are unsure how to mediate their dissonant and congruent cognitive/emotional experiences, they may miss opportunities from which to learn. Therefore, PRTs may need the assistance of an expert other, like a TE, to help them dissect and explore their understandings about a situation which may be a catalyst for their development. Studies in L2 teacher preparation reveal that PRTs' emotions contribute to their learning and development when expert others, like TEs, strategically mediate them (e.g., Golombek & Doran, 2014; Johnson & Worden, 2014). My data also indicate that mediation of emotions and the reasons behind the emotions, when enacted between an expert TE and a PRT, creates a space for learning and development to occur. Therefore, a theory which unites emotion and cognition, such as sociocultural theory (Vygotsky, 1978), is more comprehensive to explore PRTs' learning and development processes. It places PRTs' emotions, which signify issues of importance, as starting

points for development, and creates a cognitive roadmap to reveal the moment-to-moment interactions that occur while examining understandings related to emotions and the subsequent changes in PRTs' thinking and activity. Ultimately, this study's theorization of emotion and cognition together allowed for a more comprehensive understanding of how emotions specifically function within the learning and development process. The next two manifestations reveal subsequent parts of the PRTs' development processes by focusing on specifics of the moment-to-moment transactions.

6.1.2. Normalizing emotion.

In this section, I discuss the importance of normalizing emotion in the learning-to-teach process from a semiotic (Peirce, 1894/1998) standpoint. If educators recognize emotions as signifiers, and therefore see them as important to address, they indicate to PRTs that emotions matter and normalize them. What this means is that while expressed emotion may signify to TEs that a cognitive understanding may need to be addressed, the *act* of the TE addressing the emotion can signify to PRTs that emotions are acceptable and normal points of discussion and exploration. This notion is important because studies indicate that pre-service L2 teachers do not always feel they can talk about their emotions, especially dissonant ones, and may even hide them (e.g., Teng, 2017; Yuan & Lee, 2016) due to power dynamics between mentors and pre-service teachers. My findings indicate that the actions Dr. Smith, the person in "power," enacted to normalize emotions signified to PRTs that their emotions were a natural, ongoing part of teaching and, subsequently, they felt comfortable sharing and exploring them with Dr. Smith and their peers. Therefore, while other components that I have identified as part of CES, such as encouragement and availability, match how mentors provide emotional support (Beck

& Kosnick, 2002; Bullough & Draper, 2004; Davis & Fantozzi, 2016; Feiman-Nemser, 2001; Gilles, C., Trigos Carrillo, L., Wang, Y., Stegall, J. and Bumgarner, B., 2013; Hall, K. M., Draper, R. J., Smith, L. K., & Bullough, R. V., 2008; Israel, M., Kamman, M. L., McCray, E. D., & Sindelar, P. T., 2014), what is missing from this literature is the *normalization* of PRTs' emotions. This is critical because normalizing PRTs emotions helped them feel better about their dissonant feelings, helped reorient their understandings of emotions in teaching, and prepared them for developmental support of their emotions. Therefore, a contribution of this study is the normalizing of experiencing and expressing emotions when compassionately supporting PRTs, which allows for spaces to be created for learning and development to occur.

In her first interview, Wen inquired if it was "evil" that she felt better when she discovered other PRTs felt nervous like her. Wen appeared to be questioning whether it was "okay" that she did not feel alone in her practicum experience. Her guilt-tinged proclamation that she felt better that her peers also felt nervous is representative of why normalizing emotions in teaching matters. Teaching is an isolating profession (Lortie, 1975) where teachers may feel the expectation to support themselves and "go at it" alone. This solo endeavor mindset may keep PRTs from understanding that their peers have similar dissonant experiences. When PRTs do not have the opportunity to discuss their own experiences, specifically, or the nature of teaching, generally, they may feel alone and can miss out on valuable emotional support.

Specifically, all three participants found that sharing their congruent and dissonant experiences with their peers was helpful because they felt less alone when they realized "I was not the only one" (Wen, section 4.2.3.4) and saw emotions as a "shared

experience" (Ben, section 4.2.3.4). Not only did sharing their emotions make PRTs feel better, but it helped change their understanding of the role of emotion in teaching. For example, Wen noted that she previously thought teachers "might be born with confidence" (section 4.2.3.4). However, she changed her mentality about teacher confidence when she discovered Ben, an experienced teacher, still got nervous about his class (see section 4.2.3.4). Normalizing emotion helps PRTs change their understandings *about* their emotions because they recognize emotions are common to all teachers regardless of level of experience. Additionally, PRTs drew upon this new understanding of shared experience to navigate moments of dissonance while teaching. Instead of allowing emotions to stunt their ability to perform when met with a challenging situation, PRTs reminded themselves that feeling unsure or confused was normal, would readjust their strategy, and move on with their lesson.

Dr. Smith played a critical role in normalizing emotion for the PRTs and I found she did this in a variety of ways. First, she created spaces that allowed PRTs to share their emotional experiences with one another; she intentionally worked to make sure students had a space to express their emotions, if they so wanted. Second, she addressed both successful and challenging situations which helped normalize congruent and dissonant emotions. When responding to PRTs' comments, Dr. Smith would often recast PRTs' statements using emotion language if they had done so first, showing that emotive language use was acceptable. Additionally, one of the most interesting responses she had was to name emotion when the PRTs had not used this type of language. In her response to these statements, she would use an emotion word to describe the situation, even when

the PRTs did not use emotion words. These three actions serve to normalize emotions for several important reasons.

The first important reason is that normalizing emotions helps normalize the experiences that accompany them by shedding potential negative stigmas from dissonant situations and thus, normalize learning from, instead of ignoring, dissonance (Vygotsky, 1986). When emotions are labeled as "good" or "bad," "positive" or "negative" teachers can develop a mindset regarding what emotions should be felt and even when (e.g., Frenzel, Goetz, Stephens, & Jacob, 2009; Yin & Lee, 2012), and may favor reporting feeling positive emotions (Keller et al., 2014). Ultimately, if in teacher preparation the label of negative emotions is only seen as unfavorable, then PRTs are also being told that the experiences that lead to those feelings are unfavorable. PRTs who do not understand the normalcy of congruent and dissonant emotions in teaching may be of the mindset that they should never teach poorly, and only ever teach perfectly. They may try to dismiss emotions from their experience entirely. Boge held this sentiment at the beginning of the semester when she noted she would "swallow" and ignore negative emotions because having them were "ninety-percent because of me not doing this job. Not doing this expertise really well" (Interview #1, 1/24/19). In other words, Boge only equated negative emotions with a poor performance from herself (which is reflective of the misguided reasons stated above) and only understood negative emotion as an indicator that she had done something wrong, not a point from which to learn. However, Dr. Smith normalized emotions by consistently reflecting on Boge's emotions with her and, by the end of the semester, Boge was able to see that emotions were valuable (see section 5.2.3). Normalizing emotion leads to normalizing mistakes and treating the practicum as a true

space for learning. Therefore, from a semiotic theoretical perspective, while emotions may signify to the TE that they are a place of possible exploration and learning, TE's who acknowledge emotions and talk about emotions, in turn, signify to the PRTs that these experiences are normal, common, and shared.

The second important reason is that normalizing emotions helps PRTs feel good about themselves, which contributes to an overall outcome of CES: being prepared to engage in DES. While I have noted that some of the aspects of my CES model reflect similar compassionate actions in the emotional support literature, this type of support is important because of its connection to DES. While PRTs preferred DES because they recognized they were able to make actual change to their practice from that type of support, all the PRTs stated that compassionate support was valuable. Ultimately, because PRTs were able to feel better about themselves (a result of CES), they were more willing, and more comfortable, to engage in the (sometimes vulnerable) practice of DES. As Wen noted, CES is what gave her courage to "look through the video…This part is good and this part there's a problem. What's the problem, and how can I handle it better next time?" (See section 4.3.3). In essence, CES helped the PRTs to have courage to examine their successes and failures in a deep way. Therefore, compassionate support, and specifically normalizing emotion, is needed because without it, DES cannot be effectively enacted. PRTs seem to be able to better handle critical feedback and assess their own dissonant moments when they feel compassionately supported and secure. I discuss the role of DES in the next section.

