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Research Paper

The Effect of Dialogic Mediation on the Development of an Experienced Teacher and Learners' Conceptual Development and Actions in the L2 Classroom

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Abstract

The study investigated the effect of mediation on the development of an experienced teacher using the Vygotskian sociocultural view of learning. The effects of the transformation of the teacher on the development of the learners' emotions and practices were investigated as well. To reach these ends, an experienced teacher with 15 years of experience teaching general English at one of the universities in Iran was selected. To observe the teacher's practices, she was first observed in the first five sessions. To analyze her feelings and attitudes towards teaching before the mediation, she was also asked to narrate orally what she had done and felt during her practices. As some of her practices were based on the traditional techniques like over-reliance on translation and deductive teaching of grammar, the mediator offered the mediations and hints in a face-to-face interaction after the fifth to the twentieth session to help the teacher reshape and recontextualize her practices. Analysis of the findings showed that the teacher could internalize some of the mediations like increasing the students' participation in the class activities. The study

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concludes with some pedagogical implications like paying attention to the emotions of teachers and learners in different teaching contexts.

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1. Introduction

Teaching and learning for both teachers and learners are so complex that no single teaching method can adequately satisfy their needs (Johnson, 2009). Traditional approaches in both teacher education and teaching took a simplistic view of learning in that they advocate one approach for development of both the teachers and the learners. However, according to Johnson (2009), teaching is so unpredictable and complex that teacher educators and teachers should be sensitive to the moment-to-moment of what happens in the classroom. The sociocultural (SCT) perspective considers this issue in that it suggests that individuals have their way of learning and potentials (Lantolf & Poehner, 2014). This is the main tenet of SCT proposing that participants in the community of the practice develop with the help of tools and more competent peers (Lantolf & Poehner, 2014).

In the same way, Vygotsky (1978) proposed the genetic method to trace each individual's development from its beginning over time. He believed that sociocultural contexts with their tools are the main source of development. Therefore, when individuals face difficulties while performing their tasks, mediational tools could be offered to them depending on their problems.

According to Johnson and Golombek (2011), there are dialectical relationships among individual mental functioning, and historical, political, educational, cultural as well as institutional contexts in which they occur. When teachers and learners participate in different activities, all of the factors mentioned come into the situation and affect each other (Lantolf & Pavlenko,

1995). In fact, all the participants in the community are affected by these factors in that they shape and are shaped by the social contexts that they participate in, namely the educational context.

Concept-Based Instruction (CBI) is also an approach in the SCT theory which helps both the teachers and the learners develop, using different orders of mediation (Lantolf & Poehner, 2014). Based on this perspective, more competent peers should not wait for the learners to be ready but should offer scientific tools and concepts or conceptually mediated activities that have the potential to develop their minds and cognitions (Lantolf & Poehner, 2014).

Johnson and Worden (2014) also suggest that the SCT perspective can offer ways to reach the internal thoughts and feelings of both teachers and learners to help the mediators understand their development path. In fact, by using different instruments like interviews and narrations, the researchers can gain a better understanding of the teachers and learners' emotions and cognitive processes.

Johnson (2015) also suggests that deliberate teaching and dialogic mediation have the potential to help both teachers and learners develop because these give them tools to use in their learning. Actually, when teachers learn to think differently and change their actions, they can change what and how students learn.

One of the objectives of Second Language Teacher Education (SLTE), therefore, is to move all the teachers, even experienced ones from their apprenticeship of observation (Lortie, 1975) way of thinking to the experts' thinking (Johnson & Golombek, 2002). As a result, as the teachers develop to higher stages of development, they can solve the contradictions they face more easily using different tools and artifacts. Indeed, according to Johnson and Worden (2014), it is inside of SLTE that teacher educators can transform teachers' practices and cognition.

That being the case, the main objective of the study was to help one experienced teacher with 15 years of experience reshape and recontextualize her teaching practices. Reaching her internal thoughts and emotions was another objective of the study. In fact, her emotions, thought processes and practices before and during the mediation were analyzed. Learners' feelings and thought processes about their teacher and their learning were also investigated before and while their teacher's teaching was being mediated by the mediator.

