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UNIVERSITY OF CALIFORNIA  
SANTA CRUZ

**“Collaboration, It's for the Kids and for Us”: Pre-Service Teachers’ Shifting Orientations to Language and Scaffolding in Collaborative Video Analysis**

A dissertation submitted in partial satisfaction  
of the requirements for the degree of

DOCTOR OF PHILOSOPHY

in

EDUCATION

by

**Benjamin M. James**

June 2024

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## **Abstract**

### **“Collaboration, It's for the Kids and for Us”: Pre-Service Teachers’ Shifting Orientations to Language and Scaffolding in Collaborative Video Analysis**

**Benjamin M. James**

Instruction for students classified as English Learners (EL-classified) in the US has been dominated by formalist orientations to language that focus instruction on acquiring decontextualized linguistic forms often as a prerequisite to mainstream classroom learning (Valdés et al., 2014). Many language scholars argue that these formalist orientations to language and segregating EL-classified learners from mainstream learning is insufficient in promoting meaningful language and content learning and limits these students’ participation in deeper disciplinary learning (Kibler et al., 2021). In contrast, sociocultural and ecologically-informed scholarship proposes more action-based orientations to language which position all learners to co-construct meaning together in scaffolded, dialogic activity across the curriculum (Lantolf & Thorne, 2006; van Lier, 2004).

This dissertation project explores the potential of Collaborative Video Analysis (CVA) in Pre-Service Teachers’ (PSTs’) university teacher education classrooms to target PST language noticing and orientations towards these action-based orientations for Multilingual Learners (MLs) in their disciplines. This qualitative study follows five PSTs pursuing History-Social Science secondary teaching credentials and their Course Instructor across six CVA sessions in a US university-based teacher preparation program. In these sessions, participants worked

together to narrate, re-narrate, and re-envision videos of PST teaching with a focus on noticing student language use and imagining more action-based language supports.

I applied an ethnomethodological approach to collecting and analyzing interactional and individual data including video recordings and participant observations during the CVA sessions and interviews and written reflections from participants. Applying cross-event discourse analysis (Wortham & Reyes, 2015), I traced how interactive moments within and across the six CVA sessions afforded or constrained participants' orientations to student language use and language scaffolding toward action-based orientations to language.

The cross-event analyses suggest that the structured, collaborative discourse around classroom videos contributed to three shifts variably evident in participants' orientations to student language use and scaffolding toward more action-based orientations to language. Findings demonstrate the methodological utility of cross-event discourse analysis to examine video-embedded teacher learning. More importantly, the findings highlight the potential of CVA to support wider efforts to prepare PSTs to work with EL-classified students and MLs in their disciplines.

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project. Josephine’s incredible knowledge, kindness, and patience guided my work on this project in so many ways, and her feedback and revisions throughout this process made me feel capable of taking up this ambitious work while also inspiring me to always think deeper. It is impossible to recount everything George has done to help me reach this milestone in my life, but the word “prolepsis” is a good start. George shared this word in my very first research group meeting, during a moment when I felt particularly uncertain about my future as an academic. George clarified that his approach to advising was one of apprenticeship and “prolepsis,” based on a literary device of the same name where an author presents a future development in a story, trusting the reader to eventually follow along as if this development had already happened. True to his word, George has maintained this proleptic approach to advising, providing responsive support, high expectations, and an unwavering trust in what I can and will do. George has taught me so much about language, teaching, research, humility, communication, and patience, and this project and my growth as a scholar would not have been possible without him.

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## Chapter 1

### Introduction

*Talia (teacher participant):* “It's crazy what collaboration does.”

*Molly (teacher participant):* “Seriously! Hey look, collaboration, it's for the kids and for us.”

The U.S. Department of Education (2023) reported that students formally classified as English Learners (EL-classified) made up 10.3% of the 2020-2021 total K-12 student population, representing over 5 million students across the nation. In states with higher concentrations of EL-classified students, like California or Texas, EL-classified students made up close to or over 20% of the 2022-2023 K-12 student population, ranging as high as 27% of all K-2 students in California (California Department of Education, 2023; Texas Education Agency, 2023). These students often experience a number of academic challenges and disproportionate student outcomes in U.S. schools (Office of English language Acquisition, 2015; Hopstock & Stephenson, 2003; Sugarman & Geary, 2018; Willett et al., 2008). For example, Hopstock and Stephenson (2003) reported that 50% of EL-classified students at the high school level did not pass graduation tests, receive their diplomas, or leave schooling prepared for the workforce. Standardized measurements of academic achievement for EL-classified students in California are also concerning, with only 6-18% of EL-classified students meeting or exceeding grade level standards for English Language Arts in the 2016-2017 school year (Sugarman & Geary, 2018). These students represent one of the fastest growing school-age populations in the US, but

their academic learning outcomes remain among the lowest (Office of English Language Acquisition, 2006; National Center for Education Statistics, 2000; Slama, 2014, Capps et al., 2005; Thomas & Collier, 2002). The consequences of such a significant portion of the student population being poorly prepared are detrimental not only to the students themselves but also to a nation as a whole. These disproportionate student outcomes for EL-classified students in the U.S. present an academic, and perhaps an ethical and political imperative for improving instruction and the overall school-experience for these students.

While it is important to fully appreciate the academic and linguistic needs of EL-classified and MLs in US schools, it is equally, if not more, important to appreciate the linguistic repertoires and lived experiences that these students bring into their K-12 classrooms. As Bialystok and Hakuta (1994) remind us: “The exciting challenge for teachers and learners of a second language is to construct a context for creative and meaningful discourse by taking full advantage of the rich, personal, cultural, and linguistic backgrounds of the participants” (p. 203).

Similarly, language scholars like Walqui (2007) insist that the wealth of knowledge and experience these students can and should bring to the classroom is a valuable foundation for understanding new concepts. However, Walqui (2007) notes that “the tendency to see immigrant students as blank slates derives in part from their minority status. Because they hold a subordinated and less prestigious position in society, they are not perceived as possessing valuable knowledge” (p. 107). Of course, not all EL-classified students in the U.S. are immigrants, and, in fact, the majority of EL-

classified students enrolled in U.S. schools were born in the U.S. More specifically, U.S.-born American citizens comprise 85% of EL-classified students in pre-kindergarten to 5th grade and 62% in 6th to 12th grade (Zong and Batalova, 2015). Despite these patterns, EL-classified students are often stigmatized as outsiders to mainstream classroom spaces or wider school communities.

In line with wider academic research on these topics and U.S. federal policies, the English Learner classified (EL-classified) label will be used throughout this study to refer specifically to the subset of Multilingual Learners in the U.S. who have been identified by the often contested and problematic assessments and bureaucratic school structures as in need of specialized support in order to successfully participate in mainstream academic instruction in English. It is important to note that the use of EL-classified in this study is not intended to define these multilingual students by any lack of English proficiency. In fact, Kanno et al. (2024) point out that students classified as ELs in the U.S. have a wide range of proficiencies in English, from students speaking virtually no English to those who speak fluent English but have been labeled as EL as a result of other academic challenges and formal assessments. EL-classified is used in this study to refer specifically to those students who have been officially marked with the EL label and to highlight the “concrete, material, and tangible consequences for students assigned to it” (Bunch & Walqui, 2019, p. 12). These specific consequences are particularly important for examining how teachers view, teach, and support students categorized under this official label. I will use the label Multilingual Learner in cases when I am referring to

the broader population of learners who speak two or more languages, including students bureaucratically identified and labeled as EL-classified as well as those who have been reclassified as “fluent English proficient” and exited from EL services.

Efforts to reform and improve learning for EL-classified students and Multilingual Learners in general must include how to best prepare new teachers to teach for language development to support these students’ language development and learning across the curriculum. The concept of “teaching for language development” used throughout this study includes teaching in contexts like English as a Second Language (ESL), English Language Development (ELD), and world language classes where speaking, listening, reading, and writing in a particular language is both the object and medium of teaching and learning. Relevant to this particular study, this concept also includes teaching to meet the language and literacy demands in all content-area learning contexts, such as mainstream K-12 classrooms, particularly when working with students formally classified as English Learners.

This study argues that action-based orientations to language are necessary for teachers to begin to respond to the linguistic, academic, and sociopolitical imperatives facing EL-classified students and MLs in US classrooms. These action-based orientations build from sociocultural perspectives (Johnson, 2009; Lantolf & Thorne, 2006; Rogoff, 2003; Tomasello, 2003; Vygotsky, 1978; Wertsch, 1991) and ecological perspectives (Gibson & Pick, 2000; van Lier, 2004) on language and language learning and posit that language development emerges through carefully

*scaffolded* and *collaborative* learning opportunities that emphasize *learner agency* and *interaction* embedded in *particular learning contexts and environments*.

In the traditional university-based teacher preparation model, often called the “application-of-theory” model, it is assumed that PSTs will acquire the theoretical, research-based knowledge base of the teaching profession through university coursework and then apply this newly acquired knowledge in practice in their field placement classrooms. This model has dominated university-based programs for decades, but many scholars point out that there is considerable gap between theory and practice in most programs. They argue that theory and knowledge presented in university courses is often presented without much connection to practice and question the assumption that this knowledge base is applicable or transferable to practice in the field placement classroom (Feiman-Nemser, 2012; Korthagen & Kessels, 1999; Korthagen & Russell, 1995; Ziechner, 2010). Additionally, education research continues to highlight the field placement as a complicated but important site of learning in the teacher learning ecosystem (Bullough et al., 2003; Capraro et al., 2010; Ronfeldt & Reiningger, 2012; Tang, 2003). In their field placements, PSTs must navigate school policies that emphasize student test scores, prescriptive curricula and pacing, scripted teaching, and working environments with little support for collaboration and inquiry for implementing important theoretical perspectives and pedagogies learned in their university coursework. Finding ways to alleviate the disconnect between the university classroom and field placement classroom remains a persistent question for education researchers and teacher educators, and, similar to

many of the various examples of teacher learning explored in Chapter 3, this dissertation explores a collaborative, video-embedded approach to PST learning that attempts to bridge this gap.

This study examines how Collaborative Video Analysis (CVA) supported Pre-Service Teacher learning and thinking about disciplinary instruction towards action-based orientations to teaching for language development. Specifically, I draw from Kang and van Es' (2018) Principled Use of Video (PUV) framework and Philip's (2019) work on preservice teacher reflection for principled improvisation and present a restructured approach to teacher learning that targets collaboration and reflection around videos of the PSTs' classroom teaching. Aligned with the same action-based orientations to language and learning targeted in this approach, PSTs collaborated with their peers, their disciplinary methods course instructor, and me as the language expert/teacher educator/facilitator in scaffolded interactive discussions about videos of their classroom practice. Using Philip's (2019) terms, in these discussions members *Narrated, Re-narrated, and Re-envisioned* the classroom videos with a focus on noticing student language use and language scaffolding as well as imagining new instructional possibilities toward action-based orientations to language in their disciplines. I then employed Wortham and Reyes' (2015) cross-event discourse analysis to analyze how interaction and discourse afforded or constrained shifts in the PSTs' participants orientations to student language and language scaffolding closer to the action-based orientations at the heart of this study.

This study explores the following research questions:

1. How did pre-service teachers in a socioculturally-informed teacher education program conceptualize student language use and language scaffolding in their discipline before and during Collaborative Video Analysis of their teaching?
2. How did participant discourse and interaction during Collaborative Video Analysis afford or constrain participants' orientations to student language use and language scaffolding toward action-based orientations?

My primary goal in examining how interaction and discourse afforded or constrained teacher learning in the CVA sessions was to contribute to understanding the potential of Collaborative Video Analysis as a pedagogical tool to prepare PSTs to notice and take up more effective and equitable action-based orientations to student language and disciplinary instruction for MLs and EL-classified students in US classrooms as well as explore how cross-event discourse analysis could be used to examine teacher learning in this collaborative, video-embedded teacher learning context.

## **Chapter 2**

### **Action-Based Orientations to Language Development**

This study is grounded in action-based orientations to teaching for language development based primarily on sociocultural perspectives (Johnson, 2009; Lantolf & Thorne, 2006; Rogoff, 2003; Tomasello, 2003; Vygotsky, 1978; Wertsch, 1991) and ecological perspectives (Gibson & Pick, 2000; van Lier, 2004) on language, language learning, and teaching for language development in US K-12 classrooms. The concept of “teaching for language development” in this dissertation includes teaching in contexts like English as a Second Language (ESL), English Language Development (ELD), or even world language classes where speaking, listening, reading, and writing in a particular language is both the object and medium of teaching and learning. More directly to this study, this concept also includes teaching to meet the language and literacy demands in all content-area learning contexts in the mainstream K-12 classroom.

Building on literature that I review below, I suggest that action-based orientations are ideal for teachers across all subject areas to support English language development for students bureaucratically classified as English Learners (EL-Classified). These orientations draw from what van Lier and Walqui (2012) and others have described as an “action-based perspective” on language. This action-based perspective presents a powerful view of language not as objects or forms to be learned and retained but rather as action--something that learners do in situated, communicative activity with others to actively construct meaning (Kibler et al., 2021;



Lantolf & Thorne, 2006; van Lier, 2004; Valdés et al., 2014; Walqui & van Lier, 2012). As such, an approach to teaching for language development in line with these action-based perspectives on language involves structured, collaborative, and dialogic learning activities. I argue that action-based orientations toward teaching for language development have great potential to respond to many of the linguistic, academic, and sociopolitical challenges facing EL-classified students as well as address many of the linguistic and racialized dominant classroom norms that have otherwise constrained these students' learning opportunities in US classrooms. Through instruction guided by action-based orientations, mainstream content teachers and language teachers can provide EL-classified students with improved opportunities for more equitable engagement in rich learning contexts across the curriculum.