6.1.3 Developmental emotional support.

In this section, I discuss the significance of Developmental Emotional Support and highlight the importance of intentionally supporting PRTs' emotions. DES is a contribution of this study for multiple reasons. First, literature on mentoring and emotional support tends to position emotional support in a compassionate manner but without a purposeful inquiry-based focus (Beck & Kosnick, 2002; Bullough & Draper, 2004; Davis & Fantozzi, 2016; Feiman-Nemser, 2001; Gilles et al., 2013; Hall et al., 2008; Israel et al, 2014). DES incorporates both cognition and emotion and serves as a catalyst for learning and development. Second, all of the L2 teacher emotion literature and L2 teacher preparation literature focuses on either the PSTs' perspectives or the TEs' perspectives to understand emotion and mediation of emotion, respectively (for exceptions see Nguyen, 2014 and Johnson & Worden, 2014). This study helps strengthen the methodological rigor of studies in these literature bases because I examined the role of emotions in the developmental process from multiple perspectives.

Third, while some L2 teacher emotion studies indicate that utilizing positive emotional experiences helped participants overcome negative teaching experiences (Cowie, 2011; Nguyen, 2014; Ruohotie-Lyhty, Korppi, Moate & Nyman, 2018; Teng, 2017; Wolff & De Costa, 2017) and reflecting on emotional experiences aided in transformation regarding teacher selves and practice (Song, 2016; Yazan & Peercy, 2016), what is absent from these studies are teachers' rationales for how they effectively used positive emotions and reflection to aid in their learning. DES reveals the moment-to-moment processes that enabled PRTs, over time, to move from incidents of cognitive/emotional dissonance into cognitive/emotional congruence and act more

independently in their role. Ultimately, since the dialectical person/environment construct is central to a Vygotskian (1994, 1998) sociocultural theoretical perspective, I acknowledge these contributions of DES in the following sections by highlighting both the TE's role, and outcomes for the PRTs, related to this type of support.

6.1.3.1 DES reflects the purpose of intentional mediational spaces and tools.

The comment from Dr. Smith at the beginning of this chapter about reflection being the "start and end" for educators is reflective of the Vygotskian theoretical foundation for this study and is connected to her goal of PRTs developing as "independent thinkers and independent teachers who can reason on their own" (see Chapter 3). Dr. Smith approached her practice with the mindset that PRTs need to learn to support themselves in their independence as an instructor of record. While learning to teach involves learning the literal practice of teaching (i.e., specific skills and actions), Dr. Smith aimed to teach PRTs how to support themselves in their learning *about* teaching (i.e., what they think and feel about what they do). Dr. Smith's approach to her own practice seemed to encompass the notion that for PRTs to ultimately "end" as reflective practitioners who could independently reason on their own, they had to "start" as reflective practitioners who were reasoning their teaching. Her stance on trying to develop self-support within PRTs was reflective of Vygotsky's (1994) argument of the impact of environment on development:

> The greatest characteristic feature of child development is that this development is achieved under particular conditions of interaction with the environment, where this ideal and final form (that form which is going to appear only at the end of the process of development) is not only already there in the environment and from the

> very start in contact with the child, but actually interacts and exerts a real influence on the primary form, on the first steps of the child's development. *Something which is only supposed to take shape at the very end of development, somehow influences the very first steps in this development."* (p. 348, emphasis in original)

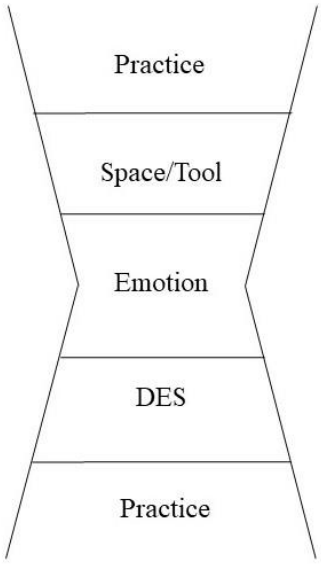
What this statement means in relation to my study is that for the PRTs to develop as independent thinkers and independent teachers (i.e., the ideal and final form) by the end of the practicum, as Dr. Smith wanted them to do, reflective practices must have already existed in the environment and be in contact with the PRTs when they started their practicums. In the case of Practicum 500, these reflective practices were present in two forms throughout the entirety of the practicum experience: (1) the intentional mediational spaces and mediational tools that Dr. Smith utilized and (2) her enactment of DES through the mediational tools.

Dr. Smith was *intentional* in how she mediated PRTs' reflection. First, she provided multiple spaces, the RTJ, practicum placement, and Practicum 500, where PRTs could externalize their understandings about their teaching practice, starting on the first day of class. To guide and focus PRTs' externalizations about practice, Dr. Smith introduced mediational tools into these spaces, including the Recall, Reflect, Reimagine design, modified stimulated recalls, and "talk story." These tools were purposeful because they were used in a particular way and for a particular reason. The tools helped PRTs *reason* their own teaching practice – a skill that Dr. Smith hoped they would develop so they could support themselves when teaching on their own. In essence, these tools helped PRTs reconceptualize the externalizations they expressed by examining

them, exploring alternatives, and even changing their understandings about their practice. This reasoning is what PRTs individually internalized and made sense of in relation to their own teaching contexts to learn and develop. Additionally, since Dr. Smith normalized talking about emotions in teaching, these mediational spaces became places where PRTs routinely expressed emotions in relation to their practice. Once expressed, PRTs' emotions became specific points to mediate to help PRTs reconceptualize understandings of their practice.

Dr. Smith's DES, which was enacted through the mediational tools, mirrored the intentionality behind the tools themselves. Her verbal and written interaction with the PRTs' emotions through the tools took on the essence of what the tools themselves were utilized for: to push PRTs to think more deeply, to reimagine experiences, to consider alternatives, and try new ways of doing. A depiction of this process is detailed in Figure 3.

Figure 3 – DES Mirrors Mediational Spaces and Tools



Ultimately, PRTs enacted teaching practice in their practicum placement. Through mediational spaces and tools, where PRTs externalized and reconceptualized their understandings of their practice, PRTs expressed emotions about their experiences. Once expressed, the emotions became a specific mediational point. When emotions were supported developmentally, PRTs could further reconceptualize their teaching and learning experiences leading to changes in their thinking, feeling, and doing of teaching practice. Thus, the DES support they received through these tools mirrored the intentions of the spaces and tools themselves. DES is, essentially, explicit mediation because there is intentionality in the questions and comments to push PRTs' thinking and understanding. Dr. Smith recognized the connection between emotion and cognition and used PRTs' expressed emotions as specific entries to create learning opportunities and push development. Dr. Smith's DES is reflective of the actions of the TE in Golombek and Doran's (2014) study who acknowledged that only mediating emotions is insufficient, emotional support should also shift PRTs' focus to "concrete actions" they can take to "enhance [their] conceptions and activity of teaching" (p. 108).

Ultimately, development is "achieved under particular conditions of interaction with the environment" (Vygotsky, 1994, p. 348). Dr. Smith explicitly mediated PRTs' reflections about their teaching practice to help them develop as independent thinkers and independent teachers who could reason their own teaching. Her hope was that PRTs' interactions through mediated reflection would help them learn how to mediate their reflection independently when teaching on their own. Additionally, when emotion was expressed in these reflections, Dr. Smith also explicitly attended to these points of interest. Mediating PRTs' emotion through DES was another way to help PRTs develop

as independent thinkers and teachers because it showed them a valuable and specific area of their teaching from which they could learn: their emotions. By engaging in mediation (DES) around their emotions, and mediated reflection in general, PRTs showed evidence that they developed cognitively and emotionally over time and they came to see their experiences of emotion as places for learning. I continue with exploring these two points.