2. Literature Review

According to Johnson (2007), the emotions and feelings of the teachers play an important role in shaping their practices while they are teaching. A review of research has also shown the mediating role of emotion in shaping the teachers' actions in the classroom (Golombek & Doran, 2014; O'Connor, 2008; Reio, 2005; Van Veen, Slegers, & Van de Ven, 2005; Zembylas, 2005). According to Zembylas (2005), teacher educators should study the hidden emotions of teachers that have been forming their identities and also the fears, hopes, disappointments, and other good and bad experiences that have changed the dynamic nature of teachers' identity. By analyzing these hidden stories, teachers can also self-observe and self-investigate to overcome the traumas they have.

Cognitive dissonance happens when the behaviors, attitudes, and beliefs of a teacher conflict with each other and gives a feeling of discomfort to that person (Festinger, 1957). Even experienced teachers can face these dissonances, but they can be mediated to solve these contradictions more easily. This sometimes happens when the outside force conflicts with the inside voice that the person has. For example, if teachers believe in communicative competence but the institute they teach adopts grammar translation method, the teacher might experience the dissonance. The dissonance sometimes makes

the teachers change some of their practices to get away from the discomfort zone or sometimes teachers change their beliefs to make them compatible with the situation without critically questioning that situation.

There are many studies related to teacher education which are based on Vygotskian sociocultural theory (Childs, 2011; DiPardo & Potter, 2003; Edwards, Gilroy, & Hartley, 2002; Ellis, Edwards, & Smagorinsky, 2010; Feryok, 2012; Garcia, 2019; Golombek & Doran, 2014; Golombek & Johnson, 2004; Johnson, 2009; Johnson & Golombek, 2011; Johnson & Worden, 2014; Reis, 2011; Smagorinsky, Cook, & Johnson, 2003; Van Huizen, Van Oers, & Wubbels, 2005). As an example, three novice teachers were mediated to learn to enhance learners' participation in the classroom in a study by Johnson and Dellagnelo (2013). The content of the lesson was about counter-arguments in academic argumentative essays. Some tools like instructional paraphrasing were given to the teachers to increase learners' engagement. To illustrate, instead of responding to the learners with yes and no, they rephrased and paraphrased the sentences, as this was more meaningful and helpful for the learners. Analysis of the teachers' reflection papers showed that their awareness of learners' participation concept was enhanced with the help of these scientific tools.

Teachers and learners' internal worlds and thought processes are so complex that they cannot be reached by instruments like questionnaires or tests. Longitudinal interactions with them are needed to get a better understanding of their worlds. Another problem faced by teachers is that good teaching does not always lead to good learning, because activities and practices in teaching contexts are so complex that cannot be always predicted. Therefore, microanalysis of the activities and the hidden contradictions are needed to find these complex worlds. A review of the literature also indicated that most of the studies just investigated the development of the teachers' practices and have

not worked on the effect of the teachers' transformation on the development of the learners (e.g., Garcia, 2019; Golombek & Doran, 2014; Golombek & Johnson, 2004; Johnson, 2009; Johnson & Dellagnelo, 2013; Johnson & Golombek, 2011; Johnson & Worden, 2014).

Some studies which have worked on learners' progress have not worked on the topic in-depth and lack longitudinal analysis of the learners' development (e.g., Johnson, 2007). Even studies in Iran related to teacher education have not fully analyzed the effect of the mediation on the transformation of the teachers' activities and the effect of the transformation of the teachers on the behaviors and attitudes of the learners (e.g., Rashidi & Forutan, 2015; Soltanpour & Valizadeh, 2017). Questions that have received less attention at least in the Iranian EFL contexts are how oral narration of teachers enables us to reach their thoughts and emotions and whether teacher educators could intervene in these processes and transform them or not. Further questions are related to the effect of this transformation on their actions and the students' learning.

Therefore, the study sought to uncover an experienced teacher's development in the process of transformation and to see what kind of mediation was needed to help her develop. Learners' feelings and thought processes about their teacher and their learning were investigated before and during their teacher was mediated. The study, therefore, sought to provide answers to the following research questions:

1. What can an experienced teacher's oral narrations reveal about her emotions and thought processes before any mediation?
2. What can an experienced teacher's oral narrations reveal about her transformation during the mediation?
3. What can the experienced teacher's student authored narrations reveal about the emotions and thought processes of the students before and during their teacher was being mediated?

3. Method

3.1 Participants

One university English instructor with a PhD degree in teaching English as a foreign language (TEFL) participated in this study. The course she was teaching was a general English course, and her intact class consisting of 40 students with different ages, both male and female, and with different language proficiencies took part in the study. The instructor was an experienced teacher with 15 years of experience in teaching English and was selected based on the criterion sampling which was the years of teaching English. Her practices, emotions, behaviors, and internal worlds were also analyzed by detailed and microgenetic analysis of her cognitive and emotional processes.