In this chapter, I first outline the theoretical framework of ecological and sociocultural theories of learning, language, and language development that inform action-based orientations to teaching for language development. Next, I describe multiple examples that illustrate some of the key features of action-based orientations to teaching for language development, namely a focus on language development through carefully *scaffolded* and *collaborative* learning opportunities that emphasize *learner agency* and *interaction* embedded in *particular learning contexts and environments*. Following those examples, I outline some challenges facing EL-classified students in US classrooms, framed under three “imperatives” to highlight the urgency and necessity for teachers and schools to address these three challenges. The linguistic imperative highlights the limits of the rigid, compartmentalized, and

decontextualized visions of language and language development that have traditionally confined teaching and learning for EL-classified students. The academic imperative addresses disproportionate learning outcomes for EL-classified students and the rigorous language and literacy demands embedded in the Common Core State Standards across the curriculum. The sociopolitical imperative highlights the social and racialized norms and expectations that often limit EL-classified students' opportunities to participate in and, more importantly, contribute to classroom learning and collaborative sense-making. In each section, I also make a case for why action-based orientations to teaching for language development are especially attuned to address these three imperatives. The chapter ends by describing some practical and theoretical limitations of action-based orientations to teaching for language development in practice while also imagining the potential of these orientations to better inform teachers to improve learning and participation for EL-classified students and provide a more expansive space for these students to contribute their knowledge and experience across the curriculum.

## **Sociocultural and Ecological Perspectives on Learning and Language**

### **Development**

Action-based orientations to teaching for language development build from larger sociocultural and ecological perspectives on development and language learning (Gibson & Pick, 2000; Lantolf & Thorne, 2006; van Lier, 2004; van Lier & Walqui, 2012). Scholars in this tradition establish action, interaction, and communicative activity as central to various developmental processes and outcomes.

Gibson and Pick (2000) explain that an ecological perspective on learning emphasizes the reciprocity of perception and action as well as the reciprocity of the learner and the environment. For Gibson and Pick (2000), learning is “discovering what particular things and people afford for them, where things and people are in relation to themselves, what is happening, what characterizes their permanent surroundings, and what they can do” (p. 21). Similar to biological ecology, for Gibson and Pick, the learner and their environment are considered an interactive system. In this vision, “perceiving involves both perception and action [...] and also involves perception of oneself in relation to everything else” (Gibson & Pick, 2000, p. 25). At its core, their ecological approach emphasizes the reciprocity of perception and action as well as the reciprocity of the learner (or perceiver) and their environment. It is an active and interactive cycle where “the environment provides opportunities and resources for action, and information for what is to be perceived so as to guide action” (Gibson & Pick, 2000, p. 14). In turn, the learner perceives, learns about, and uses the affordances that their environment offers them. The consequences of the learner’s actions provide even more information that guides future action as the cycle continues. Gibson and Pick propose their ecological vision of learning, which they call “perceptual learning,” as a way to understand how infants learn to communicate with others, use objects in their environment, and develop various locomotor skills. As learners grow, so do more effective action systems and sensory equipment, and “their perceptual world is expanded and differentiated by their own activities” (Gibson & Pick, 2000, p. 22).

Although Gibson and Pick focused on early learning, this ecological perspective has been taken up to understand learning in more specific contexts, such as Leo van Lier's (2004) ecological linguistics focusing on language development. van Lier (2004) takes a sociocultural and ecological approach to language development and language learning. In forming these ideas, van Lier combines foundational sociocultural theory work by Vygotsky and Bakhtin and work in ecological psychology by James and Eleanor Gibson and Bronfenbrenner. Van Lier weaves together essential elements of sociocultural and ecological theories, highlighting their similarities and intersections with language and language learning. For van Lier (2004), ecological linguistics is "the study of the relations between language use and the world within which language is used" (p. 44). It is a call to action for researchers in education, linguistics, and psychology to see language as "activity, not object" --as something "in the world rather than in the head" (van Lier, 2004, p. 19). van Lier gives equal attention to researchers and classroom teachers, insisting that this orientation toward language reimagines language learning as "a community of practice in which learners go about the business of learning by carrying out activities of various kinds, working together, side by side, or on their own" (p. 8). At the heart of this orientation is the notion of "language as action," whereby language is best learned through richly contextualized, collaborative, and interactive classroom environments (ecosystems). In these ecosystems, language learners are agents of their own learning, "appropriating meaning (and linguistic forms) in action, and jointly with others" (p. 222). An ecological orientation to language insists that

language is a “key component of all human meaning-making activity” (p. 224) and envisions classrooms rich in affordances bustling with active learners working together to find the appropriate tools to achieve their goals.

While van Lier’s sociocultural and ecological perspective on language learning connects interaction with wider language development, Lantolf and Thorne (2006) extend this work to link Sociocultural Theory (SCT) more specifically to Second Language Acquisition (SLA). Lantolf and Thorne (2006) discuss a range of SCT-informed research on second and foreign development and teaching. The authors present an SCT-inspired vision for language development structured around five central SCT tenets: Vygotsky’s genetic method, mediation, internalization, activity theory, and the zone of proximal development. Lantolf and Thorne (2006) clarify that because Vygotsky’s sociocultural theory is a theory of mediated and situated mental development, “it is most compatible with theories of language development that focus on communication, cognition, and meaning making rather than on formalist positions that privilege structure grammar or form” (p. 4). Like van Lier, their perspective on language is one of communicative activity, where meaning is situated not in the language forms themselves but instead in concrete human activity in the world of social interaction. As such, they argue that language teaching and learning should not focus on acquiring rule-governed grammar systems before engaging in communication. Instead, language learning is better supported by enhancing learners’ communicative resources that are formed and reformed in the concrete, linguistically mediated social and intellectual activities in which they are

used (p. 7). In combination, the above theoretical texts propose a vision of language development that is active, collaborative, and situated in the learner's particular context and learning environment.

### **Teacher Orientations to Language**

“Orientations” to language and scaffolding in this study draw partially from Ruiz's (1984) work on orientations in language planning which “refers to a complex of dispositions toward language and its role, and toward languages and their role in society” (p. 16). Ruiz (1984) elaborated that his visions of orientations in language planning

delimit the ways we talk about language and language issues, they determine the basic questions we ask, the conclusions we draw from the data, and even the data themselves. Orientations are related to language attitudes in that they constitute the framework in which attitudes are formed: they help to delimit the range of acceptable attitudes towards language, and to make certain attitudes legitimate. In short, orientations determine what is thinkable about language in society (p. 16).

Ruiz focused his work on analyzing language in bilingual education policy and planning, proposing three orientations: language-as-problem, language-as-right, and language-as-resource. Similarly, Moyer (2008) surveyed existing conceptualizations of language and proposed four broader perspectives: language as form and structure, language as competence, language as production and perception, and language as social action and practice. In perhaps the most comprehensive and historical look at the topic, Cook (2010) also proposed six “meanings” or categorizations of language: language as a human representation system, language as an abstract external entity, language as a set of actual or potential sentences, language as the possession of a

community, language as the knowledge in the mind of an individual, and language as a form of action.

While these different authors have all taken slightly different approaches to categorizing or delineating the various orientations to language, they all imply a link between theoretical conceptions of language (such as SCT or ecological perspectives) and approaches to language instruction. Furthermore, teachers' orientations to language highlight the reality that the ways teachers support MLs in their classrooms fundamentally involve orientations (implicit or explicit) towards what language is and how it should be learned.

Focusing on the relationship between theory and practice for English and a Second Language (ESL) professionals, Valdés et al. (2014) provide a practical overview of four important Second Language Acquisition theories (Formal, Cognitive, Functional, and Sociocultural) and how these theories might inform different conceptions of language and approaches to teaching for language development. The authors point out that underlying the various approaches to teaching for language development are clear positions on language itself, the ways in which languages are learned, and the kinds of classroom activities that can best bring about language learning. However, just as Shulman (1987) noted that “teachers themselves have difficulty in articulating what they know and how they know it” (p. 6), Valdés et al. (2014) are also careful to point out that the relationship between what teachers believe about language and how they teach are not always clear or linear. Further exploring this complicated relationship, Valdés (2001) explains that “in many

cases, theories about language and language acquisition underlying one method directly contradict those underlying others” (p. 24) and that teachers and teacher educators often assume eclectic positions in planning and teaching for language development. The authors also point out that teachers may not be aware of the contradictions among their teaching practices or even the theories of language that inform them. In other cases, Valdés et al. (2014) point out that teachers may be aware of these contradictions or this eclectic decision-making but feel compelled to use contradicting or unclear methods because of competing outside demands such as textbooks, classroom materials, curricular documents, state frameworks, and assessment procedures. Nevertheless, Valdés, et al (2014) point out that language instruction entails implicit or explicit beliefs and dispositions about: the meaning of language, what must be learned and taught given that meaning of language, what needs to be taught given learners’ characteristics and goals, what teacher know and don’t know about how aspects of language are learned, and what teachers know about how teachable those aspects are in their given classroom context.

Understanding how each of the four SLA theories presented in the Valdés et al. 2014 paper conceptualizes language and the associated approaches to teaching for language development is a helpful segue to better understand the nature and promise of action-based orientations to teaching for language development. Valdés et al. (2014) begin with the *formal* theory of language that defines language as composed of specific linguistic forms to be learned (grammar, sounds, vocabulary, etc.). Classroom practice for language development associated with a formal theory of



language is then characterized by direct instruction of grammar and forms emphasizing drills, repetition, and correctness. Next, *cognitive* theories of language define language as competence, and language learning is seen as knowledge of rules that develop in natural ways through comprehensible input. Therefore, classroom practice from a cognitive theory of language focuses on exposure to language, providing comprehensible, often simplified input, and building students' ability to deliberately apply specific cognitive and meta-cognitive learning strategies when learning a language. *Functional* theories of language emphasize interaction and define language as a tool speakers use for specific social acts or context-specific functions. Under this theory of language, teaching emphasizes students producing utterances appropriate to specific communicative contexts and interactions. Finally, *sociocultural*-informed theories of language define language as an active dialogic process and language learning as an active process where students are consciously internalizing or appropriating language in use. Classroom practice from a sociocultural theory emphasizes enhancing learners' communicative resources that are formed and reformed in the concrete, linguistically mediated social and intellectual classroom activities in which they are used (Lantolf & Thorne, 2004, p. 7). Through these activities, learners gradually appropriate linguistic practices in carrying out these mediated academic practices.

### **Action-Based Orientations to Language Development**

With their sociocultural and ecological roots, action-based orientations are similar to Valdés et al.'s (2014) description of sociocultural SLA theory and draw

from foundational work on ecological linguistics explored throughout this study by van Lier and others (see van Lier & Walqui, 2012). In theorizing the relation between talking and learning, Sfarid (2015) clarifies that “Communication, rather than playing a secondary role as the means for learning, is in fact the centerpiece of the story—the very object of learning” (p. 249). Similar to functional orientations toward language, in action-based orientations, language is viewed as something carried out between users. However, unlike formal, cognitive, or functional perspectives, language development is based on usage rather than acquiring specific language forms (formal), developing specific cognitive strategies (cognitive), or practicing linguistic social functions (functional). Like SCT-informed orientations, classroom practice embodying action-based orientations to language emphasizes opportunities for student interactions with peers and teachers embedded in meaningful activities. However, these orientations place added emphasis on learner autonomy and the classroom and local contexts as learning ecosystems. These classroom learning ecosystems and the relationships between the participants within (learners, teachers, community members, etc.) provide affordances, constraints, and information to guide further action and language development. In action-based orientations, language develops through perception, interaction, and discussion, where learners bring existing linguistic and conceptual knowledge and experiment with new knowledge to co-construct new knowledge through participation in collaborative activities such as projects, presentations, or investigations side-by-side with others. These activities are designed to engage learner interest and agency and center collaborative and critical

dialogue between learners. Central to these action-based orientations is the notion that development is more than just the unfolding of innate properties. Instead, as van Lier (2004) describes, “development is the gradual move toward control and self-regulation, through processes of participation and internalization” (p. 37). In the following sections, I explore some specific qualities and examples of classroom instruction informed by an action-based orientation, leading to my broader argument that action-based orientations to language development are promising to address three different imperatives (linguistic, academic, and sociopolitical) facing EL-classified students.

### **Action-Based Orientations to Teaching for Language Development**

van Lier (2004) and others remind us that action-based orientations center language development through carefully *scaffolded* and *collaborative* learning opportunities, with particular emphasis on *learner agency* and *interaction* embedded in *particular learning contexts and environments*. The examples below are not designed to provide a rigid framework or “recipe” for teaching from action-based orientations to language development, and some even present some potential contradictions or inadequacies in meeting these qualities. However, they do begin to explore the power and potential of taking up action-based orientations to language and language development in the classroom.

Chappel (2014) collaborative group work in adolescent and adult ESL classrooms, in line with the *collaborative*, *interactive*, and *scaffolded* features of action-based orientations described in this study. Tying in sociocultural and

ecological perspectives on language, Chappell's vision of collaborative group work focuses on dialogue and interaction between students (and teachers) that pushes learners beyond their actual capabilities as independent actors to their potential abilities. Chappell draws on Vygotsky's zones of proximal development and views learners in these collaborative classrooms as codependent actors and more knowledgeable others. Therefore, Chappell's collaborative second language classroom is "the place where second language learners and their teachers meet and jointly construct pedagogic discourse. It is where they jointly construct meanings while engaged in second language teaching and learning activity" (p. 32).

The teacher's primary responsibility in Chappell's approach is to scaffold the sequencing, pacing, selection of activities, and student behaviors in order to mediate productive collaboration between participants and the development of new language knowledge and skills. Chappell draws on classroom discourse analysis and other data from interactive second-language classrooms to describe and explain how this kind of collaborative group work supports language teaching and learning. Chappell (2014) concludes that collaborative group work in the second language classroom has the potential for five pedagogic functions:

1. build interpersonal relations between students,
2. develop and extend knowledge of the topic or theme under focus
3. develop oral fluency
4. emphasize language form and function
5. focus on the semantic properties of texts (p. 49).

While Chappell's work certainly builds on some of the essential elements of action-based orientations, namely centering learner collaboration in carefully scaffolded communicative activities where learners jointly construct shared and developing understandings, it is notably lacking in student agency as the teacher assumes most of the responsibility in deciding what and how students learn. Additionally, Chappell's focus on students gaining oral fluency and mastery of linguistic forms does not consider how these formalist learning objectives might conflict with or contradict some of the tenets of the SCT and ecological perspectives that he draws from in the text.