6.1.3.2. DES changes person and practice.

From a Vygotskian perspective, development requires a *transformation* of an individual (Vygotsky, 1978). All three PRTs changed their conceptions of themselves and of their teaching as a result of the TE's mediation of their emotions, and their own self-mediation of their emotions, which indicated they all transformed as PRTs. PRTs developed both cognitively and emotionally over the semester in relation to their individual teaching practices. Ben struggled with his teacher talk and felt frustrated by lack of student participation (see section 5.1.1). Boge eschewed, then accepted, then faced uncertainty with building an emotional rapport with students (see section 5.1.2), and Wen was anxious about controlling large group discussions (see section 5.1.3). However, as each PRTs' emotions were mediated week-to-week around these incidents, through the RTJs, stimulated recalls, and class discussion, they began to make sense of how to engineer their activity differently.

Ben realized creating small groups and assigning specific tasks for each group would put more of the onus of speaking, and learning, on the students. Boge discovered that knowing information about her students and developing personal and emotional relationships with them enabled her to better instruct them. Lastly, Wen learned that over-preparation could be more of a hindrance to her instruction than "going with the

flow" of students' responses. These reconceptualizations helped the PRTs slowly shift their cognitive/emotional dissonance towards cognitive/emotional congruence because they understood different ways to engineer their teaching and this new understanding, in turn, made them feel better or more confident about moving forward in their practice. Outwardly expressed changes to PRTs' perceptions and understandings indicated learning and change to PRTs' teaching practice indicated development. By the end of the semester, all three PRTs indicated they felt more confident in handling their respective issue and this confidence was shown through their independent attempts at changing their practice.

For example, in one of his last teaching assignments of the semester, Ben purposefully tried to design activities that would encourage student participation. He included activities that were representative of suggestions and alternatives he had received from Dr. Smith nearly two months prior during his first simulated recall. Additionally, Boge changed inwardly and outwardly regarding her rapport building with students. As Boge worked to build positive relationships with students, mediated by Dr. Smith's suggestions, her efforts eventually became internalized to the point that she knew how to be with students in the class "even without realizing." As Boge's orientations to her students changed inwardly and were reflected outwardly, students also changed in how they responded to her and were more relaxed and open with her teaching. Lastly, Wen's "loss of control" greatly mediated her understanding about focusing on herself versus focusing on her students. Once Wen discovered ways to respond to her students that did not rely on previously planned responses, she was able to devote more attention to students' inputs and even negotiate with them when she did not understand a response.

Importantly, emotions manifested for the PRTs for varying reasons. Ben thought he did well with his teacher talk only to discover he dominated a portion of the class. Initially, he had more congruent, albeit slightly misguided, emotions before Dr. Smith pointed out the dissonance in his situation. Boge did not feel the need to know her students and, when she eventually discovered she liked knowing them, she felt uncertainty about how to build rapport with them. Wen experienced an extremely heightened emotional state when she felt she lost control of a lesson and had to ask her mentor to take over. These manifestations of emotions are representative of the PRTs' *perezehavines*. I found that Dr. Smith provided consistent mediation across the mediational spaces of journals, stimulated recalls, and class experiences; she linguistically responded in similar ways across PRTs. However, *when* Dr. Smith used various types of support differed based on each PRT. From a sociocultural perspective, Dr. Smith's varied use of support for each PRT was reflective of trying to understand, and utilize, their *perezhivanie* to provide the specific support each PRT needed. Dr. Smith's emotional support fluctuated for each PRT's unique emotional experiences which indicated responses were strategic based on individual need.

Ultimately, as PRTs' emotions became more congruent with their realties, they could cognitively react in more effective ways, both in-the-moment when teaching and when taking time to plan lessons and activities outside of class. This cognitive/emotional alignment was strengthened as the PRTs internalized the suggestions and alternatives that were discussed with Dr. Smith in response to move them through moments of dissonance. This growth is reflective of Vygotsky's (1978) argument that development can be traced from interaction on a social plane to the individual internalization of those

actions and, ultimately, the subsequent change in activity based on this internalization. In essence, as a result of cognitive/emotional dissonance, mediation helped all three PRTs transform as thinkers, feelers, and doers of their practice. Therefore, findings indicate that, by the end of the semester, PRTs did reach Dr. Smith's goal and had developed as independent thinkers (and doers) of their teaching practice.

In addition to change to their teaching practice, all three PRTs appeared to also change how they approached their practice from a reflective standpoint. As a result of the ongoing, iterative nature of the provided emotional support, PRTs seemed to develop an understanding that emotions were valid points of entry for mediation, learning, and potentially development. When I asked Boge at the end of the practicum what it meant to learn to teach she responded with "recall, reflect, reimagine" (section 5.2.1), which was the mediational tool of the weekly Reflective Teaching Journal. She explained that, in the past, if something did not work in her teaching, meaning if there was dissonance, she simply dropped that item from her teaching without considering why it did not work. After recalling, reflecting, and reimaging for thirteen weeks, she no longer "dropped [things] away" but studied the dissonance and "revise it" (section 5.2.1). Boge's response that teaching is "recall, reflect, reimagine" indicates that reflection had become a part of her practice and she saw the value in examining both "frustrations and celebrations" that happened in the classroom to learn more about her teaching.

Similarly, Wen found that reflecting on her emotions helped her find confidence in teaching (section 5.2.1). She noted that trying to "find the reasons behind" dissonant situations helped her "revise her plan" which helped her "feel comfortable teaching." Ben

also noted that having specific language about his emotional experiences helped him understand what was happening in his larger experience. He explained,

> Sometimes you just, you can't name things and maybe just not being able to name them sort of makes me not really grasp them…And just being able to, "Oh, okay, so maybe this was a moment of dissonance or what can I take away from this?" (Section 5.2.1)

Ben indicated that not knowing how to talk about his emotions detracted from understanding the entirely of his teaching experience. However, when the TE used terminology about emotion in relation to his own practice, Ben had a better understanding about what was happening within him (feeling dissonance or congruence) and why. Ben recognized he could better understand his teaching when he had the ability to label about talk about his emotional experiences.

As the PRTs engaged in mediation about their emotions they began to see emotions as valuable spaces for learning. Thus, they developed in how they approached their practice because as a result of the internalization of their engagement in mediation about emotion, they saw their emotions in ways they had not before. From this perspective, they also reached Dr. Smith's goal because they developed as independent teachers who could reason about their teaching.

My findings affirm research in the L2 teacher preparation literature that indicate that dissonant experiences are positive *because* of the potential for learning and development they afford, *if* they are provided with the necessary mediation (Golombek, 2015; Golombek & Doran, 2014; Golombek & Johnson, 2004; Johnson & Worden, 2014; Zoshak, 2016). They also contribute a new way to look at dissonant experiences in the L2

teacher emotion literature. In the L2 teacher emotion literature, participants' emotions were more often constrained than supported and these negative experiences impacted them negatively. Overall, participants in these studies did not appear to learn from their emotional experiences because they were not supported to do so. Therefore, the findings of this study indicate that explicit mediation of PRTs' expressed emotion help them value their dissonant and congruent emotions and learn from both types of emotional experiences. Dissonant and congruent emotions are both valuable in the process of learning to teach.

6.2 Limitations

There are three specific limitations to this study. First, this study was conducted in an MA TESL program that embodied a sociocultural perspective towards learning. Therefore, the phenomenon of interest was manifested in this space. In turn, results from this study may not be applicable to other MA TESL programs that approach learning from a different theoretical perspective.