One of the researchers who is a PhD candidate of TEFL with eight years of teaching English served as the mediator in this study. He has conducted research on similar studies related to the SCT and dynamic assessment (DA).

3.2 Materials and Instruments

The teacher and students' narratives, stimulated recall of voice-recorded actual teaching, interviews, and observation were used during the study to interpret the participants' behaviors, intentions, and perspectives and to focus on the essence and meaning of emergent incidents.

3.2.1 Teachers and students' narratives

According to Johnson and Golombek (2013), narration gives voice to experiences, thoughts, and feelings and it can be used as a tool to self-regulate. To reach these goals, teachers and students were asked to narrate what they had done and felt during their practice. Therefore, narration was used as a tool to explore the teachers and learners' internal worlds and their cognitive/emotional dissonances.

3.2.2 Stimulated recall

The teacher's practices were voice-recorded for the stimulated recall sessions and she was asked to listen and analyze them. Then, she wrote commentaries about what, why, and how she did something in her classroom.

3.2.3 Observation

To explore the teacher and learners' actions and practices in the classroom, they were observed in all the sessions. According to Ary et al. (2013), this was an unstructured observation in which the researcher went to the class without a predetermined scheme to observe the emergent incidents.

3.2.4 Interviews

Unstructured interviews about what happened in the class were conducted with the teacher and five randomly-selected students after each session to see how they felt and thought during the research process.

3.3 Procedure

To get the insider meaning and subjective opinions, feelings, and experiences (Johnson, 2009) of the experienced teacher and the students during 20 sessions in one semester, the mediator used different tools like written and oral narrations and stimulated recall.

In fact, the teacher was first observed in the first five sessions to find her weaknesses and strengths. The mediator then intervened and offered his hints to the teacher based on the teacher's weaknesses after the fifth to the last session. In fact, the teacher was mediated in 15 sessions after the class. All the interactions were face-to-face, based on the teacher's problems in teaching and the interactions between the researcher and the teacher were recorded and transcribed.

At the end of each session, the experienced teacher was asked to narrate orally in English what she had felt and done during each session. She was also observed during her practice as a supplementary tool to get a better picture of

her behaviors. The researcher participated in this study as both an observer and a mediator to investigate the effect of mediation on the teacher and the effect of the teacher's learning on the students' practices. Students were also asked to write a narration after each session to analyze their feelings and ideas about the teacher's practices. As the narrations were in Persian, their native language, and the researchers translated them into English, another reviewer who was a PhD candidate of TEFL translated 20 percent of the data into English to check the adequacy of the translated narrations. The findings showed high agreement between researchers and the reviewer.

3.4 Data Analysis

Spradley and McCurdy (1972) suggest that teachers' subjective accounts of what they have done in the past and the reconstruction of their practice help them better understand themselves. To find relationships between narrations, stimulated recall of voice-recorded actual teaching and observations, all the data were analyzed. In fact, microgenetic analysis of all the interactions was conducted to get a deeper understanding of the participants' internal worlds and feelings. According to Wertsch (1985, p. 55), microgenesis is a "very short-term longitudinal study" which can help us diagnose the step-by-step development of teachers.

The researcher also relied on oral and written narratives, words, and even body movements, observed in each session, to describe and analyze the setting, behavior, and interactions between the participants. For example, as the mediator was looking for cognitive/emotional dissonance of the teacher, words in her narrations and behavioral patterns that seemed to appear regularly like the words *stress*, *sadness*, *lack of confidence*, and body movements like shaking hands were looked for to identify the dissonances.

To control the researcher's bias and enhance the credibility and trustworthiness of the findings, another PhD candidate of TEFL was given part

of the data as well as the researcher's interpretations and was asked to give her interpretations and to point out possible biases. The findings showed high agreement between the researcher and her. The researcher, who was the observer and the mediator of the study, also wrote a complete thick description of the setting including who, when, why, and what was done to help the readers see and experience the participants' cognitive and emotional worlds. The use of multiple sources for data collection like narration, observation, use of low-inference descriptors like direct quotes and stimulated recall also enhanced the credibility and trustworthiness of the findings.

Member checking was also done by asking the experienced teacher to read some of the interpretations randomly and to comment on them to see whether she agreed on what was said about her thoughts, experiences, and feelings or not.