Resnick, Asterhan, and Clarke (2015) bring together a more expansive set of articles that explore the successes, challenges, and potential of classroom examples aligned with what they refer to as Dialogic Teaching. Although different authors in the edited volume present slightly different perspectives and names for this concept, Resnick et al. (2015) point out that this approach to instruction typically begins with students thinking out loud about a specific concept: "noticing something about a problem, puzzling through a surprising finding, or articulating, explaining, and reflecting upon their own reasoning" (p. 3). Students then work together to share their developing ideas, questions, and explanations, and other students respond by challenging or clarifying peer ideas, adding their own questions, negotiating proposed solutions, or offering alternate explanations.

In line with some of the key features of action-based orientations, many of the examples of Dialogic Teaching are *interactive*, *collaborative*, and build from *learner*

*agency*. These activities are conducted in whole-class interactions, smaller groups, or pairs of students, with varying degrees of teacher intervention or scaffolding from the teacher. For Resnick, Asterhan, and Clarke (2015), collaboration and interaction are the key components of different forms of Dialogic Teaching, tapping into “the learning power generated by two or more minds working on the same problem together” (p. 4). Although the text is not explicitly focused on Dialogic Teaching as a means to language development, the articles in the volume make some powerful claims regarding student outcomes aligned with more formal and cognitive theories of language and language development, including gains in student verbal reasoning skills, reading comprehension, and other language-related standardized test measures as well as greater retention and transfer of language and knowledge across disciplines. However, similar to Chappell (2014), these outcomes are not explicitly aligned with the sociocultural, ecological, and action-based perspectives outlined in this study as they mostly center more formalist language measures. Additionally, there is less attention to scaffolding and context-embedded instruction in the examples. Nonetheless, the collaborative, interactive, and agentive approaches to dialogic teaching and learning outlined by Resnick et al. (2015) align with wider action-based orientations to teaching for language development.

Kibler et al. (2021) provide perhaps the most relevant examples of instruction from action-based orientations to teaching for language development. The authors outline the properties of Critical Dialogic Education (CDE) and preview six studies of critical and dialogic teaching in action. CDE centers the importance of classroom talk

as a means for language development, but the authors insist that for this classroom talk to be truly dialogic and critical, “talk must be co-constructed, intellectually purposeful, adaptive, respectful, and responsive to context” and “explore factors that may exclude particular learners from participation” (Kibler et al., 2021, p. 5). The authors note that dialogic instruction is better defined by a particular orientation toward language and learning rather than a set of instructional moves or practices. Broadly speaking, their vision of dialogic learning aligns with all features of action-based orientations to teaching, where teachers and students construct knowledge collaboratively through scaffolded classroom talk and interaction. Learner agency, knowledge, and experience are front and center of these collaborative, context-embedded activities as learners develop, challenge, and build upon each other’s ideas. In one example, Glick and Walqui (2021) clarify that in their approach to CDE:

As students are interacting in groups and grappling with ideas using analytic thinking, their participation would stretch their learning and create ever-deepening conceptual and analytic development over time. At the same time, students would develop the communicative and expressive resources needed to express their evolving understandings (p. 33).

Kibler et al. (2021) further clarify that dialogic teaching becomes Critical Dialogic Education when that classroom talk is also grounded in a “proactive vision that seeks to give voice to students and disrupt inequitable power dynamics inside and beyond classrooms” (p. 5). This critical lens on power dynamics is achieved through multiple means, including the topics studied and a fundamental re-positioning of whose knowledge, experience, and linguistic resources are valid and accepted as worthy contributions to challenging disciplinary learning.

The six examples of CDE presented by Kibler et al. (2021) demonstrate how teachers have operationalized action-based orientations to teaching for language development. In these examples, teachers are not passive bystanders to classroom dialogue but instead actively and intentionally plan instruction and content around students' experiences and knowledge of the world. The teachers are critical of the curricula, their instruction, how they view their students, and the structures that afford or constrain interaction and participation in their classrooms. Although the examples span different content areas, ages, and disciplines, the authors identify three characteristics shared across all six examples:

1. offer challenging opportunities for critical engagement
2. make students' existing resources and expertise central to the dialogues in which they are participating
3. provide students with means of communicating what is important to them in increasingly powerful ways inside and outside of the classroom (Kibler et al., 2021, p. 17)

In one such example, Glick and Walqui (2021) designed a multi-lesson CDE-inspired unit for high-school students labeled as "Long-Term English Learners" (students who have been EL-classified for five to seven years or longer). These lessons explored topics related to school segregation, protest, and different social justice movements. To support student dialogue around these topics, the teacher curated a wide range of materials related to the themes, including photographs, recordings, documentaries, news articles, activities, interviews, autobiographies, and



even a field trip to an art exhibit. These materials served as rich, semiotic resources or affordances, which both seeded and nourished student participation in meaningful, structured, and language-rich small-group interactions. In student interactions around these resources, students were invited to perceive, discuss, problematize, and connect various ideas across topics and eventually with their own experiences. The teacher's main role in these interactions was twofold: to fill the learning environment with rich semiotic resources that afford student agency, participation, and growth and also to introduce carefully scaffolded tasks that invited collaborative participation which developed her students' critical, conceptual, and linguistic practices.

Glick and Walqui (2021) linked student participation in these critical dialogic activities with a deeper conceptual understanding of the topics at hand, intimate personal connections to the material, richer linguistic resources to draw on when discussing these topics, and a newfound passion for seeking out social justice in their communities. The authors even reported that all student participants in the class passed local high-stakes tests, which allowed them to re-classify out of the Long-Term English Learner label. This example provides a clear vision of what action-based orientations to teaching for language development look like in the classroom. Teachers and students collaboratively construct linguistic and conceptual knowledge through scaffolded classroom talk and interaction. Teachers emphasize learner agency in context-embedded activities where learners develop, challenge, and build upon each other's knowledge and experience.

### **Action-Based Orientations to Scaffolding**

“Language scaffolding” is operationalized in this study as an action-based vision to scaffolding for EL-classified learners or MLs more broadly. This concept of “language scaffolding” builds from sociocultural conceptions of scaffolding (see Bruner and Sherwood, 1976; Walqui, & van Lier, 2010; and Woods et al., 1976) and insists that “scaffolding” is not simply another word for anything a teacher does to “help” a student complete a task, but rather, “a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding” (Gibbons, 2015, p. 16). Language scholars operating under similar sociocultural and ecological perspectives suggest that effective scaffolding for EL-classified and MLs should center structured interactions with peers and teachers that are generative, responsive, and embedded in specific learning contexts and knowledge of the students (Bunch & Lang, 2022; Gibbons, 2015; Walqui & Schmida, 2022; Walqui & van Lier, 2010). Action-based orientations to scaffolding for MLs (hereby, “language scaffolding”) extend beyond formalist or prescriptivist supports, such as simply providing vocabulary lists or sentence frames that dictate the particular language or linguistic forms learners must know or use during an activity. Instead, language scaffolding centers active and collaborative processes, built around structured peer interaction and intersubjectivity that fosters opportunities for learners to simultaneously engage deeply in disciplinary practices, expand their linguistic repertoire, and develop a greater sense of autonomy.

### **The Linguistic Imperative for Action-Based Orientations**

The action-based orientations to teaching described above present a vision of language that challenges many characteristics of the dominant and often insufficient approaches to supporting EL-classified students' language development seen in U.S. schools. Action-based orientations challenge what Valdés (2015) and others have referred to as the “curricularization of language,” where language is treated as a discrete subject, skill, or primary learning objective. Curricularized language teaching treats language as a parallel, or worse, prerequisite subject to content or disciplinary learning and prioritizes the acquisition of dominant or prestige varieties of language over students' home or minoritized language resources. Valdés (2015) points out that in these curricularized settings, language is seen as something to be “ordered and sequenced, practiced and studied, learned and tested in artificial contexts” (p. 262). These curricularized visions of teaching for language development are often typical of learning spaces specifically designed for EL-classified students, such as stand-alone ESL or ELD classes. However, these visions also often extend into broader school structures and teacher ideologies that silo EL-classified students from mainstream disciplinary learning in favor of focused, decontextualized language learning. While these curricularized approaches may align with artificial assessment instruments that measure learner acquisition of decontextualized linguistic forms or dominant language functions, SCT, ecological, and action-based perspectives argue that these approaches are built upon an incomplete vision of language. As many scholars have argued, approaches that prioritize teaching grammar or language functions are not only incomplete but also insufficient for promoting deeper, more

meaningful language development (Bunch, Kibler, & Pimentel, 2012; Lantolf & Thorne, 2006; van Lier, 2004; van Lier & Walqui, 2012; Wong Fillmore, 1992). The proliferation of these incomplete and insufficient curricularized approaches throughout mainstream and language-specific instruction for EL-classified students represents a serious concern for the quality and depth of language development for these students and forms the basis of the linguistic imperative for adopting action-based orientations to teaching for language development.

Compared to the curricularization of language described above, action-based orientations view language as socially situated action that extends beyond simply acquiring decontextualized linguistic forms, functions, or cognitive processes. An action-based approach to teaching for language development blurs boundaries between language and disciplinary learning. It challenges the assumption that students must acquire dominant or decontextualized language forms as a prerequisite for deeper disciplinary learning. Perhaps more importantly, action-based orientations both depend on and take advantage of learners' often minoritized existing and emerging linguistic resources as a means to linguistic and broader conceptual development.

Although SCT is essential to the action-based orientations explored in this study, Johnson (2009) reminds us that SCT represents a theory of mind rather than language. The epistemological stance of a sociocultural perspective defines human development and learning as a dynamic social activity situated in particular contexts and distributed across persons, tools, and activities (Rogoff, 2003; Johnson, 2009;

Salomon, 1993; Vygotsky, 1978; Wertsch, 1991). However, Johnson (2009) clarifies that “language is central in a sociocultural perspective because at its core it argues that the human mind is mediated by socially constructed symbolic artifacts, including above all language” (p. 44). Lantolf and Thorne (2006) agree, arguing that “SCT is a theory of mediated mental development, [so] it is most compatible with theories of language that focus on communication, cognition, and meaning” (p. 4). SCT scholars agree that human cognition has its origins in social interaction, and, as Johnson, Lantolf and Thorne, and other SCT language scholars argue, sociocultural activities are the essential processes through which language learning happens. Vygotsky (1978) argued that language is one psychological tool humans use to make sense of and share their experiences in sociocultural activities with others. An individual’s language develops within the sociocultural activities in which they participate. Lantolf and Thorne (2006) insist that learning a new language within SCT “is about acquiring new conceptual knowledge and/or modifying already existing knowledge as a way of re-mediating one’s interaction with the world and one’s own psychological functions” (p. 5).

van Lier and Walqui (2012) clarify that with an action-based orientation to language, language is conceptualized as “an expression of agency, embodied and embedded in the environment,” which challenges the rigid, compartmentalized, and decontextualized language conceptions of formal SLA theories that fail to address the dynamic language skills of all language learners (p. 4). An action-oriented approach to teaching for language development, therefore, centers carefully scaffolded,

collaborative, and context-embedded learning opportunities so that “learning emanates from [learners], rather than being delivered to them” (van Lier, 2004, p. 222). Extensive studies have shown the power and potential that various SCT and ecologically informed approaches to teaching for language development have to support and facilitate learners’ linguistic development. (Ellis & Wulff, 2015; Kibler et al., 2021; McDonough, 2004; Sato & Ballinger, 2016; Sato & Lyster, 2012; Tomasello, 2003). It is important to note that many of these approaches measure language development as active participation in language interaction or learner appropriation of fairly formal or cognitive conceptions of language. Although this focus on linguistic constructions makes these studies less helpful in understanding language development from the more expansive perspectives on language, these studies help illuminate how pairings of language forms and functions can emerge from the situated, structured, and collaborative interactive learning environments associated with action-based orientations to language. Despite the range in measured learning outcomes, they all share the assumption that language develops through situated, structured, and collaborative interaction between learners (as well as their teachers).

Sato and Ballinger (2016) compiled 13 international empirical studies on peer interaction in second language learning. The text explores the patterns, modality, and learning settings of various approaches to peer-interaction as a context for language development. The various studies revealed different findings that together make a compelling case for peer-interaction as a viable and effective approach to teaching for

language development. The empirical studies in the text explored how differences in patterns, modalities, and settings of peer-instruction related to different learner outcomes. While most of the studies described learner outcomes as a range of participation in peer-interactions, some also explored more formal linguistic outcomes, including learner acquisition of specific linguistic forms or grammar conventions. Understanding both action-based and formal language outcomes helps to understand the full range of possibilities for action-based orientations to language. Sato and Viveros (2016) found that groups of novice language learners who demonstrated more collaborative patterns during peer-interaction exhibited greater gains in productive knowledge of English past tense and vocabulary. Dobao (2016) investigated the interactional behaviors and vocabulary learning of silent learners during collaborative learning structured around peer interaction, concluding that even when learners were silent during interactive peer group activities, they still showed evidence of vocabulary retention similar to that of their speaking peers. Moranski and Toth (2016) found that learners working in peer-interaction groups with higher engagement with each other's contributions (mutuality) showed gains in grammatical accuracy scores even when those learners' overall individual participation in the learning tasks was only low or moderate. The authors also cite a list of other empirical studies that have shown peer-interaction was especially effective in supporting other visions of language development, including language fluency (Sato & Lyster, 2012) and accuracy with supportive feedback (McDonough, 2004).

Usage-based theories of language, like other action-based orientations to language, explicitly challenge the idea that learners must first explicitly develop language systems and structures before they can effectively put them into action. Instead, usage-based theories of language insist that language “systems” or structures emerge *as a result of* language use rather than a precursor for it. Tomasello (2003) argues that usage-based theories of language hold that “when human beings use symbols to communicate with one another, stringing them together into sequences, patterns of use emerge and become consolidated into grammatical constructions” (p. 5). Ellis and Wulff (2015) explore how usage-based theories of language intersect with Second Language Acquisition (SLA) and explain that these approaches to language are mostly input-driven, where language development “is a piecemeal development from a database of exemplars with patterns of regularity emerging dynamically” (p. 87). Despite this focus on input, pattern emergence, and grammatical form, it is essential to note that language development from usage-based theories of language does not just spontaneously emerge from exposure or usage. Ellis and Wulff (2015) clarify that in usage-based theories of language development, “learners’ language systematicity emerges from their history of interactions of implicit and explicit language learning, from the statistical abstraction of patterns latent within and across form and function in language usage” (p. 89). In short, language interaction and usage between speakers contribute to the learners’ ever-growing knowledge of and ability to employ different linguistic constructions or pairings of form and meaning or function.