Second, this study examined the emotional experiences of MA TESL students in general and did not consider emotional experiences in relation to factors such as gender, race, culture, first language, or identity. However, all three participants acknowledged connections between their language status and culture in relation to their emotions. All three participants were non-native speakers of English and during interviews, Ben, Boge, and Wen each organically expressed uncertainty about emotions and support in relation to their non-native English speaking status. Additionally, all three participants acknowledged that they did not focus on their emotions in their teaching experiences in their home countries. Since cultural backgrounds could contribute to the way PRTs think

about, talk about, and cope with emotions in teaching (e.g., Zhang & Zhu, 2008), different findings could be discovered when factors such as culture, identity, and perceived English speaking ability are taken into account.

Third, this study focused on support that is beneficial to PRTs' emotional experiences over time. While the microgenetic method of analysis helped me identify development with the PRTs during the practicum, the limited duration of data collection (16 weeks) does not permit me to know if PRTs continue to draw on the mediational practices they learned, and adopted, in the practicum when they become instructors of record. Therefore, a longer study that followed PRTs into their early years of teaching would help to know what resources from their practicum, if any, PRTs draw upon to emotionally support themselves and if the PRTs continue to exhibit transformations in their practice and themselves.

6.3 Future Research

This study explored how emotional support was provided to PRTs and how mediation of PRTs' expressed emotions impacted them over the course of the semester. With this same concept in mind, I offer recommendations for future research. Current research indicates that mediation of cognitive/emotional dissonance and congruence supports PRT development. My study indicates that PRTs plan to continue to self-mediate themselves and their emotions as they enter the professional teaching workforce. However, my data collection ended at the end of the practicum experience. Research that follows PRTs into their early years of teaching would help identify what, if anything, PRTs draw upon from their practicum experience to support themselves emotionally when teaching on their own.

Second, further research is needed around the concept of normalizing emotion. This study offers a few ways that a teacher educators may normalize emotions in the learning-to-teach process. Further research to explore other ways emotions are normalized would be helpful to know. Additionally, in my research, I noticed that, at times, normalizing emotion tended to have DES tendencies *if* PRTs used their changed understandings about their emotions to influence change in their practice. Therefore, extended research on whether normalizing emotion is a component of Compassionate Emotional Support or Developmental Emotional Support would help further distinguish this actions qualities.

Third, in this study, I identified reasons that were connected to expressed emotion. However, I noticed that PRTs did not always clearly state their reasons. Reasons might be misguided, of only one view, or even unknown. Future research on the types of reasons connected to PRTs' expressed emotions and why they are not always stated clearly would benefit our understanding of the connection between these two entities.

Lastly, while studies indicate that teachers may struggle with their emotional experiences, my data suggest that normalizing emotion actually helps PRTs feel better about their emotion and may aid in their learning and growth. Since this contribution appears to be new to the field, future research could explore whether there are other ways that TEs can normalize emotions and the impact of normalizing emotions on teaching and learning experiences.

6.4 Implications for Practice

My findings present several implications for practice in L2 teacher preparation. Most importantly, I illustrate that emotions, an often overlooked aspect in education, can

be purposefully targeted to support teacher learning and development. When thoughtfully and intentionally implemented, mediation of expressed emotions help PRTs feel secure in the often vulnerable and emotionally charged learning-to-teach environment.

While Dr. Smith emerged as an exemplar Vygotskian teacher educator regarding supporting PRTs' emotions, I am not arguing that all teacher educators must approach their practice as Vygotskian-informed educators. My argument is that teacher educators should recognize the potential for using emotions more productively and purposefully as points of learning. My findings clearly indicate that emotions signify areas of significance to PRTs and thus, are rich areas for exploration for learning.

Emotions become valuable learning spaces when they are considered in connection with cognition. Therefore, TEs should be aware that emotions are answerable to reason and thus, attempt to explore and reconceptualize PRTs' understandings that are connected to emotions about their teaching to help change PRTs' thinking, feelings, and activity related to teaching. If TEs dismiss emotional expressions of PRTs they could negate very real experiences of the PRTs which sends the message that PRTs' experiences either do not matter or do not have as much significance as they may think. A simple reassurance of expressed emotion, even if well intended, may mean that TEs are also dismissing experiences that are vital opportunities for learning. Therefore, when TEs approach emotions as being rooted in cognition, they are able to reimagine emotions as points of learning instead of states of being. Using emotion as an exploratory space to provide support can help TEs normalize and centralize emotions for PRTs in teaching which creates a needed foundation to provide mediated developmental support of one's emotions.

My findings also made apparent that normalizing emotions had an extremely positive impact on PRTs' abilities to successfully navigate the practicum experience. TEs should work to establish emotions as normal and common in teaching. They can do this by using emotion language when they interact with PRTs, acknowledging and affirming the emotions that PRTs voluntarily share, asking PRTs to routinely share successes and challenges with peers, and reassuring PRTs about actions that they may engage in when they feel certain emotions (such as talking too much because they feel nervous). TEs should also examine their own language use around emotions and how they classify or label specific emotions. I suggest using language such as "congruence" and "dissonance" instead of "good" or "bad," "positive" or "negative" to avoid stigmatizing emotions and thus stigmatizing mistakes and flaws in the classroom. The TE in this study even opted to describe or explain a situation to the PRTs instead of explicitly saying a situation was successful or challenging. TEs could also try to avoid any sort of labeling of an experience and let PRTs interpret what happened in any given experience. This may help lessen a sense of evaluation and open the space to talk about "sticky" situations. Thus, the more a TE can normalize emotions, the better PRTs may feel about their emotions and be ready to explore them more deeply through Developmental Emotional Support.

I identified the TE's use of both Compassionate Emotional Support (CES) and Developmental Emotional Support (DES) as valuable to PRTs, but acknowledged that DES helped them grow as practitioners. Therefore, TEs should devote substantial attention to providing DES in their practice. However, this does not mean that DES should be enacted at the expense of CES. I see two ways to avoid this from happening. First, PRTs identified that compassionate support might be needed more in the beginning

of their practicum due to the heightened emotional nature of entering an unknown space and establishing their position with the students. TE's should try to establish trust and security (CES) with PRTs before they try to engage in the vulnerability of exploring dissonant teaching situations (DES). Even as the semester progresses, and PRTs gain confidence, TEs should not assume that DES is always welcomed. Therefore, TE's should intermix CES and DES when addressing different situations and scenarios.

Second, the TE in this study valued congruent and dissonant experiences as equally valuable in learning. Therefore, whenever a compassionate reply might suffice, such as "You did a great job with this!," "We all bring different strengths to the classroom," or "I'm glad you had such a positive interaction with this student," TEs should think about how they can elaborate on these statement to create a space for PRTs to reflect. For example, TEs could elaborate in ways such as: "You did a great job with this! How do you see your leading of activities now in comparison to the beginning of the semester?" or, "I'm glad you had such a positive interaction with this student. How might you build off that interaction to continue to support that student? What happened in the interaction that made it successful? Can you apply anything you did here to interactions with other students?" This suggestion of elaborating on compassionate comments does not mean that every compassionate comment has to have an elaborated developmental component; sometimes the compassionate comment is enough. However, TEs should be aware that learning opportunities abound in our emotional experiences and there are many places to push further, dig deeper, and make connections that PRTs may not have considered before.

Since my findings suggest that DES is important for PSTs' growth and learning, TEs should focus on mediating cognitive understandings connected to expressed emotions. Since DES is a form of explicit mediation (because it can have a specific goal, such as pushing PRTs to reason their teaching), TEs can still create learning and developmental opportunities through the types of questions they ask and the comments they pose, even if this is not done within specifically designed mediational spaces or tools. The more attention TEs can give to PRTs' emotions the more PRTs may also begin to see their own emotions as valuable places for learning. Though DES could be enacted when it is needed, TE's should be intentional and strategic with their implementation of mediation. As noted previously, simply grouping students together or asking them to write about an experience does not equate to productive thinking, discussion, or learning. Therefore, TEs need to consider their own goals for a course or semester and their philosophy regarding teaching: where do I want my students to be at the end of the semester? What is important that they learn about teaching? How can I enhance students' understanding of the value of their emotional experiences? Considering answers to questions like these may help TEs create environments that support PSTs' emotions from the start of a practicum experience. TEs need to consider the use of spaces and activities that they create for their PRTs in which to engage with their emotions. The intentionality of support, through the use of specific mediational spaces and tools, as well as the dialogic responses to individual PRTs, especially around their emotions, can help PRTs develop personalized understandings of themselves while also growing collectively as practitioners.