To address the transferability issue as in qualitative studies, the researcher provided rich and detailed descriptions of the contexts so that different readers can compare the similarities and differences of the contexts. As this study was a qualitative one and the objective of the study was to trace the possible change and development in the participants' behaviors, the issue of dependability (reliability) was viewed as the possibility of tracking or explaining the changes that occurred in the behaviors of the participants. Therefore, by showing the appropriateness of the methods and the approaches used in the study, the researcher enhanced the reliability issue as in qualitative studies.

4. Findings and Discussion

4.1 Analyzing the Experienced Teacher's Narrations Before the Mediation

To answer the first research question, the teacher was just observed and was also asked to narrate orally her beliefs and practices related to teaching during the first five sessions. In fact, after each session, she was asked to narrate orally

what had happened during her teaching. Analysis of both the observations and the oral narrations showed that she paid excessive attention to the pronunciation of the learners and corrected their mistakes all the time. Thinking that the learners have IQ problems and not working on the learners' motivation were other weaknesses in her activities. She also used traditional techniques like over-reliance on translation and deductive teaching of grammar most of the time that made the class completely teacher-centered. As mentioned by Johnson (2009), sometimes teachers cannot merge what they have studied in their academic studies (content knowledge) with their actual teaching (pedagogical content knowledge). Some sample excerpts are provided below to exemplify how the teacher thought and behaved in class. T stands for the teacher.

Session one**Excerpt one:**

T: Today, I asked the learners to talk about beautiful places in their cities. The interesting point was that most of them had problems with pronunciation and I told them that they should work on it. I think they have IQ problems because the words were easy like book.

One interesting point was that the teacher did not talk about English at all and just talked about the syllabus of general English at the university. As the students did not have the book, the teacher asked them to say one or two sentences about beautiful places in their cities to see what their proficiency level was.

What was evident in the first session was that pronunciation of the words was important for the teacher. Even in her narration, she emphasized this point in that she said to her students that they should work on it. Even when the students could not pronounce the words like book correctly, she thought that they had IQ problems. However, with the growth of English as a local and

global lingua franca in most countries, the intelligibility of the words is more important than pronouncing the words in a native-like manner. According to cook (1999), people cannot be asked to apply the norms of people to which they do not belong. In fact, what is important is how people from different languages and backgrounds, achieve intelligibility through accommodation to the people to whom they speak rather than having native-like accents (Jenkins, 2000).

Session two

Excerpt two:

T: I started my class with lesson one. I read throughout the topic loud for the class and asked them what does the topic mean for them and then I translated each word for them and asked the students to read the passage throughout the topic. Then I invited them to discuss the questions almost all the students were talking in Persian and I explained everything to them. Then I started to read the passage and I translated each word for them and each and every sentence and it took a long time and I was very tired and the students were making noises or they could not write the translations.

The teacher started teaching the book. Before teaching the vocabulary which was the first part of the book, the teacher talked about the topic, sometimes in Persian and sometimes in English. Then she asked them about the topic. This was good because the learners became prepared for the topic and their background knowledge was activated. Asking the learners to talk was another strategy used by the teacher to enhance the contribution of the learners. However, she just asked the volunteers to talk. This hindered others from taking part in discussions due to factors other than proficiency such as being shy or not motivated. So, asking different students randomly could be a good strategy to engage all the students in the discussion.

Another problem with the teacher was over-reliance on translation, in that she translated every word in the vocabulary section. Even while she was teaching, she translated all the words the students asked. At that time, the teacher could use other strategies like teaching them how to use a dictionary or demonstrating the words in English. Therefore, mediation was needed to help the teacher recontextualize her practices. One interesting point was that after an interview with her, she said that she did not believe in translation, but in real practice, she used it a lot!

4.2 Analyzing the Experienced Teacher's Narrations during the Mediation

To answer the second research question and to help the teacher compensate for her weaknesses and to recontextualize her practices, the mediator intervened and offered his hints after the fifth session. First, the mediator asked the teacher to enhance the motivation of the learners by talking about the importance of learning English. The mediator also asked the teacher to give tools like dictionaries and stories to the learners instead of translating every word.

Working on the communicative abilities of the learners by putting them in both homogeneous and heterogeneous groups was another mediation offered to the teacher. Finally, to trace the stages of development in the learners, DA was introduced as a scientific tool to the teacher. By this, the teacher could intervene and offer his mediation to the learners based on their needs and problems. On the whole, the teacher was responsive to most of the hints in that the class moved from mostly teacher-centered to the mostly learner-centered one and most of the learners were more active compared to the first five sessions. Some of the mediations are presented below. M stands for the mediator.