Research from usage-based theories on language development often focuses on measuring how well learners appropriate linguistic constructions, drawing data from large, digitized collections of language in use, called corpora. These studies typically chart learners' usage history and development of different linguistic constructions to analyze the processes of interaction and appropriation of said linguistic constructions. Tomasello and Ellis and Wulff cite empirical studies that have associated learner interaction and usage with developing linguistic constructions from simple morphemes like -ing to complex and abstract syntactic frames like verb-argument constructions. Although these studies provide limited measures related to learner outcomes, they help understand how action-based orientations are suited to address a range of linguistic challenges facing EL-classified students.

### **The Academic Imperative for Action-Based Orientations**

In addition to meeting the linguistic imperative to provide EL-classified students with more situated and meaningful opportunities for language development, there also exists an imperative to improve how teachers and schools address these students' academic needs. There is some evidence showing that students who participate in more rigorous courses are more likely to experience positive academic outcomes on standardized tests and higher rates of college entry and completion (Attewell & Domina, 2008; Long et al., 2012). Although not explicitly measuring EL-classified learner outcomes, these results should raise questions about EL-classified student placement. In most cases, schools have responded to disproportionate EL-classified student academic outcomes by placing EL-classified students either in

special education or in remedial programs (Harry & Klingner, 2006; Kim & Garcia, 2014; Rueda et al., 2002). Although English acquisition and academic achievement are not mutually exclusive, many educators and policymakers continue to view English proficiency as a prerequisite to EL-classified students entry into mainstream, rigorous coursework (Callahan, 2005; Callahan et al., 2010; Harklau, 1994; Minicucci & Olsen, 1992). The most common services offered at the secondary level are language-based ELD (English Language Development) coursework and sheltered and/or specially designed academic instruction in English (SDAIE) content courses (Rivera et al., 1997; Zehler et al., 2003). These SDAIE and sheltered content-area courses are designed to cover the same curricular content as mainstream courses for non-EL-classified students but with pedagogical methods focused on the linguistic needs of ELs (Chamot & O'Malley, 1996; Echevarria & Graves, 1998). Although these courses are often purported to effectively target and respond to EL-classified students' linguistic needs, there is evidence showing that these courses may not effectively meet students' wider academic needs. Carhill-Poza (2017) noted that some of the policies that place students in sheltered or segregated learning environments have effectively “created boundaries that isolated language learners from mainstream and bilingual peers and had profound repercussions for access to opportunities to use and learn academic English” (p. 63) restricting these learners from access to curricular and extracurricular learning contexts. Using longitudinal data, Callahan et al. (2010) investigated the academic achievement and academic trajectories for over 2000 language minority students across over 500 schools, with a focus on the effects

of placement in ESL classes and student achievement in Math and GPA scores as well as enrollment in college preparatory math, science, and social science courses. The authors concluded that “although ESL services may initially ensure that students’ linguistic needs are prioritized, if ESL placement is continued over time, it may undermine long-term academic achievement” (Callahan, et al., 2010, p. 104).

Meeting the academic needs of EL-classified students extends beyond language-specific or sheltered learning environments and includes the full range of learning demands across the curriculum. As such, a purely formal or cognitive approach to language and content instruction focusing on language forms and applying cognitive skills will not sufficiently prepare EL-classified students (or all students) to meet these new academic demands. van Lier and Walqui (2012) note that the full range of content standards, including English Language Arts, History/Social Studies, Science, and Math, are all “permeated by language, both in terms of understanding concepts and accepted subject-specific procedures, and in terms of processes of learning to understand, to share, to consolidate, and to present” (p. 1). Similarly, Bunch, et al. (2012) note that the Common Core standards suggest that language and literacy instruction is “a shared responsibility among teachers in all disciplines” and that these standards “articulate expectations for students in the areas of reading, writing, speaking and listening that apply to all subjects” (p. 1). Although these standards present new challenges for teachers and students alike, more importantly, they highlight the embedded language and literacy demands across the curriculum. These demands include using disciplinary-situated language to interpret,

evaluate, discuss, debate, and present on a variety of material and participate in different, intersecting discourse communities in and across the content areas. As such, mainstream classroom teachers must also share the responsibility for meeting the academic imperative for EL-classified students.

Many scholars have looked to the Common Core State Standards (CCSS) to identify and target instruction in addressing the various language and literacy demands that EL-classified students face across the content areas in mainstream U.S. classrooms (Bunch, et al., 2012; Valdés et al., 2014; van Lier & Walqui, 2012; Walqui, 2007). Van Lier and Walqui (2012) highlight that the academic understandings and skills dictated by the CCSS are “permeated by language, both in terms of understanding concepts and accepted subject-specific procedures, and in terms of processes of learning to understand, to share, to consolidate, and to present” (p. 1).

These authors suggest that SCT, ecological, and action-based approaches to language and teaching for language development are necessary to ensure that EL-classified students are prepared to meet the CCSS academic and language demands. To meet these rigorous demands, the authors present a range of specific pedagogical recommendations aligned with the action-based orientations to teaching for language development presented in this study. Bunch et al. (2012) outline numerous pedagogical suggestions for supporting EL-classified students' language and literacy development across the curriculum, including individual, small group, and whole-class discussion; collaborative tasks that require rich discussion; maximizing the use

of students' existing linguistic and cultural resources; and designing learning opportunities that “provide apprenticeship for ELs in communities of practice with teachers and peers in order to develop students’ independence” (p. 2). Van Lier and Walqui (2012) insist that an action-based perspective on language and teaching for language development is necessary to properly engage in the complex academic and language demands provided by the CCSS. Additionally, the authors suggest that this action-based perspective means that EL-classified students should “engage in meaningful activities (projects, presentations, investigations) that engage their interest and that encourage language growth through perception, interaction, planning, research, discussion, and co-construction of academic products of various kinds” (p. 4). Similarly, Walqui (2008) insists that “Effective teaching prepares students for high-quality academic work by focusing their attention on key processes and ideas and by engaging them in interactive tasks in which they can practice using these processes and concepts” (p. 106).

While the above authors present a range of specific pedagogical recommendations that work toward meeting EL-classified students’ academic needs, they acknowledge that responding to these academic imperatives will not be achieved simply by changing classroom practices alone. At its core, this body of work argues that cognitive, academic, and language development are interrelated and mutually dependent and reject the idea that language and literacy development should be prerequisite to rigorous academic learning. As such, addressing the academic imperatives facing EL-classified students in the U.S. also requires changes in the

policies that dictate student placement, trajectory, and course access as well as shifts in teacher beliefs about language, teaching for language development, and the capabilities of their EL-classified students.

### **The Sociopolitical Imperative for Action-Based Orientations**

Research on teacher's roles in supporting EL-classified students has focused primarily on students' linguistic and academic needs, assuming that these students need mostly English language instruction (Harper & de Jong, 2004; Rossell, 2004) and/or linguistic support for accessing and engaging in content-area instruction. However, in addition to addressing EL-classified students' linguistic and academic needs, action-based orientations to teaching for language development also address the sociopolitical barriers and constraints these students face in U.S. classrooms. These orientations center collaborative student participation and interaction in learning and development and reimagine the implicit and explicit ways schools and teachers have often positioned EL-classified students outside of collaborative learning and sense-making. Teaching for language development in this way creates conditions for students to gain communicative and interactional expertise (Kibler et al., 2021) as well as position EL-classified students' knowledge and expertise at the center of these collaborative sense-making opportunities (Walqui, 2007). At the heart of this sociopolitical imperative is addressing the reality that traditional approaches to teaching for language development, negative teacher attitudes toward student capabilities, and policies that separated EL-classified students away from collaborative learning spaces (as described above) have effectively segregated EL-

classified students' participation, experience, and knowledge away from mainstream classroom learning and maintained extant hierarchies of power. As Walqui (2007) insists, "validating the importance of the student's prior knowledge and enhancing his opportunities to construct new understandings in a supportive climate [...] is not only good pedagogy; it is also a human right" (p. 109).

Action-based orientations to teaching for language development can be contrasted with a more traditional transmission or "banking model" (Freire, 1973) approaches to learning. These traditional transmission pedagogies draw from a more fixed vision of knowledge and an approach to teaching and learning that often relies on recitation or memorization of predetermined content. Scholars contend that these traditional transmission teaching practices position students as having fixed knowledge or intelligence, devoid of critical thinking skills or expertise (Alexander, 2015; Kibler et al., 2021; Resnick & Clark, 2015; Wells & Arauz, 2006). Kibler et al. (2021) point out that these approaches "reflect and reinforce an emphasis on teachers controlling discourse and covering curriculum, as well as students consuming knowledge and learning as individuals" (p. 2). These modes of teaching have been described as valuing authority over inquiry (Lin & Lo, 2017), possessing a "hidden curriculum of compliance" (Alexander, 2015, p. 431), and perpetuating "rote and shallow learning performances" (Windschitl, 2019, p. 8). In these shallow learning performances, Kibler et al. (2021) assert that "talk is rare and predictable" (p. 2).

Over the past few decades, the proliferation of SCT in education has challenged many of these traditional pedagogies, leading to increased attention to

inquiry-based, collaborative, or interactive learning in many mainstream U.S. classrooms. However, language scholars have noted that these interactive approaches to teaching and learning do not often extend to classroom spaces designed specifically for EL-classified students, such as ESL or Sheltered and/or Specially Designed Academic Instruction in English (SDAIE) classrooms (Callahan, et al., 2010; Carranza, 2007; Olsen, 2010, Valdés et al., 2014). Many ESL and SDAIE classrooms are still informed by formalist and cognitive theories of language acquisition, focusing on students acquiring specific language forms through direct, transmission teaching or building language competence through exposure to comprehensible, often simplified input (Valdés et al., 2014; Walqui, 2007). Walqui (2007) explains that these traditional transmission models of teaching for language development “assume that it is the teacher’s role to pass on important knowledge to students, who it is assumed lack it” (p. 106). Learners are often seen as blank slates, and their teachers are unlikely to tap into their prior knowledge, personal experiences, and existing linguistic resources. Bialystok and Hakuta (1994) remind teachers that “The exciting challenge for teachers and learners of a second language is to construct a context for creative and meaningful discourse by taking full advantage of the rich, personal, cultural, and linguistic backgrounds of the participants” (p. 203).

Like Bialystok and Hakuta, Walqui (2007) is equally positive about the wealth of knowledge and experience these students can and should bring to the classroom as the basis for understanding new concepts. However, Walqui (2007) notes that “the tendency to see immigrant students as blank slates derives in part from their minority



status. Because they hold a subordinated and less prestigious position in society, they are not perceived as possessing valuable knowledge” (p. 107). Of course, not all EL-classified students in the U.S. are immigrants, and, in fact, the majority of EL-classified students enrolled in U.S. schools were born in the U.S. More specifically, U.S.-born American citizens comprise 85% of EL-classified students in pre-kindergarten to 5th grade and 62% in 6th to 12th grade (Zong and Batalova, 2015). Despite these patterns, EL-classified students are often stigmatized as outsiders to mainstream classroom spaces or wider school communities.

In proposing a raciolinguistic perspective, Rosa and Flores (2017) highlight the “historical and contemporary co-naturalization of language and race” (p. 622). Flores and Rosa (2015) argue that raciolinguistic ideologies “conflate certain racialized bodies with linguistic deficiency unrelated to any objective linguistic practices” (p. 150). According to Nelson Flores (2015):

[The raciolinguistic perspective] seeks to examine the co-construction of language and race—or the ways that both language and race are inextricably interrelated with one another. It seeks to examine the complex role that language ideologies play in the production of racial difference and the role of racialization in the production of linguistic difference.

More specifically, Flores and Rosa (2015) argue that raciolinguistic ideologies position the language practices of racialized speaking subjects, including EL-classified students and other Multilingual Learners who may have exited or otherwise escaped formal EL classification, as “linguistically deviant even when engaging in linguistic practices positioned as normative or innovative when produced by privileged white subjects” (p. 150). That is, because of the historical conflation of

race and language in the U.S., Flores and Rosa argue that these students will always be positioned as “raciolinguistic others” and their linguistic practices deemed inappropriate against those of their white counterparts in the classroom.

Teachers holding raciolinguistic ideologies may reproduce racial normativity in that most Multilingual Learners are understood to inhabit a shared racial positioning in direct contrast to white, monolingual English speakers. Teachers might, therefore, perceive Multilingual Learners' linguistic practices as deviant or incapable based on their racial positioning rather than any objective characteristics of the learners' actual language use or what they can accomplish using their stigmatized varieties of language. The EL label may also result in various structural consequences such as removal from mainstream classes for remedial language courses, increased focus on acquiring linguistic forms, or pressure to succeed on high-stakes reclassification procedures which may further exacerbate how teachers position and view multilingual students who have been given this label.

For raciolinguistic scholars, providing EL-classified students with curricula that focus explicitly on accuracy, form, “appropriateness,” or just modifying racialized students' linguistic practices is not enough to address this sociopolitical imperative. A raciolinguistic lens is focused on racial hierarchies rather than individual language practices. It rejects the assumption that siloing EL-classified students into isolated learning environments that focus on grammar, language functions, or acquiring “appropriate” language practices will eliminate these racial hierarchies. A raciolinguistic perspective allows for a deeper understanding of how

teachers' conceptions about Multilingual Learners' languages wider social implications have tied to how they are racialized and positioned against dominant, white, monolingual linguistic expectations regardless of any EL classification or label. If we are to address the broader sociopolitical imperatives facing EL-classified and other linguistically-minoritized students in the U.S., a raciolinguistic perspective places the onus on teachers to change their beliefs and ideologies about EL-classified students' language practices and position in the classroom.