6.5 Conclusion

This study examined how a teacher educator responded to second-language practicum teachers' expressed emotions and how her responses impacted the PRTs' conceptualizations of themselves as teachers and their teaching. I found that PRTs' emotions were supported both compassionately and developmentally. Compassionate Emotional Support focused specifically on PRTs' emotions by encouraging PRTs in successful and challenging times, normalizing their emotional experiences, and providing multiple opportunities for them to share their experiences. CES helped PRTs feel better about themselves and their teaching and prepared them for DES. Developmental Emotional Support focused on PRTs' cognition and emotion by exploring teaching situations more deeply, providing alternative evaluations and responses to scenarios, and providing opportunities for PRTs to change their practice. Essentially, DES impacted PRTs' practices because through this type of support they were able to change their understandings of, feelings about, and enactments of practice. PRTs *transformed* as a result of DES. Additionally, PRTs recognized the dialectical connection of cognition and emotion and saw their emotions as valuable places from which to learn about their practice.

This research was important because existing literature on L2 teacher emotion primarily describes teachers' emotions and how teachers are impacted by their emotions, but does not explore how teachers navigate emotional experiences. Similarly, literature on L2 teacher preparation and teacher emotion indicates that explicit mediation, a type of strategic and intentional support, of L2 teachers' emotions serves as a catalyst for cognitive development. However, most of this literature focuses on the perspective of

TEs mediating teachers' emotional experiences and does not provide the PRTs' perspectives about engaging in mediation. To address the gap between these two literature bases, I provided an explanatory insight into emotional experiences related to PRT development. Ultimately, by focusing on emotions, I explored the *process* of PRT development which helped me understand how emotion and cognition changed together over time. I was able to show that emotions are a valuable part of teaching because they are not just states of being but points of learning; in essence, they are a *start* to the teacher development process.

Appendix A: Practicum Teacher Interview Protocol

1. Can you please provide some background information about yourself regarding your education and any prior teaching experience?
    a. How did you get into teaching?
    b. If they have prior teaching experience: What was challenging in your prior teaching work? What did you find fulfilling?
    c. If they have prior teaching experience: Take a moment before you answer and reflect – Did you ever think about or were you ever aware of your emotions during your previous teaching experiences? In what ways?

2. What has made you interested in being an L2 teacher?
    a. What is meaningful or important to you about this work?
    b. What do you think the responsibilities of an L2 teacher are?
    c. When you think of L2 teachers, what sorts of adjectives would you use to describe them?
        i. If they do not bring up emotion: Are there any adjectives you would use to describe L2 teachers emotionally?
        ii. If they do bring up emotion: Talk to me a little more about the emotion words you used. How do those words influence your understanding of L2 teaching?

3. Take a moment and reflect: What does it mean to learn to teach? OR What does learning to teach look like/entail?
    a. What aspects of teaching do you think preparation programs/practicum experiences prepare teachers for?
    b. What do you need to know, and be able to do, as a (L2?) teacher?

4. During interviews, when I say "practicum experience" I want you think about Practicum 500 and your practicum placement. What are you looking forward to with your practicum experience? Anything you think might be challenging?

5. What do you expect to learn about in your practicum experience?
    a. Do you think you'll learn about yourself, personally or professionally, during your practicum experience? If yes, what do you think you might learn about yourself?
    b. If no, what do you think your learning will be focused upon?

6. Have you ever thought about teaching as emotional work?
    a. If yes, what has raised that awareness for you?/Why do you perceive teaching as emotional work? If no, why don't you see teaching as emotional work?
    b. Then, take a moment and reflect: Are there any images or feelings you associate with teaching?

7. What emotions do you think you might feel while during your practicum experience?

    a. Do you think emotions could impact you or your teaching? In what ways?
    b. Have you thought about how you will respond to or handle your emotions?

8. Have you thought about or been aware of your emotions, in relation to teaching, up to this point in your teaching preparation program?
    a. Have any of your teacher preparation course materials, activities, or instructors drawn attention to emotions in teaching?
        i. If yes, do you remember any of the concepts or what you learned?

9. Some novice teachers desire emotional support as they learn to teach which could come in a variety of forms and from a variety of people.
    a. What kind of emotional supports do you think could best serve novice teachers? What would that support look like?
    b. What kinds of emotional support could the program provide that would be helpful to novice teachers?

10. Do you feel there are emotional supports available to you, if you needed them, in your current teaching experience?
    a. How might that support be beneficial to you?

11. Is there anything else that you would like to share or discuss that we didn't touch upon today?

Appendix B: Teacher Educator Interview Protocol

1. What is your connection to the MA TESL program and Practicum 500?
    a. How long have you been in this position?

2. Can you tell me about your career path up to this point including your educational experience?

3. Think back to your time as a teacher. In what ways was your development as a teacher supported?

4. When you think about support in a teaching context how would you define support?

5. I am interested in what PSTs learn as they learn to teach. Specially, I am studying how PSTs emotional experiences inform their learning to teach experiences. In general, do you believe there is an emotional dimension to teaching?

6. Do you think the pre-service teachers you teach experience a variety of emotions when they are teaching? If so, what emotions do you think they experience? How do you know?
    a. Do you think that these emotions have an impact on their experiences of learning to teach? And/or the ways in which they teach?

7. Do you think you support PSTs in their learning to teach experience? In what ways?
    a. If they do not bring up emotional: Do you feel you respond to, or support, pre-service teachers' emotional experiences?
        i. If yes, in what ways?
        ii. If no, do you feel pre-service teachers' emotional experiences get addressed by others or in other ways? How/where?

8. If 'yes' to question 7a, what knowledge, experiences, etc. do you draw upon when you respond to pre-service teachers' emotions? In other words, how do you know what to say or do?

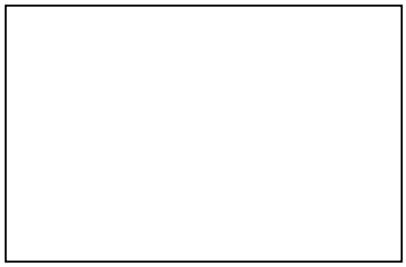
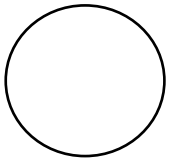
9. Is there anything else that you would like to share or discuss that we didn't touch upon today?

Appendix C: Observation Field Notes Template

Observational Code Sheet for Practicum 500

To look for during observations:

- Context of class – activities, interactions between peers and between PRTs and TE
- Talk about emotion from student participants
- Talk about emotion from teacher educator
- What are the responses (from TE and peers) if emotion is discussed
- Facial/bodily expression (smiling, frowning, sweating, red face, crying, stammering, etc.)

Board	**Seating Layout**	**Date:** **Time:** **Course:** **Instructor:**
		

Descriptive Notes (Description of environment, activities, observable characteristics of emotion, exact quotes)	**Researcher Notes** (personal reflection, insight, ideas, confusion, hunches, initial interpretation)

Appendix D: Coding Manual for Compassionate Emotional Support and Developmental Emotional Support

Compassionate Emotional Support

Encourages

Affirming appears to indicate that the TE agrees with or supports decisions the PRT is making or has made. Affirming lets the PRT know that what they are doing, or has done, is right. Generally, the TE does not affirm by just saying "yes," but will explain what the PRT is doing by restating their actions to show what it is they are doing well/right. The TE may thank the PRT for their actions or behavior or tell them she appreciates what they have done. A lot of affirming is done regarding positive experiences and in response to changes the PRT has already made or tried out.