Excerpt three: Mediational response

M: In the first session, you talked about the syllabus, not anything else. If I were you, I would

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talk about the reasons to learn English to enhance the motivation of the learners. In the previous sessions, you also got angry when your students had not done their homework and you told them that they fail. But if I were you, I would ask them the reason why they had not done or copied the homework. Maybe they have personal problems that underestimate their efficacy.

The mediator talked about the first session and the weakness of the teacher in that she just talked about the syllabus of the book, not anything else. The mediator asked the teacher to talk about the reasons for learning English like writing articles in English and speaking English in PhD interviews when they become graduate students to help learners get more motivated. Also, as the narrations written by the students showed that most of them were stressed, the mediator told the teacher to talk about the time when the teacher was a learner herself and about the bad feelings she had experienced before. Also, it was suggested that the teacher could tell the learners that if they worked harder, they would not only pass the course, but also would get high scores.

Excerpt five: Mediational response

M: In the interview with you, you said that you do not believe in translating the words, but you translated all the words in the vocabulary part.

T: Yes, because most of the learners are basic learners and are really weak. If I don't translate the words, I'm sure they will not understand the words.

M: If you help them get motivated and if you teach them how to use a dictionary they will learn to find the definitions of the words themselves. You can devote one session to the application of a monolingual dictionary like teaching different parts of speech of the words and so on. If you translate the words, they would not reach independence and agency which is our ultimate goal. Dictionary is an effective tool to help them reach agency in vocabulary learning. You can also

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give them Graded Readers books based on their level and teach them extensive reading.

The mediator introduced dictionary as a mediational tool to the teacher so that the learners could develop their vocabulary knowledge. Actually, the teacher was suggested to devote one session to the application of a monolingual dictionary to teach the learners that they do not need the translation of every word. Graded Readers book was another tool offered by the mediator for extensive learning to help the learners expand their vocabulary knowledge.

Excerpt seven: Mediational response

M: Using group activities was a good idea for this session. Also asking the learners to use their dictionaries was excellent, but there was a divergence between what you said in the interview and what you did. You interrupted the learners eight times while they were talking and I noticed this distracted them and caused some of them to stop.

T: You are right. I made a mistake but I wanted to correct their errors.

M: You could write their errors or mistake on a piece of paper and explained those after their talk was over!

T: You are right.

The mediator suggested correcting the learners' mistakes after their talk was over and the teacher accepted the suggestion. This is important because the flow and fluency of talk are more important when learners are talking with each other rather than the accuracy of what they say (Brown, 2007). As shown in excerpt eight, an interview about teaching reading comprehension was also done with the teacher to find the discrepancies between her beliefs and her practices.

Excerpt eight: Mediational response

M: When teaching reading, sometimes you can use a conversation related to the topic to activate the learners' minds and sometimes you can use group activities. Using strategies like scanning, intensive reading and skimming are also effective,

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because the learners can use them as tools to learn better. You could also say to the students that they do not need to know every word as they could guess some of them based on the context.

The mediator asked the teacher to introduce techniques like intensive reading, scanning, and skimming to the learners so that they can develop their reading comprehension skills. These techniques are effective in that learners can choose them based on their purposes. For instance, if they need to read a novel for pleasure, they can read extensively as some of the details are not important. Another interview was also conducted with the teacher to find her beliefs about teaching grammar and also the difference in what she knew (content knowledge) and what she did in her class (pedagogical content knowledge).

Excerpt nine: Mediational response

M: What you do and what you know about grammar teaching is different. You believe in inductive teaching, making different contexts for learners but in reality, you explain the rules in Persian. You can also use some pictures and diagrams to teach grammar. If they made mistakes, you can use techniques like recasts or reformulations to help them and to give them feedback. You can also add creativity to your work. For example, if I want to teach about some tenses, I make a story. I print the story on pieces of paper and I put some gaps in the whole story and give them to the students and ask them to complete this story with the correct tense. So by setting a context for the learners, they will get more motivated.