Teacher beliefs and attitudes toward EL-classified students have been argued to be important factors when working with linguistically diverse student populations, including how teachers position these students as active or capable classroom participants (Ladson-Billings, 1995; Díaz-Rico, 2000; Cummins, 2000; Yoon, 2007, 2008). Positive or negative teacher attitudes toward students' home languages have been shown to lead to or perpetuate similar attitudes toward the students themselves. These attitudes are then associated with positive or negative effects on student self-esteem and achievement (August & Hakuta, 1997; Cummins, 2000; Díaz-Rico, 2000; González & Darling-Hammond, 2000; Gutiérrez, 1981; Yoon, 2007, 2008). Making this matter even more concerning is that some EL-classified students even see themselves as subordinate in the mainstream classroom (Yoon, 2008). As Gee (2014) points out, learners and their practices need to be recognized and accepted as valuable and meaningful in order for them to become active participants in learning and acquisition processes. With meaningful participation and interaction at the center of the action-based orientations presented in this study, fighting these wider deficit

beliefs and attitudes toward EL-classified and all Multilingual Learners' abilities and positioning in the classroom is essential to successfully implementing these classroom approaches.

Teacher beliefs about their own roles in EL-classified students' language development can also influence their beliefs about these students' ability to participate in interactive learning and how they position EL-classified students in the classroom (Yoon, 2007, 2008). Using collective case study methodology, Yoon (2008) conducted in-depth interviews with three focal teachers and six focal students at a middle school in a suburban city in New York state, along with extensive classroom observations and analysis of classroom dialogue to determine positioning. The author examined the relationship between how teachers viewed their roles in working with EL-classified students, their teaching approaches, and how they positioned EL-classified students in three mainstream sixth-grade classrooms. Yoon found that the ways teachers positioned EL-classified students were based on whether they viewed their role as a teacher for all students, a teacher for non-EL-classified students, or a teacher of a single subject. The teacher who viewed her role as a teacher for all students invited EL-classified students' active participation and assumed full responsibility for their learning, while the others who viewed their roles as a teacher for non-EL classified students or single subjects did not invite EL-classified students' participation. Additionally, teachers with narrower views of their roles limited their teaching approaches for their EL-classified students to more formalist or cognitive visions. These approaches were related to different instructional approaches with their

EL-classified students and varying levels of EL-classified student participation in classroom activities.

Kibler et al. (2021) argue that pedagogies that center critical dialogue between students can create conditions for linguistically minoritized students like EL-classified students through which “students can simultaneously gain communicative and interactional expertise and challenge the linguistic and racialized norms and expectations that often limit their opportunities” (p. 1). As described in more detail above, Kibler et al. (2021) propose Critical Dialogic Education (CDE): an action-based vision of collaborative teaching and learning “through which knowledge is co-constructed over time by teachers and students as ideas are developed, challenged, and built upon” (p. 4). Like Flores and Rosa, these authors argue that, for EL-classified students, the stakes are higher than just academic or linguistic imperatives. Kibler et al. (2021) argue that structuring teaching and learning around EL-classified student participation in CDE is “essential to the cultivation and sustenance of democracy” (p. 1) and seeks to “disrupt inequitable power dynamics and their impacts on underserved student populations” (p. 5). As such, the authors question if collaborative or dialogic approaches to teaching for language development that just focus on EL-classified students’ academic and linguistic development without an explicitly critical purpose will ever meet the sociopolitical imperatives facing these students.

### **Limitations of Action-Based Orientations**

So far, this chapter has presented action-based perspectives to teaching for language development as powerful orientations to combat the linguistic, academic, and sociopolitical imperatives facing EL-Classified and all Multilingual Learners in U.S. classrooms. While the examples explored in this study are powerful guideposts for teachers and researchers, it is important to recognize the practical limitations and challenges of implementing action-based orientations to teaching for language development. As described above, action-based orientations to language development both depend on and take advantage of learner participation in carefully *scaffolded* and *collaborative* learning activities (such as projects, presentations, or investigations) that emphasize *learner agency* and *interaction* embedded in *particular learning contexts and environments*. These activities are designed to engage learner interest and agency and center collaborative and critical dialogue between learners. However, even the most ardent advocates for dialogic and interactive pedagogies are cautious about the limitations and potential failings of this orientation.

In defining their Critical Dialogic Education (CDE) Education, Kibler et al. (2021) recognize the possibility that many of the structures and practices outlined above that have disproportionately negatively affected Multilingual Learners and EL-classified students in particular can also manifest in dialogic spaces (p. 6). Others have also pointed out that interactive and dialogic approaches risk reproducing many of the power imbalances that these approaches seek to challenge (Clarke, 2015; English, 2016; Handsfield & Crumpler, 2013; Lin & Lo, 2017). Clarke (2015) goes as far to point out that without the proper attention to the power imbalances and

language subordination happening in classrooms, dialogic pedagogies that demand students to use a particular language or language variety “can have a dominating and, in turn, silencing effect on students who may not desire to use, or feel capable of using, the language in the same way as the teacher” or, I would add, their peers (pp. 166-167). As with Yoon’s (2008) findings with EL-classified students described above, some Multilingual Learners may even internalize their own subordination and positioning in these mainstream classroom spaces and, as a result, may not see their language and knowledge as worthwhile contributions to collaborative learning.

Clarke (2015) notes that the risk of reproducing linguistic subordination is especially high if students and/or teachers see dialogic activities as merely a space to display knowledge using dominant or privileged language varieties rather than a space to build and co-construct knowledge with others. In these cases, acceptable participation is effectively limited to students whose language practices align (or are seen to align) with dominant language varieties, further monopolizing whose voice, knowledge, or experience is valued and contributes to knowledge construction in these collaborative spaces. This challenge is further complicated when applying Flores and Rosa’s (2015) raciolinguistic ideologies, which suggests that racialized learners’ language practices may be deemed inappropriate or deviant in these collaborative activities regardless of any objective linguistic quality or their proximity to the dominant language practices of the classroom or their white peers. As Clarke (2015) so aptly concludes, if certain students are not seen (or see themselves) as

worthy contributors to these approaches to teaching and learning, they may not believe that they have “the right to speak or be heard” at all (p. 178).

This is, of course, not to say that EL-classified students or all Multilingual Learners will automatically resist or be pushed out of these collaborative spaces. However, without adequate attention to breaking down some of these power relations in their classrooms, teachers should not expect enthusiastic student participation to come easily for these students. Likewise, action-based orientations to teaching for language development will likely not come easily to classroom teachers constrained by limiting school structures, formalist curricular or assessment demands, or even their own persistent personal biases. Just as raciolinguistic and sociolinguistic scholars continue to grapple with the tensions between providing access to or resisting dominant language varieties and linguistic forms in classroom instruction, so too must teachers attempting to adopt action-based orientations to teaching for language development. Kibler et al. (2021) outline three such tensions in attempting this critical and dialogic work in the classroom:

Teachers must therefore balance tensions that exist among: (a) ensuring students have opportunities to hear, learn, and use language that reflects particular school-based or subject-specific ways of speaking; (b) inviting students to appreciate and use their multifaceted linguistic (Orellana et al., 2010) and communicative (Rymes, 2010) repertoires of practice to engage in intellectual work; and (c) challenging the norms for classroom talk that position some students’ existing ways of speaking as less useful or valuable to academic development (p. 7)

As seen in many of the examples outlined above, action-based orientations to teaching for language development extend beyond a space for learners to simply display knowledge using dominant or targeted language forms and varieties. Instead,



teachers create interactive, collaborative spaces where learners co-construct knowledge together with and through existing and emerging linguistic resources, and these activities are grounded in a shared awareness of classroom power dynamics and an unwavering belief that all students are capable and worthy of contributing to classroom learning.

Combined with the above examples, these final limitations illuminate the challenges and possibilities of taking up action-based orientations toward teaching for language development. This study argues that these action-based orientations are especially attuned to address the academic, linguistic, and sociopolitical imperatives facing EL-classified and other Multilingual Learners in US classrooms today. While these action-based orientations are potentially better suited to address these imperatives than other orientations to teaching for language development (such as formal, functional, cognitive, etc.), these orientations are certainly not a panacea to perfectly address and resolve all challenges facing these students. However, the theoretical underpinnings and examples provided here hopefully provide a look into the pedagogical potential of action-based orientations to provide more meaningful, context-embedded, and collaborative learning experiences for students whose knowledge, experience, and language have often been segregated away from mainstream classroom spaces. van Lier and Walqui (2012) remind us that with an action-based orientation, language is conceptualized as “an expression of agency, embodied and embedded in the environment” which challenges the rigid, componential, and decontextualized language conceptions that fail to address the

dynamic language skills of all language learners (p. 4). Through careful, thoughtful instruction guided by this action-based orientation, mainstream and language teachers alike can provide EL-classified students with more opportunities for equitable engagement in rich learning contexts across the curriculum, as well as begin to address many of the linguistic and racialized classroom norms that have otherwise constrained these students' learning opportunities in U.S. classrooms.

## **Chapter 3**

### **Ecological and Sociocultural Perspectives on Teacher Education**

In this chapter, I review relevant scholarship on sociocultural and ecological perspectives on learning broadly, as well as research on teacher knowledge, teacher learning, and various approaches to teacher preparation specifically for teaching for language development. This review points to the promise of an approach to teacher learning that supports teacher development toward the action-based orientations to language described in the previous chapter. More importantly, this approach to teacher learning draws from many of the central tenets of the action-based orientations to language and learning, such as a focus on collaboration, learner agency, and scaffolded interaction between teacher learners. In this sense, these action-based orientations are both the method and target of teacher learning. In proposing this approach, I draw from Kang and van Es' (2018) Principled Use of Video (PUV) framework and Philip's (2019) work on preservice teacher reflection for principled improvisation to propose the use of reflective, collaborative video analysis as a helpful approach to highlight the unique affordances and possibilities of taking an action-based orientation to teaching for language development.

I first review theory and research on teacher preparation and explore the various features, challenges, and learning contexts related to preservice teacher learning. This review reveals a general disconnect between university coursework and field placement experiences as sites of preservice teacher learning. Sociocultural and ecological perspectives on learning suggest a more integrated, action-based approach

to structuring productive teacher learning experiences across the wider teacher preparation environment. I then explore some integrated approaches to general teacher learning before focusing attention on specific approaches to preparing teachers to teach for language development. Next, I describe more integrated and reflective approaches to teacher learning specifically designed to prepare teachers for teaching for language development aligned with the wider sociocultural, ecological, and action-based perspectives on learning, language, and language development that inform this study. Finally, I draw from Kang and van Es' (2018) Principled Use of Video (PUV) framework and Philip's (2019) work on preservice teacher reflection for principled improvisation to suggest a collaborative, video-embedded teacher learning environment where PSTs work together with others across their teacher learning ecosystems to review, discuss, and re-envision video clips of their classroom practice towards action-based orientations. These integrated and reflective action-based approaches to teacher learning have the potential to better support teacher development and understanding of the particular affordances, possibilities, and imperatives of an action-based orientation to teaching for language development.

### **The Teacher Learning Ecosystem**

Before exploring some of the research on teacher preparation and the various historical and persistent challenges to the field, it is important to note that many of the studies cited in this study and more widely in research on teacher preparation purport to measure teacher or program efficacy using student achievement on standardized tests. These Value-Added Measures (VAMs) certainly provide a convenient and

standardized metric for large-scale investigations or comparative studies, and in many cases, these VAMs are required as part of state accountability measures. However, these standards-based measures paint a severely limited measure of teacher or program efficacy at odds with preparing teachers for the deeper, more personal, and relational elements of the profession central to the approaches to teacher learning explored in this paper. More concerning, relying on these limited measures as indicators of teacher efficacy presents a vision of teaching and teacher preparation that reproduces many of the linguistic and racialized classroom inequities (namely standardized language or content assessments) that have constrained EL-classified students' learning opportunities and contributions in U.S. classrooms. In their sweeping and comprehensive overview of research on teacher preparation, Cochran-Smith and Villegas (2014) note that backlash against multicultural and social justice education initiatives has led to increasing pressure to link teacher and program efficacy to student test scores. The vision of teaching and teacher learning at the heart of this study explicitly seeks to prepare teachers to address injustices against EL-classified students and challenge the classroom, school, and preparation program structures that contribute to these inequities. As such, the use of Value-Added Measures cited below should be taken as limited and problematic evidence of teacher or program efficacy. If anything, these measures are useful as additional evidence in favor of re-envisioning how we approach and measure teacher preparation.

Feiman-Nemser (2012) described the prevailing view of teacher preparation as modeled after the natural sciences so that “general principles about good teaching

can be derived from social science theory and research and applied in the classroom” (p. 33). In what Feiman-Nemser and others call the “traditional” or “university-based” model of teacher preparation, preservice teachers (PSTs) are typically enrolled in formal methods and foundational coursework in a university certification program while also observing and eventually teaching in field placement classrooms with the support of a cooperating mentor teacher at the school site and often a teacher supervisor from the university.

Despite the proliferation of the traditional, university-based model, education scholars have been critical of some of the assumptions and structures embedded in this model. Some scholars have dubbed this the “application-of-theory” model, as PSTs acquire the theoretical, research-based knowledge base of the profession through university coursework and then are expected to apply this newly acquired knowledge in practice in their field placement classrooms. This model has dominated university-based programs for decades, but many scholars point out that there is a considerable gap between theory and practice in most programs. They argue that theory and knowledge presented in university courses are often presented without much connection to practice and question the assumption that this knowledge base is easily applicable or transferable to practice in the field placement classroom (Feiman-Nemser, 2012; Korthagen & Kessels, 1999; Korthagen & Russell, 1995; Ziechner, 2010). Various alternative models have emerged to address the theory-practice gap in the traditional university model, including teacher residency programs and Practice-Based Teacher Education (PBTE) models which often place more emphasis on

candidates taking up “core practices” and increased time in field placement classrooms. However, some of these alternative models have also faced criticism that an over-emphasis on core practices and field placement experience promotes a technocratic vision of teaching instead of more adaptive or responsive orientations to teaching that may be more effective for students, especially those from historically marginalized groups, such as MLs (Kennedy, 2016; Zeichner, 2012). Despite rapid enrollment increases in alternative programs since 2010, 77% of all students who completed a teacher preparation program in the 2018-2019 academic year came from traditional university-based programs (American Association of Colleges for Teacher Education, 2022). This dissertation study takes place within the context of a traditional university program, and, like the various other approaches to teacher preparation in this context described below, explicitly seeks to better alleviate the theory-practice gap while also preparing adaptive and responsive educators within the traditional university-based model.