Reassuring is when the TE indicates that what the PRT did or is doing is okay, reminds PRTs that processes can be slow, that certain situations and emotions are normal, that who they are as a person is acceptable, and that they are capable of owning the 'teacher space'. The TE may reassure the PRTs that support is there for them and for them to utilize available supports. Reassurance is often utilized to lessen fears or doubt.

Praise is when the TE compliments the PRT. Compliments are on the PRTs' abilities to put into action what they have learned, developing self- and other-awareness, making decisions on their own, interactions with students, their stance/demeanor in the classroom, and material creation.

Normalizes Emotions

Names Emotion is when the TE labels experiences with emotion words that the PRTs have not done themselves. This is often when the PRTs have not given any indication of emotion, but may indicate there was congruence or dissonance in an experience, and the TE labels the experience with an emotion word. The TE may also restate or remind a PRT of an emotional experience they previously had, using emotive language similar to what the PRT used. The TE may ask PRTs to share about their emotional experiences. The TE may also directly ask how the person is feeling (Did you feel any different sense of confidence today? Were there any moments of frustration with that?)

Names Dissonance is when the TE asks about or states what she perceives to be a moment of cognitive/emotional dissonance (Where what actually happened in a situation did not align with the expectations of the PRT for that situation/activity) or, where a PRT may not know the reasoning for a class issue and the TE highlights that for them.

Empathy is when the TE responds that she understands how the PRTs are feeling or explains why she understands what they are feeling. Empathy lets PRTs know that the TE can see why their emotion is justified.

Availability

Open is when the TE let's PRTs know she (and others, like the mentor teachers) are here to support them. She offers to read lesson plans and assignments the PRTs have created. She encourages PRTs to talk with her whenever they need to. She sometimes *tells* them she wants to talk to make sure she understands how things are going (an extension of the journal if she senses something is off). Sometimes, she uses language like, "let's talk about this," indicating that her and the PRT are going to go through a situation together. I think also the fact that she

Developmental Emotional Support

Seeks Elaboration

Pushes to "think" is when the TE pushes PRTs to extend their answer and provide additional information (generally in a SR setting), justify a statement/decision, or to think about reasons, possible alternatives, or views to explain a situation. The TE also asks the PRT 'why' about their experience. Language from the TE is generally "Think about how/why/what/ways…," "What was helpful/the same/different…," "Do you remember? What happened…," "How do you see yourself…," "Describe…," "What did you see/do…," "What/how might you…," "How will…" Language that pushes to "think" allows PRTs to "dig deeper" by exploring the reasons behind a feeling or a situation.

Pushes to Reimagine is when the TE states or asks the PRT to give an alternative on their own to how a situation played out. Generally, questions posed by the TE start with "How might you manage/adjust/revise/reimagine…," "What would have happened if…," "Would you change anything…" Language should provide an opportunity for PRTs to talk themselves into reasoning instead of the TE providing options.

Raises Awareness

Calling attention to is when the TE highlights information that she seems to want the PRT to be attuned to. The TE acknowledges items of importance for the person to remember or focus on. This is generally highlighted by language such as "Pay attention to," "Be aware," "Importance," "Interesting," "Be careful to," "Good thing to know," "Don't ever," "That's the thing I'm talking about," "Keeping [something] in mind," noting differences, noting what matters, and acknowledges their learning. The TE will also provide labels and terms for the PRT's actions.

Revisits is when the TE goes back to something previously discussed in class, or goes back to something that the PRT had previously brought up, discussed, felt, or struggled with. Revising may happen in the same conversation or may happen over several conversations in the journal/SRs. The TE also may link what the PRT has said or the experience they are reflecting on to program mantras, course principles, or to the person's own experience.

"Sees" Beyond

*Offers alternatives** is when the TE puts forth an idea or option as another possibility for a situation. Alternatives could be in the form of a different way of viewing/thinking about a situation, a different way of acting in a situation, a different way of organizing an activity, and a different way to speak (offering an alternative to what was said). Alternatives are often offered when the PRT doesn't know what to do or is only considering one option. The TE offers alternatives for how to do/think/consider/perceive/act/speak. Alternatives also appear in the form of pointing out the opposite. This is when the TE indicates that she sees something different about the PRT's situation or the PRT themselves that what the PRT is saying or doing.

Describes what they did focuses on how the PRT learned something (what factors played a role in their learning), how they are expressing their learning, how they handled a situation, how their actions impacted students, how they handled potential moments of dissonance, and how their actions may not have been the best choice and why. The TE points out things the PRTs may not be aware of using language like "What I notice is…," "What I want you to recognize in yourself…" The TE explains exactly what PRTs did in a step-by-step process, describes their body language and expressions, labels what they did (guiding vs. telling), recites language they use, describes how their confidence is different and manifests in the classroom, and actions that might be pushing them toward continued growth.

*Offers suggestions** is when the TE puts forth an idea/option for the PRTs consideration. It is not something they have to do but may consider doing it to help their teaching.

Comments on growth points out changes in PRTs' feelings (increase in confidence, self-trust, comfortableness), different ways they are knowing/understanding, actions/goals that they are focusing on and obtaining, different ways they are acting in the classroom (in connection to relationships with students, body language and eye contact and language use), and shifts in their focus in the classroom. The TE will also compare PRT's current version of themselves to earlier versions, indicating how the person has changed over time.

*The difference between a suggestion and an alternative is that a suggestion is something that the PRT can consider doing as a way to enhance their teaching but ultimately can decide not to do what is put forth. An alternative is a way to reconsider a situation (in a variety of ways – comprehension, output, language,) so that there is changed understanding about what happened, what can happen, or about the person themselves.

Pushes to Act

Pushing to act is when the TE pushes the PRTs to either move out of their comfort zones and physically do something in the classroom or with the students, pushes them to be confident (having ownership of the space, doing what they want to do), pushes them to focus on their actions in the classroom (self-learning), and pushes them to converse with

their mentor teachers (sharing activity ideas, when the PRTs enjoyed teaching, when the mentor did something that was helpful for the PRT).

References

Adler, P. A., & Adler, P. (1994). Observational techniques. In N. K. Denzin and Y.S. Lincoln (Eds.), *Handbook of qualitative research* (np.). Thousand Oaks, CA: SAGE Publications.

Akbari, R., Samar, R. G., Kiany, G. R. & Tahernia, M. (2017). A qualitative study of EF teachers' emotion regulation behavior in the classroom. *Theory and Practice in Language Studies, 7*(4), 311-321. DOI: http://dx.doi.org/10.17507/tpls.0704.10

Baker, C. & Wright, W. E. (2017). *Foundation of bilingual education and bilingualism* (6th ed). UK: Short Run Press Ltd.

Ball, D. L., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education, 60*(5), 497-511.

Barcelos, A. M. F., & Ruohotie-Lyhty, M. (2018). Teachers' emotions and beliefs in second Language teaching: Implications for teacher educators. In J.D. Martínez Agudo (Ed.), *Emotions in second language teaching: Theory, research, and teacher education* (pp. 109-124). Springer, Cham, Switzerland: Springer.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review, 84*(2), 191-215.

Beck, C. & Kosnik, C. (2002). Components of a good practicum placement: Student teacher perceptions. *Teacher Education Quarterly, 29*(2), 81-98.

Best, D. (1988). Education of the emotions: The rationality of feeling. *Oxford Review of Education, 14*(2), 239-249.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). Boston, MA: Allyn and Bacon.

Bullough, R. V. Jr & Draper, R. J. (2004). Mentoring and the emotions. *Journal of Education for Teaching, 30*(3), 271-288

Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology review, 21*(3), 193-218.

Chubbuck, S. M., Clift, R. T., Allard, J., & Quinlan, J. (2001). Playing it safe as a novice teacher: Implications for programs for new teachers. *Journal of teacher education, 52*(5), 365-376.