This time the focus of the book was on grammar. Again, a paradox was found between what the teacher knew and believed in and her actual practices. In fact, the teacher explained the rules completely in Persian as she believed that learners could understand better while in her interview she said that she

teaches grammar using stories in different contexts. While in her interview she said that she teaches grammar inductively, in actual teaching she taught it deductively by dwelling on the rules. Therefore, mediation was needed to help her practice her theoretical knowledge.

As the weakness of the teacher was that she taught grammar only deductively rather than inductively, the mediator reminded her of the point that she could use tools and concepts like short video clips, pictures, group work peer learning, or stories to teach grammar inductively (Lantolf & Poehner, 2008) and to let the learners extract the rules themselves. Using social media applications like Instagram was also suggested as there are some pages run by experts in the field which teach English using different tools and are good for students with different styles of learning. To correct the learners' mistakes, techniques like recast were introduced to the teacher instead of providing the correct answer immediately.

The observation also showed that her students sought help from their peers more than seeking help from their teacher in the middle of the semester and they were more engaged compared to the first five sessions. They also had to study even out of the class, as they were supposed to prepare a summary for each reading and their group work activities. However, the observation of the class showed that while the learners were summarizing the reading, the teacher reacted to their minor mistakes. Therefore, the mediator intervened again and offered his hints to solve this problem.

Session 17

Before this session, the mediator devoted three hours to train the teacher to use DA (Poehner, 2008) procedures in her practice. Some books and articles related to DA were also introduced to the teacher to help her implement the techniques more efficiently. Although it was not possible to use interactionist

DA for all the learners because of lack of time, the teacher could teach grammar using group-DA and interventionist approach of DA.

Two of the excerpts are presented below. In the first one, the teacher was reviewing passive voice of future perfect continuous tense and as none of the students could provide the correct answer, the teacher provided the hints from the most implicit to the most explicit. T stands for teacher and S stands for student.

Excerpt 12:

T: Please change this sentence into passive voice. I will have been writing a book for two years by May.

S1: A book will have been written by me?

T: A book will have been written by me? (He repeats the whole phrase questioningly)

S2: A book will had been written by me?

T: Will had been written by me? (He repeats just the part of sentence with the error)

S: All the students are silent.

T: What's wrong with this sentence? A book will had written by me.

S: All the students are silent.

T: The correct answer is a book will have been being written by me.

The interactions between the teacher and the students showed that the teacher had learned to use DA to some extent. She started the hints from the most implicit to explicit by repeating the whole sentence questioningly to repeating just part of the sentence with an error.

However, her mistake was that after the students could not find the correct answer, she did not continue the hints and provided the correct answer. If she had continued the hints, the learners might have found the correct answer (Ebadi & Saeedian, 2019; Lantolf & Poehner, 2014; Mohammadi & Ahmadi, 2017). Therefore, in the stimulated recall session, the mediator talked about DA again and explained the appropriate way of providing mediation.

Excerpt 13: Mediation response in stimulated recall session

M: You started the hints correctly from the most implicit to moving to explicit ones. But after three hints you provided the answer yourself. You could continue the hints to more explicit ones like giving them two choices and asking them to discuss that, like saying which one is correct: Will have been being written or will have been being writing. Or you could say how about will have been being written. By doing this, the learners are guided to find the correct answer step by step and as they are struggling to discover the answer, they would learn better rather than being provided with the correct one immediately.

In the next session, the teacher was asked to use DA to review the grammatical points related to conditional sentences instead of just explaining the rules to the learners.

Session 18:

Excerpt 14:

T: For this session, we want to review conditional sentence type three. Can you make a sentence using that?

S1: If I had time, I would have studied harder.

T: If I had time, I would studied harder? (He repeats the whole sentence questioningly)

S2: If I have time, I would have studied harder.

T: If I have time? (He repeats just part of the sentence with error questioningly)

S: All of them are silent.

T: Which one is correct? If I had time, I would have been studying or if I had had time, I would have studied?

S1: The second one.

T: You are right.

This time the teacher could use the hints better, moving from the most implicit to the most explicit, helping the students find the correct answer. However, after student one found the correct answer, the teacher agreed and did not continue, while she should have asked the reason behind the student's

choice. It might be the case that the students had chosen by chance or it might be the case that the other students had not understood the point. So the mediator again talked about this point to help the teacher implement DA more efficiently.

Galperin's model (1967) was also explained to her completely so that the teacher could understand whether the students had problems in the orientation phase, which is about planning, or in the execution phase, which is about using and acting of the rule or in the control phase, which is about the evaluation of their action.