### ***Teacher Knowledge***

The approach to teacher learning at the heart of this study specifically aims to support PSTs in developing the particular teacher knowledge base necessary to employ action-based perspectives. Understanding how to structure teacher learning in this particular way requires an understanding of teacher knowledge more generally. Much of the current writing on the knowledge base of the teaching profession is inspired by Shulman's early work on teacher knowledge (Ball et al., 2008; Hiebert et al., 2002; Linninger et al., 2015; Zaragoza, Seidel, & Hiebert, 2021). Shulman's

(1987) teacher knowledge is often represented as a layered construct of content knowledge, curricular knowledge, pedagogical content knowledge, and more general knowledge of pedagogy, learners, and teaching contexts. For novice teachers in more traditional application-of-theory model programs, much of this knowledge base is presented in formal methods and foundational coursework designed to expose aspiring teachers to essential educational theory and research in psychology, philosophy, and sociology, along with disciplinary-specific teaching methods. Systematic research into the impact of teacher knowledge on instructional quality and student outcomes remains rare; however, some studies have shown that higher measurements of different forms of teacher knowledge are positively associated with improved instructional quality and effectiveness for both novice and experienced teachers (Kunter et al. 2013; Lee & Santagata, 2020; Voss et al., 2011). Critics are careful to point out that the knowledge embedded in this coursework is usually abstract and disconnected from practice, leaving novice teachers with the challenging task of bridging the gap between theory and application (Bromme & Tillema, 1995; Hiebert, et al., 2002).

In an overview of the curricula of teacher education programs at the time, Ben-Peretz (1995) elaborates on this application-to-theory gap, noting that “The hidden curriculum of teacher education tends to communicate a fragmented view of knowledge, both in coursework and in field experiences. Moreover, knowledge is ‘given’ and unproblematic” (p. 546). Zeichner and Tabachnick (1981) also highlighted the gap between coursework and fieldwork, gathering research that



showed that much of the formal knowledge and conceptions about teaching and learning PSTs learned in teacher education courses were effectively “washed-out” during their field experiences. This view presents the relationship between the field placement classroom and university coursework as fragmented, with often competing interests and approaches to teaching. Others question the assumption that the theoretical knowledge bases gained in university coursework can and will effectively guide novice teachers' practice in the classroom, arguing that the “application of theory” model undermines teachers' agency, problem-solving capacity, and their day-to-day experiences in the classroom (Feiman-Nemser, 2012; Korthagen & Kessels, 1999; Zeichner, 2010). These ongoing challenges in bridging this gap between knowledge and practice demonstrate an ever-pressing need for university-based programs to re-evaluate and reconsider the programmatic structures that may constrain PSTs' ability to transfer coursework knowledge into classroom practice.

### ***The Field Placement Experience***

In addition to the university classroom and curriculum, many scholars have also focused on the field placement classroom as an important but challenging site for deeper, more meaningful teacher learning both generally and when learning to teach for language development (Boyd et al., 2009; Grossman, et al., 2011; National Research Council, 2010; Ronfeldt, 2015; Smagorinsky, 2010; Zeichner, 2010; Zeichner & Gore, 2009; Zeichner & Tabachnick, 1981). The National Research Council (2010) noted student teaching experience as one of the three dimensions of teacher education most likely to influence novice teachers' ability to improve student

outcomes. Although scholars have argued that field experiences are crucial factors in producing effective teachers, only a handful of studies have linked field placement experiences to teacher effectiveness. These studies found that in-service teachers were more effective at raising student achievement when they had learned to teach in field sites with lower teacher turnover, stronger teacher collaboration, better student gains, and to a lesser degree, when enrollment and demographics of their current school matched that of their field placement site (Boyd et al., 2009; Ronfeldt, 2012, 2015). Interestingly, Boyd et al. (2009) found that teachers were significantly more effective when they attended teacher education programs with more oversight on PSTs' field experiences, suggesting the importance of a tighter relationship between the university and field placement classroom.

More recent scholarship continues to highlight the field placement as an important and complicated teacher-learning ecosystem, but some researchers are skeptical that spending more time in schools necessarily results in improved teacher learning (Bullough et al., 2003; Capraro et al., 2010; Ronfeldt & Reininger, 2012; Tang, 2003). In their large-scale review of research on teacher preparation, Cochran-Smith and Villegas (2014) note that despite new efforts to restructure the field placement experience to encourage more collaboration with CTs, PST peers, and supervisors, the field placement remains a challenging learning site “filled with apprehension, uncertainty, and loneliness for teacher candidates” (p. 111). In their field placements, PSTs must navigate school policies that emphasize student test scores, prescriptive curricula and pacing, scripted teaching, and working

environments with little support for collaboration and inquiry. Additionally, PSTs must work to simultaneously please university teacher educators and supervisors for passing grades, thoughtfully observe and learn from their cooperating teacher while also providing instructional support, appeal to school administrators in hopes of future employment, and prepare for their own high-stakes performance assessments. These tensions and challenges highlight the potential affordances of action-based orientations to teacher learning which posit that effective teacher learning is less about the individual qualities of a particular field placement context, Cooperating Teacher, or the placement in and of itself, but also about structuring collaborative, reflective, meaningful, and dialogic teacher learning opportunities for novice teachers across their wider learning ecosystems.

Cooperating teachers (CTs) in field placements are tasked with providing expert mentorship and guidance for very little compensation, often with little to no formalized information about the university methods or foundations coursework their student teachers are expected to put into practice. Also, as a result of poor cohesion across the program, teacher educators and supervisors are often equally uninformed about the inner workings of the placement classroom, stretched thin across multiple school sites and different school communities, each with unique expectations and conditions for PSTs. Making matters worse, the application-of-theory model places the onus on PSTs to effectively put the knowledge and theories learned in their coursework into practice in the field placement classroom.

The field placement school site is a complicated and intricate site for all stakeholders in teacher education programs, but its influence on teacher learning and practice should not be understated. These field sites are often described as powerful and conserving sites of teacher socialization, where PSTs tend to reproduce the norms, values, and practices of their placement school site rather than what they learn in their university coursework (Smagorinsky, 2010; Smith & Avetisian, 2011; Zeichner & Gore, 1990; Zeichner & Tabachnick, 1981). In what many scholars refer to as the conservatism of practice, after entering field placement school sites, PSTs tend to stray from the more progressive teaching approaches promoted in their university coursework in favor of more traditional, didactic, and authoritarian orientations to teaching and learning (Ball & Cohen, 1999; Feiman-Nemser & Buchmann, 1985; Hoy & Reyes, 1977; Smagorinsky, 2010). As mentioned above, Zeichner and Tabachnick (1981) wrote about the “wash out” effect, where many PSTs seem to abandon the knowledge and imperatives learned in university courses and gravitate toward the norms, values, and practices of their placement school site. Zeichner and Tabachnick reviewed the various studies at the time that had proposed the field placement site as the primary source of this shift, but they also proposed two alternative hypotheses, arguing that PSTs' biographies or the universities themselves may actually be at fault for this effect. After exploring these different explanations for the “wash out” effect, Zeichner and Tabachnick (1981) concluded that “One thing that is clear, however, is that we can no longer assume that the role of the university is necessarily a liberalizing one and that the schools are the only villains in the

creation of undesirable teaching perspectives” (p. 10). Despite these mixed findings, the field placement remains an important site for PST learning that should not be ignored in planning for teacher learning.

### ***Disconnect between University and Field Placement***

The field placement and university classroom are often presented as disconnected or opposing sites of learning in the wider PST learning ecosystem. Understanding the often-strained relationship between these two sites will help plan for better teacher learning that takes advantage of the relationship between the two. In 1998, Wideen et al. published a review of 93 empirical studies on learning to teach. Wideen et al. used their review to examine different elements of teacher education, highlighting the various challenges and fragmented nature of teacher education and research on teacher education in general at the time. Wideen et al. revealed a major disconnect between the different stakeholders in the university model, noting that PSTs, cooperating teachers, and teacher supervisors often held conflicting expectations. Since Wideen et al.'s review, multiple small and large-scale studies have explored how the teacher educator roles (cooperating teacher and university supervisor) are defined, imagined, and enacted within teacher education programs, noting that stakeholders in these roles often have different expectations and competing interests for each of the other roles (Olsen & Buchanan, 2017; Cole & Knowles, 1993; Cuenca, 2012; Grimmatt & Ratzlaff, 1986; Rajuan et al., 2007; Strouse, 1971; Zeichner & Tabachnick, 1981).

The obvious remedy for this fragmentation within university-based teacher education programs is a more integrative approach, where the knowledge and theory learned in coursework are situated in reflective, practical, and integrative field experiences. Indeed, many surveys of innovative modern teacher education programs describe a focus on teacher reflection, collaborative university and school relationships, and a shift to learning the teacher knowledge base situated in structured, intentional practice (Ball & Cohen, 1999; Darling-Hammond & Oakes, 2019; Hammerness et al., 2005; Philip, 2019; Schon, 1987; Zeichner & Liston, 1996; Zeichner, 2010). In 2019, Darling-Hammond and Oakes put together an overview of seven high-quality teacher education programs that they identified as especially effective in preparing teachers to teach for deeper learning, equity, and social justice. These examples are particularly useful as they do not rely on Value-Added Measures of student achievement on standardized tests as measures of program efficacy. The authors highlighted the various structures and practices that make these programs effective and innovative. Darling-Hammond and Oakes identified that these seven programs featured teacher education curricula that focus on children's learning and development in social contexts, commitments to social justice that guided coursework and field experiences, and “intensive relationships with schools that go well beyond placing student teachers in random classrooms to joint collective activity that seeks transformation of the processes of education in support of deeper understanding and equity” (p. 52). Darling-Hammond and Oakes (2019) describe nine key practices that distinguished the seven programs, with five of the nine key practices focused on

mitigating the application-to-theory gap. These five practices include integrating coursework and clinical work (field experience), modeling of deeper learning pedagogies, applying knowledge in practice, collaboration in productive learning communities, and well-designed clinical apprenticeships developed in partner schools.

Therefore, efforts to foster language and content teacher preparation for action-based language learning must be mindful of the essential link between the field placement classroom and the university classroom for providing high-quality teacher education and bridging the application-of-theory gap. Although Darling-Hammond and Oakes present this integrative approach to university learning and field experience as an innovation in the face of the fragmented application-of-theory model, they also note that this approach is nothing new to teacher education, dating back to Dewey's first laboratory school of the early 1900s. With its attention to collaboration and experimentation between novice and master teachers, explicit links between educational theory and practice, and focus on individual student needs, Dewey's Laboratory School would most certainly make the grade in Darling-Hammond and Oakes' survey of high-quality and innovative teacher education programs. However, with the demand and scale of teacher education programs now greatly exceeding the scope of Dewey's tiny Chicago schoolhouse, modern teacher education programs have the exceptionally challenging task of providing high-quality, integrated teacher preparation while also addressing the ever-increasing teacher shortages across the country.

## **Ecological and Sociocultural Perspectives on Teacher Learning**

In light of concerns about the application-to-theory gap and program cohesion presented above, teacher learning specifically for developing an action-based orientation to teaching for language development should build from the same theoretical perspectives on learning that underlie this vision of language and language development. In a 2009 speech at the annual meeting of the American Association of Colleges for Teacher Education, Darling-Hammond referred to the lack of connection between universities and field experiences as “the Achilles heel of teacher education” (p. 8). Although in Greek mythology, Achilles' heel represented a fatal flaw in an otherwise flawless body, it remained connected to and inseparable from the body. Likewise, despite the application-of-theory gap plaguing many university-based teacher education programs, the university and field placement classrooms are not two disembodied, independent sites of learning. From the PST's perspective, they work together as interrelated parts of their learning in the wider teacher education ecosystem. Wideen et al. (1998) conclude their survey of 93 studies on teacher education by making a case for taking an ecological perspective on researching teacher education, focusing on the interrelations between the various stakeholders and settings rather than looking at the different parts in isolation. Similarly, Rosasen and Florio-Ruane (2008) suggest that thinking of teacher education from an ecological perspective “has the potential to foster interdependence and interaction among teacher candidates, teacher educators, and classroom teachers, rather than positioning



learning experiences as taking place either 'out there' in the field or 'in here' on campus" (p. 726).

An ecological perspective on PST learning in teacher education programs draws on Ecological Psychology and Vygotskyian sociocultural theory. As Gibson and Pick (2000) explained in their foundational text on Ecological Psychology, their ecological perspective on learning emphasizes the reciprocity of perception and action as well as the reciprocity of the learner and the environment. For Gibson and Pick (2000), learning is “discovering what particular things and people afford for them, where things and people are in relation to themselves, what is happening, what characterizes their permanent surroundings, and what they can do” (p. 21). Similar to biological ecology, for Gibson and Pick, the learner and their environment are considered an interactive system. In this vision, “perceiving involves both perception and action [...] and also involves perception of oneself in relation to everything else” (Gibson & Pick, 2000, p. 25). At its core, their ecological approach emphasizes the reciprocity of perception and action as well as the reciprocity of the learner (or perceiver) and their environment. It is an active and interactive cycle where “the environment provides opportunities and resources for action, and information for what is to be perceived so as to guide action” (Gibson & Pick, 2000, p. 14). In turn, the learner perceives, learns about, and uses the affordances that their environment offers them. The consequences of the learner's actions then provide even more information that guides future action as the cycle continues. Although Gibson and Pick focused on early learning in their text, this ecological perspective has been taken

up to understand learning in more specific contexts, such as van Lier's (2004) ecological linguistics, which looks at language development.

A complete vision of teacher preparation for developing an action-based orientation to teaching for language development also draws from a Vygotskian sociocultural theory (SCT) on learning where knowledge and higher order cultural products are constructed first on the social level and later on the individual level. Vygotsky (1981) insisted that “any function in children's cultural development appears twice, or on two planes. First it appears on the social plane [...] Social relations or relationships among people [...] underlie all higher functions and their relationships” (cited in Cole 1996, pp. 110-111). Rosasen and Florio-Ruane (2008) clarify that in SCT, “thought, which began on the social plane, is internalized and personalized in cognitive networks of words, ideas, and experiences, which have been learned and have meaning in the company of others” (p. 708). SCT effectively argues that human cognition originates in social interaction, making sociocultural activities the essential processes through which teacher learning happens in the teacher education ecosystem. In this framing, teacher learning is no longer disparate moments of knowledge acquisition in siloed spaces like university or field placement classrooms; it is an interactive process that happens within and across these various systems and relationships, mediated by culture, context, language, and social interaction.