Corbin, J. & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* SAGE Publications: Thousand Oaks, CA.

Council for the Accreditation of Educator Preparation. (2015). *Glossary.* Retrieved from http://www.ncate.org/glossary?letter=P

Cowie, N. (2011). Emotions that experienced English as a Foreign Language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27, 235–242.

Creswell, J.W. (2013). *Qualitative inquiry and research design* (3rd ed.). Thousand Oaks, CA:SAGE Publications.

Crotty, M. J. (1998). *The foundations of social research*. St. Leonards, Australia: Allen & Unwin.

Davis, J. S. & Fantozzi, V. B. (2016). What do student teachers want in mentor teachers?: Desired, expected, possible, and emerging roles. *Mentoring & Tutoring: Partnership in Learning, 24*(3), 250-266.

Day, C. (2004). *A passion for teaching.* New York, NY: RoutledgeFalmer.

Day, C., & Leitch, R. (2001). Teachers' and teacher educators' lives: the role of emotion. *Teaching and Teacher Education, 17,* 403-415.

Day, C., & Qing, G. (2009). Teacher emotions: Well-being and effectiveness. . In P.A. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research* (pp. 15-31). Boston, MA: Springer.

DeMauro, A. A., & Jennings, P. A. (2016). Pre-service teachers' efficacy beliefs and emotional states. *Emotional and Behavioural Difficulties, 21*(1), 119-132, DOI:10.1080/13632752.2015.1120057

DiPardo, A., & Potter, C. (2003). Beyond cognition: A Vygotskian perspective on emotionality and teachers' professional lives. In A. Kozulin, B. Gindis, V.S. & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp.317–345). Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511840975.017

Erlandson, D.A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods.* Newbury Park, CA: SAGE Publications.

Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from an exemplary support teacher. *Journal of teacher education, 52*(1), 17-30.

Florida Atlantic University Libraries. (n.d.). *Guide to Science Information Resources: Backward & Forward Reference Searching.* Retrieved from http://libguides.fau.edu/c.php?g=325509&p=2182112

Forzani, F. M. (2014). Understanding "core practices" and "practice-based" teacher education: Learning from the past. *Journal of Teacher Education, 65*(4), 357-368.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The

broaden-and-build theory of positive emotions. *American psychologist*, *56*(3), 218-226.

Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 359, 1367-1377.

Frenzel, A. C. (2014). Teacher emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 494-519). New York, NY: Routledge.

Frenzel, A., Goetz, T., Stephens, E., & Jacob., B. (2009). Antecedents and effects of teachers' emotional experiences: An integrated perspective and empirical test. In P. Schutz and M. Zembylas (Eds.), *Advances in teacher emotion research* (pp. 129–152). Dordrecht: Springer.

Galperin, P. I. (1992). Stage-by-stage formation as a method of psychological investigation. *Journal of Russian and East European Psychology, 30*, 69-80.

Ghanizadeh, A., & Royaei, N. (2015). Emotional facet of language teaching: Emotion regulation and emotional labor strategies as predictors of teacher burnout. *International Journal of Pedagogies and Learning*, *10*(2), 139-150.

Gilles, C., Trigos Carrillo, L., Wang, Y., Stegall, J. and Bumgarner, B. (2013). "Working with my mentor is like having a second brain/hands/feet/eyes": Perceptions of novice teachers. *The English Journal, 102*(3), 78-86.

Goddard, R., & Goddard, M. (2006). Beginning teachers' burnout in Queensland schools: Associations with serious intentions to leave. *The Australian Educational Researcher, 33*(2), 61–75.

Goleman, D. (1995). *Emotional intelligence.* New York, NY: Bantam Books.

Golombek, P. R. (2015). Redrawing the Boundaries of Language Teacher Cognition: Language Teacher Educators Emotion, Cognition, and Activity. *The Modern Language Journal*, 99(3), 470-484. DOI:10.1111/modl.12236

Golombek, P. & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher professional development. Teaching and Teacher Education, 39, 102-111. DOI:10.1016/j.tate.2014.01.002

Golombek, P. R., and Johnson, K. E. (2004). Narrative inquiry as a mediational space: Examining cognitive and emotional dissonance in second language teachers' development. *Teachers and Teaching: Theory and Practice, 10*(3), 307–327. http://dx.doi.org/10.1080/1354060042000204388

Hall, K. M., Draper, R. J., Smith, L. K., & Bullough, R. V. Jr (2008). More than a place to teach: exploring the perceptions of the roles and responsibilities of mentor teachers, Mentoring & Tutoring: Partnership in Learning, 16(3), 328-345. DOI:10.1080/13611260802231708

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education,14*(8), 835-854.

Hayes, D. (2003). Emotional preparation for teaching: a case study about trainee teachers in England. *Teacher Development, 7*(2), 153–171.

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education, 26*, 1530-1543.

Hoy, A. W. (2013). A reflection on the place of emotion in teaching and teacher

education. In M Newberry, A. Gallant, & P. Riley (Eds.), *Emotion and school: Understanding how the hidden curriculum influences relationships, leadership, teaching and learning* (pp. 255-270). Bingley, UK: Emerald.

Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, brain, and education, 1*(1), 3-10.

Israel, M., Kamman, M. L., McCray, E. D., & Sindelar, P. T. (2014). Mentoring in action: The interplay among professional assistance, emotional support, and evaluation. *Exceptional Children, 81*(1) 45–63.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. New York: Routledge.

Johnson, K. E. (2015). Reclaiming the relevance of L2 teacher education. *The Modern Language Journal, 99*(3), 515-528.

Johnson, K. E., & Golombek, P. R. (2003). "Seeing" Teacher Learning. *TESOL Quarterly, 37*(4), 729-737.

Johnson, K. E. & Worden, D. (2014). Cognitive/emotional dissonance as *growth points* in learning to teach. *Language and Sociocultural Theory, 1*(2), 125-150.

Jones, N., & Youngs, P. (2012). Attitudes and affect: Daily emotions and their association with the commitment and burnout of beginning teachers. *Teachers College Record, 114*, 1-36.

Kazemi, E., Ghousseini, H., & Cunard, A., & Turrou, A. C. (2016). Getting inside rehearsals: Insights from teacher educators to support work on complex practice. *Journal of Teacher Education*, *67*(1), 18–31.

Keller, M. M., Frenzel, A. C., Goetz, T., Pekrun, R., & Hensley, L. (2014). Exploring teacher emotions: A literature review and an experience sampling study. In P.W. Richardson, S. A. Karabenick, & H. M. G. Watt (Eds.), *Teacher motivation* (pp. 91-104). New York, NY: Routledge.

Kim, L. S. (2003). Exploring the relationship between language, culture and identity. *GEMAOnline® Journal of Language Studies, 3*(2), np.

Kleine, M., Goetz, T., Pekrun, R., & Hall, N. (2005). The structure of students' emotions experienced during a mathematical achievement test. *Zentralblatt fu¨r Didaktik der Mathematik, 37*(3), 221–225. DOI: 10.1007/s11858-005-0012-6.

Kozulin, A. (2003). Psychological tools and mediated learning 15. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Vygotsky's educational theory in cultural context* (pp. 15-38). Cambridge, UK: Cambridge University Press.

Lampert, M., Franke, M. L., Kazemi, E., Ghousseini, H., Turrou, A. C., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education, 64*(3), 226-243.

Lantolf, J.P., & Thorne, S.L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Lareau, A. (2000). Common problems in field work: A personal essay. In A. Lareau (Author), *Home Advantage* (pp. 197-234). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Lazarus, R. S. (1991). *Emotion and adaptation.* New York, NY: Oxford University Press, Inc.

Liston, D., Whitcomb, J., & Borko, H. (2006). Too little or too much: Teacher preparation and the first years of teaching. *Journal of Teacher Education, 57*(4), 351-358.