4.3 Analyzing the Students' Narrations of the Experienced Teacher

To answer the third research question and to see the students' ideas and beliefs about the teacher's practice, all of them were asked to write a narration after each session. Overall, about 750 narrations were written by them in Persian. Analysis of the narrations showed that the proficiency level of the learners was an overriding factor in their ideas as beginner learners preferred traditional techniques like translation and deductive teaching of grammar while more advanced ones preferred more communicative activities like group work.

As all the narrations were in Persian, the students' native language, they were translated into English by the researcher, and also 20 percent of them were translated by another reviewer to check the validity of the translations. S stands for student.

The students' narrations before their teacher were mediated

S1: Compared to most English teachers that I had, your personality was better.

S2: I think learning English is good for us, but I have not learned it yet after school. When you asked me to speak in English, I was so embarrassed! But I like you because you treat us better.

S3: I was stressed as you asked us to talk in English. I was about to cry!

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S4: Thank you for translating the words and the sentences.

S5: I think your class is just good for beginner students. Please pay more attention to the advanced learners.

S6: The book is hard but please translate all the reading.

As mentioned earlier, the teacher asked the learners to talk about the beautiful places in their cities in the first session. As most of the narrations showed, this made most of the learners stressed and embarrassed. In fact, they were not able to talk in English as this was the first time that they had to do so in the class.

The narrations also showed that most of the learners did not like their previous English teachers. This is important because when the learners do not have a friendly relationship with their teachers, they might dislike the lesson. As the teacher asked about the students' English background, it was understood that most of them were basic learners. Therefore, most of the narrations were affected by the proficiency level of the students as basic learners liked translation and rule explanation but more advanced learners did not like the translation and the speed of the class. In fact, some learners believed that the teacher was teaching so fast, while the others believed that the teacher was wasting the time translating some words and the class was boring for them.

As mentioned before, the teacher was mediated after the fifth session by the mediator to help her reshape some of her practices. About 550 narrations were written by the students anonymously after the fifth to the last session to observe their feelings regarding the transformation of the teacher.

The students' narrations after their teacher were mediated

S7: Please use more translation. You used to translate more, but now you translate less. I really need translation to understand the texts and the words. I think I'm losing my motivation.

The Effect of Dialogic ...

S8: Thank you for paying attention to communication and speaking in the class.

S9: Thanks for using group activities. It was both fun and motivating for me. But please let us choose our group members ourselves.

S10: Please just focus on the book and do not teach what we do not need for the exam.

Even after the teacher was mediated and changed some of her practices, some learners believed in translating the texts all the time. Some others believed in speaking and communicating in English. Their proficiency was an overriding factor in their attitudes in that most of the basic learners liked traditional teaching of the skills. Lack of motivation could be another factor as some of them in the interview said that they were not motivated and all they wanted was to pass the course.

However, some learners liked the new practice of the teacher. They reacted positively when the teacher talked about the advantages of learning English. Using group work was also both fun and motivating for some learners as they asked her to use more activities like these.

Overall, it can be concluded that factors like the proficiency of the learners and their motivation, were important factors in forming the attitudes, and ideas of the learners. Most of the beginner learners liked traditional techniques like translation and deductive teaching of grammar in their native language and more advanced learners enjoyed speaking, listening, and group activities that made them more active.

The teacher also observed the effect of her transformation on the learners' behaviors in that she noticed that learners used their dictionaries more and asked their problems from their friends rather than expecting their teacher to translate all the words. In fact, her students were more engaged in the class activities and were more active compared to the first five sessions.

4.4 Discussions of the Findings

The findings of the study showed the mediating role of a teacher educator to help an experienced teacher reshape and recontextualize some of her teaching practices. Actually, the interaction between the teacher educator and the teacher became a space where the experienced teacher made her beliefs, emotions and thoughts explicit (Johnson & Golombek, 2013). For example, after the mediation the teacher used more communicative activities like group work and peer learning. She could also use DA to correct the learners' mistakes.

The findings showed the uneven process of development (Johnson, 2009) in the teacher as at times she was responsive to the hints and at other times she was not. The findings also indicated that being experienced is not the same as being able to reach self-regulation as the practices of the experienced teacher showed that she could not regulate herself and change her practices.