SCT is also helpful in understanding the relationship between teacher knowledge and practice. A SCT vision of teacher practice draws from what Vygotsky

(1978) called “higher psychological functions” (p. 55). Cole and Wertsch (1996) clarify that higher psychological functions are “transactions that include the biological individual, the cultural mediational artifacts, and the culturally structured social and natural environments of which persons are a part” (p. 253). In the context of teacher learning, through these mediated social transactions, teachers develop higher-level psychological tools that enable them to make significant changes in how they engage in activities related to teaching and learning. Johnson (2009) points out that SCT “assumes that human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs, and symbols, referred to as semiotic artifacts, that mediate those relationships that create uniquely human forms of higher-level thinking” (p. 1). Bruner (1997) reinforces the importance of social interaction and relationships in cognitive development, pointing out that knowledge and these higher order systems are “not only appropriated from the tool kit of the culture and its language, but depend on continued social interaction” (p. 9). Similar to Gibson and Pick's ecological perspective, an SCT vision of teacher learning emphasizes an interpretation of teacher practice where action is intertwined with teacher knowledge, histories, relationships, and contexts. In this interpretation, teacher practice is more than simply a unilateral expression of a teacher's knowledge or individual beliefs. Instead, teacher practice is both a social transaction between student and teacher and the manifestation of that teacher's ongoing histories and participation in culturally

structured environments in and out of the classroom, socially constructed beliefs about students and learning, and their use of cultural mediational artifacts.

As learner agency is essential for language learners in an action-based orientation to language development, so too is teacher agency essential to an SCT-informed vision of teacher development and learning. As described above, learning from a sociocultural perspective is not a linear appropriation of skills or knowledge from the outside in. Johnson (2009) takes this argument even further and notes that “cognitive development is not simply a matter of enculturation or even appropriation of existing sociocultural resources and practices, but the reconstruction and transformation of those resources and practices in ways that are responsive to both individual and local needs” (p. 2). Applied to teacher education, SCT suggests an increased emphasis on creating learning activities and environments for PSTs that encourage and support novice teacher agency in reconstructing and transforming their existing knowledge and beliefs about teaching and learning at both a personal level and within the sociocultural contexts like the university and field placement classrooms where teacher learning takes place.

Lave and Wenger's “legitimate peripheral participation” and “communities of practice” are also helpful ways to understand teacher learning in the teacher education ecosystem and action-based orientations to teaching for language development. Drawing on ecological and SCT foundations, Lave and Wenger (1991) define legitimate peripheral participation essentially as “a descriptor of engagement in social practice that entails learning as an integral constituent” (p. 35). In line with ecological

perspectives, the authors clarify that legitimate peripheral participation as a term is not defined by its constituent parts, but rather, the concept is to be taken as a whole. Lave and Wenger (1991) clarify on page 35 that “each of its aspects is indispensable in defining the others and cannot be considered in isolation.” There is no “illegitimate” participation, nor is there “central” (as opposed to peripheral) participation. Instead, legitimate participation is a “constitutive element of its content” characterized by multiple more or less engaged peripheral ways to participate as defined by the community (p. 35). Participants in these communities are often described as “newcomers” or “old-timers”. Lave and Wenger suggest that as newcomers enter a “community of practice,” they are either granted or prevented access to “a nexus of relations otherwise not perceived as connected” (p. 36). To master the knowledge and skills of a community, newcomers must move toward “full participation” in that community's sociocultural practices. Participation is an ongoing, non-linear process without a center or end goal. Similar to language learners in action-based orientations to teaching for language development, PSTs are seen as newcomers entering different communities of practice in the university classroom, field placement classroom, and other spaces across the wider teacher education ecosystem. PSTs participate in different interactive, social, and relational activities, moving gradually from peripheral to full participation in the various practices of these communities.

An ecological and SCT-informed perspective on teacher learning offers a helpful way to understand the complex environment of often competing spaces,

affordances, knowledge, and experiences for the PST learner in the wider teacher education ecosystem. An ecology of teacher education program represents a web of formal spaces, such as education coursework and supervised field experiences, as well as less formal spaces such as observing cooperating teachers in field placements, conversations with fellow PSTs, and even PSTs' personal beliefs about teaching informed by their own experiences as students. Applying Gibson and Pick's (2000) perspective, teacher preparation can be seen as an interactive environment where PSTs' interactions and experiences in university coursework, field experience, and collaboration with cooperating teachers, teacher educators, students, and fellow PSTs provide “opportunities and resources for action, and information for what is to be perceived so as to guide action” (p. 14). From these ecological and sociocultural perspectives on learning, if teacher education programs want to truly reconceptualize PSTs' understanding of teaching and learning in specific and principled ways, these programs must move beyond assuming PSTs will bridge the theory-practice gap on their own in disjointed university coursework and field experiences. Instead, these theories suggest the importance of teacher education programs providing more opportunities for dialogic, scaffolded, collaborative, and interactive learning experiences for PSTs to participate and learn about teaching and learning across learning contexts together with teaching peers, cooperating teachers, teacher educators, and their students.

As explored in more detail below, this study proposes that collaborative, video-embedded teacher learning aligns well with these sociocultural and ecological

visions of teacher learning and better supports novice teachers and teacher educators to work together to bridge the theory-practice gap in traditional university-based programs. A growing body of research has explored ecological and SCT informed approaches to preparing teachers specifically for teaching for language development (e.g., Bunch, 2013; Galguera, 2011; Johnson, 2009, van Lier, 2004; Walqui, 2007), to date, only a handful of studies to date have explored how collaborative video analysis could support PST teacher learning for language development (e.g., Estapa et al., 2016; Daniel, et al., 2020; Jackson, 2021; Jackson & Cho, 2018). The Collaborative Video Analysis (CVA) sessions designed for this study provide a collaborative video-embedded context where PSTs work together with their course instructor and me as the language expert/facilitator/additional teacher educator to analyze videos of their own classroom practice in their field placement classroom and re-envision their disciplinary instruction to incorporate action-based orientations to language. In this context, new teacher learning is dialogic, scaffolded, collaborative, and interactive between peers and teacher educators and explicitly challenges all participants to bring together important theoretical concepts related to effective and equitable instruction for EL-classified and MLs together with the new teachers' experiences and disciplinary practice in their field placement classrooms. Furthermore, I argue that this approach to teacher learning is uniquely suited to support teacher learning toward action-based orientations to language as the collaborative video-embedded teacher learning is structured through the same action-based orientations to learning that the new teachers are being prepared to take up in their disciplinary instruction.

## **SCT and Ecological-Informed Approaches to Teacher Learning in Practice**

An explicitly ecological and SCT-informed vision of teacher learning and preparation positions the relationships and interactions between PSTs and others in their teacher education ecosystem, including their students, teacher educators, cooperating teachers, and fellow PSTs at the center of teacher development.

Ecological and SCT scholars would argue then that opportunities for teacher learning should be more intentionally structured to center these relationships and interactions as the driving forces mediating PST learning and development. Looking back to Darling-Hammond and Oakes (2019) model programs, each of the programs deeply valued “intensive relationships” and thoughtful collaboration between stakeholders (p. 52). Research on explicitly ecological or SCT-informed approaches to teacher learning remains sparse, but there are a number of established SCT-informed approaches to teacher learning, including Critical Friends Groups (Bambino, 2002), Peer Coaching (Ackland, 2000), Lesson Study (Takemura & Shimizu, 1993), Cooperative Development (Edge, 1992), and Teacher Study Groups (Burns, 1999; Clair, 1998; Dubetz, 2005).

While explicitly SCT or Ecologically informed studies on teacher learning remain sparse, Cochran-Smith et al. (2016) point out that this number is steadily growing. The authors' use of “social constructivism” is broad and explicitly includes elements of SCT, ecological, and action-based orientations to learning. In these studies, learning to teach is seen as a social and collaborative effort that occurs through peer interaction. The authors (2016) clarify that in these visions, teacher



learning develops “from and with others by exchanging ideas, articulating the reasoning behind instructional decisions, engaging in inquiry aimed at solving specific problems of practice, and reflecting on one's teaching to improve student learning” (p. 481). Similar to SCT and ecological theories, these social-constructivist informed approaches to teacher learning stress the context-embedded, interactional, and social construction of knowledge. However, social constructivism emphasizes the quality of the collaborative processes as the locus of development rather than the use of mediating tools in SCT or the wider learning ecosystem in Ecological orientations. Despite these nuanced differences, these examples help to understand the possibilities for alternative approaches to teacher learning that feature elements of the SCT, ecological, and action-based visions of learning featured in this study.

### ***Re-structuring the PST Learning Triad***

Cartaut and Bertone (2009) examine and propose an alternative structure to the PST, CT, and Supervisor triad in one such example. Grounded in neo-Vygotskian activity theory on conflict, power dynamics, and research specifically on poor communication between CT and supervisors, the case study re-positioned all members of the triad to participate together in post-lesson advisory conferences reflecting on video recordings of two lessons conducted by the PST. The authors note that in the typical triadic relationship, CTs are often left unaware of what knowledge PSTs are expected to put into practice and provide feedback unrelated to PST learning goals from their university coursework or feedback from their Supervisors. Additionally, this feedback from CTs and Supervisors is typically provided

separately, leaving the PSTs the challenging task of negotiating and synthesizing this often disparate or conflicting feedback into practice. The collaborative model explored in the case study positioned all members of the triad together in a collaborative post-lesson conference focused on providing feedback on videos of PST classroom practice. The researchers found that because the CT was present during this conference, they provided more metaphoric and interpretive feedback, which complemented the more specific feedback provided by the Teacher Supervisor. As a result of this interactive and collaborative feedback structure, the PST's teaching performance and the CT's mentoring competence were found to have transformed to be more in line with that of the Teacher Supervisor.

This re-structured approach to traditional teacher learning in the field placement classroom attempts to flatten the power relations between members across the teacher learning ecosystem. This case study, centered around collaborative reflections and feedback on videos of practice, provides an interesting model for teacher learning that takes advantage of the collaborative and interactive tenets of SCT, ecological, and action-based orientations to teacher learning. However, the focus is less on the participation of all triad members to collaboratively co-construct learning around theory and practice and more emphasis on the PST and CT shifting their respective teaching and mentoring to align with the Teacher Supervisor. While certainly helpful, this model implies less trust in PSTs and CTs as agentic collaborators and co-constructors of knowledge. In this sense, the video reflection activities reinforced the Teacher Supervisor's contributions over any potentially new

understandings co-constructed in the learning activity. While this model helps to reimagine the possibilities for teacher learning in this triad, this lack of attention to co-constructing knowledge and trust in the PST and CT risks reinforcing or reproducing the power imbalance between university and field placement that this study seeks to remedy.

### ***Teacher Noticing and Video-Embedded Learning***

Teacher noticing has become a prominent element in researching and promoting PST learning in the content areas. van Es and Sherin (2008) describe teacher noticing as the “ability to notice features of a practice that are valued by a particular social group” (p. 244). While teacher noticing is conceptualized in a variety of ways and fields, it is predicated on decades of research showing that teacher noticing skills can help teachers effectively attend to, interpret, and decide on a variety of vital components relevant to their classroom practice (Jacobs et al., 2010; König, 2022; Mason, 2002). van Es and Sherin (2008) go on to propose three key aspects of noticing: identifying what is important about a classroom interaction; making connections between classroom interactions and broader principles of teaching and learning; and using what one knows about the context to reason about classroom interactions. Additionally, Sherin and van Es (2009) have identified that noticing involves two main constructs: selective attention and knowledge-based reasoning. The authors define selective attention as how teachers identify certain key moments over others and knowledge-based reasoning as the ways teachers make sense of and interpret those key moments. The authors clarify that selective attention

and knowledge-based reasoning are interrelated in dynamic ways, in that, the moments that teachers notice will influence how they reason about those moments and their knowledge about the subject matter, curriculum, students, or pedagogy drives what a teacher notices in a given situation. With the focus on noticing and examining student interaction as well as connecting wider principles with and reasoning about classroom instruction, teacher noticing clearly has powerful implications for promoting interactive action-based orientations to teaching for language development, but to date, there is very little teacher noticing research on teaching for language development, instead focusing almost exclusively on teacher noticing in specific content areas like math and science.

A large majority of research studying pre- and in-service teacher noticing is structured around video analysis, where groups of teachers and teacher educators collaboratively review videos of classroom practice as a mediating tool to develop specific teacher noticing skills. Participation in video analysis activities such as video clubs has been shown to support shifting pre-service and in-service teachers' selective attention and knowledge-based reasoning from general to more elaborate descriptions of classroom interactions and student thinking (Sherin & Han 2004; Borko et al. 2008; Santagata et al. 2007). In particular, video analysis provides unique benefits for promoting teacher learning including the ability to slow down, rewind, pause, and review complex classroom interactions (Brophy, 2004). Collaborative Video Analysis (CVA) where teachers and other stakeholders review video as a group allows participants to hear, challenge, and consider each other's ideas and has been shown to

increase teachers' ability to attend to and reason about student thinking (Borko et al., 2008; Jacobs et al., 2010; König, 2022; Sherin & van Es, 2009; Sherin & Han 2004). As collaborative video analysis has been shown to support shifting teacher noticing from general to more elaborate accounts of student thinking, this approach to PST learning could be especially helpful in promoting PSTs shifting their thinking about student language use closer to the action-based orientations to language described in this study. To date, only a handful of studies have explored collaborative video analysis for PST teacher learning for language development (e.g., Daniel et al., 2020; Estapa et al., 2016; Jackson, 2021; Jackson & Cho, 2018). This study contributes to this scholarly literature by leveraging the clear and powerful connections between collaborative video analysis and teacher learning, noticing, and thinking about student language use and language scaffolding in their disciplines.