Liu, Y. (2016). The emotional geographies of language teaching. *Teacher Development, 20*(4), 482–497, http://dx.doi.org/10.1080/13664530.2016.1161660

Loh, C. E., & Liew, W. M. (2016). Voices from the ground: The emotional labour of English teachers' work. *Teaching and Teacher Education, 55,* 267-278.

Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.

Loughran, J. (2006). *Developing a pedagogy of teacher education: Understanding teaching and learning about teaching*. New York, NY: Routledge.

Malderez, A., Hobson, A. J., Tracey, L., & Kerr, K. (2007). Becoming a student teacher: core features of the experience. *European Journal of Teacher Education, 30*(3), 225–248.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.).Thousand Oaks, CA: SAGE Publications.

McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education, 64*(5), 378-386.

McNeill, D. (2005). *Gesture and thought*. Chicago, IL: University of Chicago Press.

Merriam, S. B. (1998). *Qualitative research and case study applications in education. S*an Francisco, CA: Jossey-Bass Inc.

Merriam, S. B. & Tisdell, E. J. (2016). *Qualitative research: A guide to design and*

implementation. Jossey-Bass: San Francisco, CA.

Meyer, D. K. (2009). Entering the emotional practices of teaching. In P.A. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research* (pp. 73-91). Boston, MA: Springer.

Nias, J. (1996). Thinking about feeling: the emotions in teaching. *Cambridge Journal of Education, 26*(3), 293-306.

Nguyen, M. (2014). Preservice EAL teaching as emotional experiences: Practicum experience in an Australian secondary school. *Australian Journal of Teacher Education, 39*(8), 63-84.

Oatley, K. & Jenkins, J. M. (1996). *Understanding emotions.* Cambridge, MA: Blackwell Publishers, Inc.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: SAGE Publications.

Peirce, C. S. (1894/1998). What is a sign? In Peirce Edition Project (Ed.), *The essential Peirce (Vol. 2)* (pp. 4-10). Bloomington, IN: Indiana University Press.

Pekrun, R., & Linnenbrink-Garcia, L. (2014). Introduction to emotions in education. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 1-10). New York, NY: Routledge.

Richardson, P. W., Watt, H. M. G., & Devos, C. (2013). Types of professional and emotional coping among beginning teachers. In M. Newberry, A. Gallant, & P. Riley (Eds.), *Emotion and school: Understanding how the hidden curriculum influences relationships, leadership, teaching and learning* (pp. 229-253). Bingley, UK: Emerald.

Ruohotie-Lyhty, Korppi, Moate & Nyman. (2018). Seeking understanding of foreign language teachers' shifting emotions in relation to pupils. *Scandinavian Journal of Educational Research, 62*(2), 272-286, DOI:10.1080/00313831.2016.1258659

Saldaña, J. (2009). *The coding manual for qualitative researchers.* Thousand Oaks, CA: SAGE Publications.

Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession: What do teachers say? *International Education Studies, 8*(3), 181-192.

Shuman, V., & Scherer, K. R. (2014). Concepts and structures of emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 13-35). New York, NY: Routledge.

Schutz, P. A., Hong, J. Y., Cross, D. I., & Osbon, J. N. (2006). Reflections on investigating emotion in educational activity settings. *Educational Psychology Review, 18*(4), 343-360.

Song, J. (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly, 50*(3), 631-654.

Stump, M. (2017). *"Go home…eat some chocolate": How mentors provide emotional support to novice teachers.* Unpublished manuscript, University of Maryland.

Sutton, R. E. (2007). Teachers' anger, frustration, and self-regulation. In P.A. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 251-266). San Diego, CA: Academic Press.

Sutton, R. E. & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of

the literature and directions for future research. *Educational Psychology Review, 15*(4), 327-358.

Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language Teaching, 46*(2), 195-207.

Swain M., Kinnear, P. & Steinman, L. (2011). *Sociocultural theory in second language education: An introduction through narratives.* Bristol, UK: Multilingual Matters

Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education, 49,* 78-88.

Teng, M. F. (2017). Emotional development and construction of teacher identity: Narrative interactions about the pre-service teachers' practicum experiences. *Australian Journal of Teacher Education, 42*(11), 117-134.

Uitto, M., Jokikokko, K., & Estola, E. (2015). Virtual special issue on teachers and emotions in *Teaching and teacher education (TATE)* in 1985-2014. *Teaching and Teacher Education, 50,* 124-135.

van de Veer, R. and Valsiner, J. (Eds.). (1994). *The Vygotsky Reader*. Oxford, UK: Blackwell.

van Huizen, P., van Oers, B., & Wubbels, T. (2005) A Vygotskian perspective on teacher education. *Journal of Curriculum Studies, 37*(3), 267-290. DOI:10.1080/0022027042000328468

Vygotsky, L. S. (1978). *Mind in society.* Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1981). *The concept of activity in Soviet psychology.* J. V. Wertsch (Ed). Armonk, NY: M. E. Sharpe, Inc.

Vygotsky, L. (1986). Thought and language. A. Kozulin (Ed.). Cambridge, MA: The MIT Press.

Vygotsky, L. S. (1987). Lecture 4: Emotions and their development in childhood. In R. Rieber & A. Carton (Eds.), *The collected works of* L. S. *Vygotsky* (N. Minick, Trans.) (Vol. 1, pp. 325-358). New York, NY: Plenum Press.

Vygotsky, L. S. (1994). The problem of the environment. In R. van der Veer, & J. Valsiner (Eds.), *The Vygotsky reader* (pp. 338-354). Oxford: Blackwell Publishers.

Vygotsky, L. S. (1998). The crisis at age seven. In R. W. Rieber (Ed.), *The collected works of L.S. Vygotsky* (M. J. Hall, Trans.) (Vol. 5, pp. 289-296). New York, NY: Plenum Press.

Wertsch, J. V. (1985). *Vygotsky and the social formation of mind.* Cambridge, MA: Harvard University Press.

Wertsch, J. V. (2007). Mediation. In H. Daniels, M. Cole, and J. Wertsch (Eds.), *The Cambridge companion to Vygotsky,* (pp. 178–192). New York, NY: Cambridge University Press.

Wolff, D., & De Costa, P. I. (2017). Expanding the language teacher identity landscape: An investigation of the emotions and strategies of a NNEST. *The Modern Language Journal*, *101*(S1), 76-90.

Xu, Y. (2013). Language teacher emotion in relationships: A multiple case study. In X. Zhu & K. M. Zeichner (Eds.), *Preparing teachers for the 21st century* (pp. 371-393). New York, NY: Springer

Yazan, B. & Peercy, M. M. (2016). ESOL teacher candidates' emotions and identity

development. In J. Crandall & M. Christison (Eds.) *Teacher education and professional development in TESOL: Global perspectives* (pp. 53-67). New York, NY: Routledge.

Yin, R. K. (2009). *Case study research design and methods* (4th ed). Thousand Oaks, CA: SAGE Publications.

Yin, H. B., & Lee, J. C. K. (2012). Be passionate, but be rational as well: Emotional rules for Chinese teachers' work. *Teaching and Teacher Education, 28*(1), 56-65.

Yuan, R. & Lee, I. (2015). The cognitive, social and emotional processes of teacher identity construction in a pre-service teacher education programme. *Research Papers in Education, 30*(4), 469-491. DOI: 10.1080/02671522.2014.932830

Yuan, R. & Lee, I. (2016). 'I need to be strong and competent': A narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching: Theory and Practice, 22*(7), 819-841.

Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education, 63*(5), 376-382.

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching: Theory and Practice, 9*(3), 213-238.

Zhang, Q. & Zhu, W. (2008). Exploring emotion in teaching: Emotional labor, burnout, and satisfaction in Chinese higher education, *Communication Education, 57*(1), 105-122, DOI: 10.1080/03634520701586310

Zoshak, R. (2016). 'Tiny talks' between colleagues: Brief narratives as mediation in teacher development. *Language Teaching Research, 20*(2), 209–222.