The change in the teacher's practices also enhanced the students' engagement in the class activities in that the class moved from mostly teacher-centered to learner-centered. The findings are in line with the previous studies which showed that mediation could transform the teachers' teaching (Childs, 2011; DiPardo & Potter, 2003; Edwards, Gilroy, & Hartley, 2002; Ellis, Edwards, & Smagorinsky, 2010; Feryok, 2012; Garcia, 2019; Golombek & Doran, 2014; Golombek & Johnson, 2004; Johnson, 2009; Johnson & Golombek, 2011; Johnson & Worden, 2014). In fact, when teachers reshape their teaching practices, the learners' engagement in the class activities is also reshaped.

5. Conclusion and Implications

The goal of the study was to investigate the effect of mediation on an experienced university teacher with 15 years of experience. The effect of the transformation of the teacher on the alternation of the learners' emotions and practices was investigated too. The study showed that even an experienced

teacher suffered from some weaknesses. For example, the teacher paid excessive attention to the pronunciation of the learners. She even did not talk about the reasons why the learners should learn English in the first session to motivate the learners. Using traditional techniques like translating each word and teaching grammar deductively all the time were also other flaws in her practices. In fact, as she believed that most of the learners' proficiency was at the basic level, she had to use these techniques. However, after the mediation she received, she reshaped most of her practices and the class moved from a teacher-centered to a student-centered one and the engagement and the activities of the learners were more compared to the first five sessions.

This study, therefore, confirms previous findings (e.g., Garcia, 2019; Johnson & Golombek, 2011, Johnson & Worden, 2014) and contributes additional evidence suggesting that mediation can help both teachers and learners reshape and recontextualize their practices in the classroom. It can also be concluded that the development of all the participants in the community of practice is context-sensitive.

Therefore, based on the findings of the study, a number of pedagogical implications can be drawn. First, the role of a teacher educator to help the teachers reshape their practices based on the context is highlighted. When teachers are provided with help as they start teaching, the complexities of teaching can be traced while they are being shaped.

Second, the findings of the study showed that teacher educators should pay special attention to the emotions and feelings of the teachers as these feelings play an important role in the shaping of the teachers' activities and actions. In fact, when teachers experience cognitive/emotional dissonance, their potentials and their practices are affected by the dissonance which in turn underestimates their ability.

Third, as teacher educators should be sensitive to the moment-to-moment of socially constructed and socially mediated interactions between themselves and teachers to offer their strategic mediation, the close scrutinizing of the interactions in this study can offer ways for teacher educators on how to implement the mediations. The microgenetic analysis, in fact, showed where, when, why, and how the changes happened in both the teachers and the learners.

Fourth, using tools like observation, narration, and interviews in a socially mediated interaction between the teachers and the teacher educators allows the teacher educators to go to the inside world and thought processes of the teachers. According to Johnson and Worden (2014), teacher educators can reshape the teachers' practices and behaviors in the inside of SLTE.

Fifth, the findings of the study showed the important role of teachers' transformation on the transformation of the students' activities and behaviors and how they feel, act and think during their learning. In fact, even a small change in the practices of the teachers can transform the participation and engagement of the learners.

Like any other study, this study suffers from a number of limitations. First, attention should be paid to issues like maturation effect as it might have affected the internal validity of the study. It might be the case that the teacher learned some points outside the study context. Another limitation was the small number of participants. Therefore, interpretation of the findings should be done with care.

The findings might have been more fruitful, if the mediator could have worked with more teachers with different years of experience and other degrees like BA in TEFL and also in other contexts like schools and English institutes. However, issues like generalization of the findings are not the objective of sociocultural theory and this study, because based on SCT all the

teachers and the contexts are different from each other and need different mediations. What is important in each context, therefore, should be the development and progress of all the members of that community of the practice and even the mediator him/herself, moving toward more self-regulation. Using longitudinal studies like working on teachers for two or three years can also be done by other investigators to see other complexities in the teachers' development.

Using other forms of providing the mediation like asynchronous one is another way that investigators can use to provide their mediation. Finally, using experts from other fields like psychology to better offer the hints related to the feelings and emotions of the teachers is recommended. In fact, working with psychologists might help the teachers better control their cognitive/emotional dissonances in their teaching practice.

Overall, it can be concluded that using sociocultural theory as the main framework in teacher education, allows the teacher educators to trace the complexities and individualized nature of teacher development. This is important as each teacher needs special kind of mediation that might not be efficient for other teachers. Also, the emotions of both teachers and learners should be always the focus of attention as they have major roles in their development.

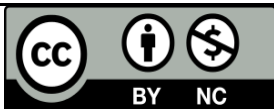
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