### ***Principled Use of Video (PUV) Framework***

Kang and van Es (2019) draw on ecological and sociocultural perspectives to review video-embedded approaches to teacher learning and propose an integrated framework for productive video use to promote desired PST learning with “attention to both the learning ecology and underlying theories of preservice teacher learning” (p. 1). Kang and van Es' framework builds from the established body of literature showing video as a helpful tool for mediating PST learning. In this structure, PSTs watch, dissect, and reflect on videos of authentic classroom practice together with teacher educators and fellow PSTs as an essential learning activity in their teacher education program. Kang and van Es (2019) clarify that this approach to PST learning

extends beyond PSTs acquiring specific forms of knowledge or practices as a result of simply watching specific videos of classroom practice. They argue that:

The use of preservice teachers' videos brings individualized experiences from local classrooms into a collective learning space, thereby enabling teacher educators to help preservice teachers generate new meanings about their personal teaching experiences through conversations with others [and] facilitate preservice teachers' individual and collective interaction that is difficult to coordinate otherwise” (Kang & van Es, 2018, p. 2).

In true ecological and SCT fashion, Kang and van Es argue that the productive use of video for PST learning depends less on the individual video itself and more on the nature and quality of the structured interactions in the broader video-embedded activity system. After reviewing the affordances and constraints of existing frameworks for video-embedded teacher learning, Kang and van Es (2019) propose a Principled Use of Video (PUV) framework consisting of six steps for designing productive video-embedded learning activities:

1. Articulate worthy goals of preservice education
2. Set specific learning objectives for a video-embedded activity
3. Select video clips
4. Design a task
5. Design and select instructional tools
6. Facilitate conversation

Kang and van Es also describe a case study of their PUV framework in action. In this case study, a group of PSTs participate in structured video-embedded activities in a science methods course. The methods instructor first set four broad teacher learning goals, including “develop[...] a new vision of science teaching that supports diverse

students in engaging deeply with the discipline in an equitable way” (Kang and van Es, 2018, p. 9). Next, they set specific learning objectives for the video-embedded activities, including for PSTs to “describe young children's various ideas and language use surfaced through their discussion of the focal phenomenon as valuable assets” “ (Kang and van Es, 2018, p. 9). The methods course instructor then carefully selected a video clip as the central tool for mediating PST learning toward the selected learning goals and objectives. The video clip featured highlights from a two-week science unit taught by an experienced teacher with students engaged in various collaborative activities. The authors reported that the instructor chose that particular clip as it captured authentic classroom practice aligned with the PST learning goals and objectives, namely student interaction in language-rich collaborative discussions about science content.

The methods instructor then planned a series of activities that also aligned with the broader goals and objectives. In these activities, PSTs collaboratively viewed, discussed, and attended to various features shown in the video related to new visions of good science teaching and children's language use related to the science content. In scaffolding PST conversations about the videos, the instructor chose different prompts and discussion structures that encourage PSTs to attend to the different elements of the video related to content and language, connect their developing visions about science teaching with what they had seen so far in the field placement classroom, and collaboratively imagine the possibilities for this new vision of science teaching.

Kang and van Es do not explore the PST learning outcomes of their case study, assuming the well-established research base that has shown that productive use of videos can lead to effective teacher learning. The framework is flexible and broad by design but does not address PST learning for specific aims such as content instruction, social justice, or teaching for language development. Additionally, the case study described above was limited to PST learning in one university methods course and does not attend learning across the wider PST ecosystem. The PUV framework does not expressly privilege the university classroom as the only site of learning nor exclude CTs or teacher supervisors from participating in these activities. Despite these limitations, the PUV framework does provide a helpful framework for designing video-embedded learning experiences for PSTs that tap into an action-based orientation to learning. A more comprehensive vision of video-embedded learning aligned with SCT, ecological, and action-based orientations to learning would potentially take even more care in bridging learning across members of the wider PST learning ecosystem by including CTs and/or supervisors in the collaborative activities. Additionally, while the use of an idealized highlight video of an expert teacher was potentially helpful in providing a rich semiotic resource for PSTs to discuss at the beginning of the learning cycle, subsequent videos from PSTs' own field placement classrooms might improve teacher agency and context-embedded learning toward the learning goals and objectives.

### ***Teacher Reflection for Principled Improvisation***



Like Cartaut and Bertone above, Philip (2019) describes an approach to restructuring PST learning experiences that centers collaborative discussion about PST practice together with members of the teacher learning ecosystem. Specifically, Philip builds from the situated, relational work of teaching to target PST learning specifically oriented to teaching for justice. In the paper, Philip “examines the possibilities for teacher learning through deliberately designed experiences that center improvisation and the inherent uncertainty, ambiguity, and unpredictability in teaching” (p. 2). Philip is especially critical of recent efforts to push against PST learning through improvisation in favor of more rigid approaches to teacher education structured around PSTs learning and doing discrete techniques and practices. However, Philip clarifies that his position does not prioritize improvisation over practice. Similar to Johnson's (2009) call for agency in the teacher learning process, Philip (2019) argues that “improvisation is inextricably connected to practice and is an inherent dimension of human activity--a constant interplay between the structures of social life and the improvisational agency that each moment presents for individuals” (p. 3). Philip (2019) then presents what he calls “principled improvisation” or “improvisation that is purposefully oriented toward justice and that accentuates each moment of teaching as political, ethical, and consequential” (p. 1). Philip paints an ideal picture of teacher learning and teacher education in general that is situated, subjective, and focuses on the relational, agentic work of teaching and “the interactional and responsive creativity in teachers that is required for the co-construction of meaning with students” (Philip, 2019, p. 4).

Philip (2019) describes an integrated course for PSTs that he codesigned with a partner high school teacher and educators from a community-based racial justice organization, specifically around his notion of principled improvisation. The course intentionally blurred the structural and theory-practice divisions of teacher education and integrated university coursework with other sites of PST learning. Similar to the Cartaut and Bertone study above, the course featured an integrated approach to the field experience where, together with Cooperating Teachers and Community-based educators, a group of PSTs, teacher educators/researchers, Cooperating Teachers, and Community-based educators reflected on written and spoken PST “narrations” of their classroom practice or interactions with students in their field placement site. Philip clarifies that this collective, reflective space was designed as “a joint space of theory building to address place-based concerns of equity and justice” (p. 7).

Philip describes specific practices employed in the integrated course that supported PSTs’ reflection and facilitated collective learning from PSTs’ otherwise individualized or idiosyncratic experiences. PSTs first *narrated* their classroom experiences with their high school students in weekly journal entries describing specific teaching or sense-making moments with their high school students. As the teacher educator/researcher, Philip then read and responded to the PSTs’ weekly journals, selecting specific cases to share with the other members of the course. The course members then supported each other in *re-narrating* these experiences, this time with an explicit focus on power, relations, and imagining the activities or interactions from a student’s perspective. Finally, all members worked together to

collectively *re-envision* and weigh new possibilities and trajectories for those activities or interactions. Philip (2019) describes these re-envisionings as “thought experiments rather than embodied re-enactments [...] grounded in the real concerns of the novice teachers” (p. 10).

Philip is careful to avoid suggesting this approach as a universally relevant model for teacher education. However, he is clear that collaboratively *narrating, re-narrating, and re-envisioning* PSTs' classroom experiences provided fruitful opportunities for PSTs to anticipate future interactions and explore new opportunities to apply theories studied in their teacher education program. Additionally, these situated experiences helped all involved to theorize new approaches that were more context-embedded, accountable, and meaningful for the community. For all members of the integrated course, “learning and social theory were no longer frameworks to apply to practice. Novice teachers' work with students became spaces for theory building that nuanced, complicated and troubled the theory they read” (Philip, 2019, p. 24). Philip argues that these elevated forms of learning would be impossible if the learning were only organized around rehearsing components of teaching or practice. Philip closes the article by arguing that “Novice teachers must have a space to develop shared knowledge, judgment, and context-responsive improvisational practices through learning opportunities organized around principled improvisation” (p. 26).

Although not targeting developing action-based orientations to language, Philip's work represents a powerful re-structuring of teacher learning that neatly

aligns with the tenets of this orientation to language and learning explored in Chapter 2. Specifically, the narrate, re-narrate, re-envision discussion structure offered helpful *scaffolding* to support and encourage focused *collaboration* and *interaction* between participants around specific elements of teacher practice. By bringing the PST, CT, and community members together, Philip attempted to flatten the PST learning ecosystem and emphasize *context-embedded* learning around specific examples of PST practice. Perhaps most similar to the action-based orientation to teaching for language development explored in Chapter 2, these activities re-positioned all members, novice or experienced, as *agentive participants* in their own learning, worthy and capable of grappling with challenging ideas as a means to deeper, more meaningful learning.

### ***Teacher Preparation Specifically for Teaching for Language Development***

The approaches described above offer powerful ways to re-think teacher learning toward an action-based orientation, but they notably lack focus on teaching for language development. It is important to now focus on what SCT, Ecological, or action-based visions of teacher learning might look like when preparing teachers specifically for teaching for language development. In his book proposing an ecological perspective on language learning and development, Leo van Lier (2004) reminds us that an ecological approach focuses on “relations between people and the world, and on learning as ways of relating more effectively to people and the world” (p. 4). Like van Lier, there is a growing number of scholars exploring ecological and SCT-informed approaches to preparing teachers specifically for teaching for language

development (Bunch, 2013; Galguera, 2011; Johnson, 2009; van Lier, 2004; Walqui, 2007).

Walqui (2007) developed a model of teacher expertise for working with EL-classified students. Similar to Philip's (2019) resistance to technical orientations to teacher education, Walqui (2007) clarifies that “the knowledge and skills required [to teach EL-classified students] are not just of a technical nature but include, just as importantly, personal, social, and political aspects of a teacher's professional life and context” (p. 117-118). Walqui's (2007) model of teacher understanding and expertise is explicitly ecological, positioning teacher learning and development not at the individual level, but rather as “a result of complex interactions with colleagues and with institutions” (p. 118). Walqui's model suggests that teachers develop in six domains (vision, knowledge, practice, motivation, reflection, and context) that overlap, develop, and coexist in organic, non-linear, and interdependent ways. For example, “vision” represents teachers' ideologies, objectives, and dreams related to both their students and their own teaching practice. The “practice” domain represents teachers' pedagogical skills and strategies. Teacher “vision” overlaps with practice in that this vision encompasses their ideologies and objectives related to their classroom practice while “practice” represents their attempts to enact these “visions” into action in their classroom. Walqui recognizes that teacher expertise for teaching EL-classified students in these domains develops over an extended, ongoing time continuum across an expansive teacher learning ecosystem. PST education is one of many systems that can support or constrain this development. Walqui's model does

not propose any specific structures or approaches to PST education, but her model represents a helpful overarching vision of the various domains teachers will need to develop to work more effectively with EL-classified students.

In her 2009 book, Johnson offers a more complete picture of a SCT-informed vision of teacher education specifically for teaching for language development, exploring what a sociocultural perspective on learning has to offer second language teacher education. Johnson establishes that SCT “recognizes the inherent interconnectedness of the cognitive and social and allows us to see the rich details of how teacher learning emerges out of and is constructed by teachers within the settings and circumstances of their work” (p. 3). Johnson points out that since teachers' knowledge of teaching is constructed through rich, situated experiences with students, parents, fellow teachers, and administrators, so too should the process of learning to teach be socially negotiated and structured around these interactive and situated experiences.

Johnson next argues that SCT changes the way we think about language. Central to many of the SCT or ecologically informed theories of language explored in the previous chapter, these conceptions center language as a psychological, cultural, and social sense-making tool that gains meaning through socioculturally situated contexts. Similar to both van Lier (2004) and Lantolf and Thorne (2006), Johnson (2009) draws on socioculturally-informed scholarship from anthropology, critical social theory, cognitive psychology, applied linguistics, and more recent scholarship in Second Language Acquisition to conceptualize language as “ a constellation of

social practices” (p. 4). However, despite decades of scholarship exploring the power and potential of these SCT and ecologically informed conceptualizations of language, formalist and cognitive theories of language acquisition have dominated the fields of linguistics and Second Language Acquisition (SLA) (Johnson, 2009; Valdés et al., 2014; Walqui, 2008). Johnson (2009) notes that these formalist and individualistic definitions of language have, in turn, exerted significant influence on the content of second-language teacher education, resulting in a second-language teacher education knowledge base that over-emphasizes teachers learning theoretical understanding of the syntactic, phonological, and morphological rules of language rather than how to effectively teach language.

The application-of-theory gap presents itself again, this time in second-language teacher education, as multiple studies have shown that teachers' knowledge about language quite often fails to transfer to their classroom teaching (Bartels, 2005; Borg, 1998; Johnston & Goettsch, 2000). Thus, Johnson argues, the traditional conceptualizations of language that dominate the content of second language teacher education “may not provide teachers with a conceptualization of language that is amenable or useful to [second language] instruction” (p. 43). Johnson is careful not to completely dismiss the structural, formal properties of language from second language teacher education, as they may offer tools that teachers can use to make students aware of the different linguistic resources and affordances that are available to them as their capacity for participation in second language activities continues to develop. Johnson (2009) clarifies that “the point of departure is no longer the discrete

form or communicative function but the conceptual meanings that are being expressed that denote ways of being in the world” (p. 46).

Johnson spends ample time proposing important shifts in the content and knowledge base (what second language teachers need to know) and the pedagogies (how second language teachers should teach) of second language teacher education, but her work on the pedagogies and instructional approaches to second language teacher learning (how second language teachers learn) is equally important. From a sociocultural perspective, developing fully formed higher-level psychological tools or concepts enables teachers to make significant changes in how they engage in activities related to teaching and learning for language development. Johnson (2009) posits that “for true concepts to emerge, teachers must have multiple and sustained opportunities for dialogic mediation, scaffolded learning, and assisted performance as they participate in and learn about relevant aspects of their professional worlds” (pp. 4-5). In this sense, sociocultural and ecological theories of learning suggest that preparing teachers for an action-based orientation to teaching for language development should be structured around dialogic, scaffolded, collaborative, and interactive learning experiences for teachers to participate and learn about teaching for language development in their specific classroom contexts together with PST peers, cooperating teachers, and teacher educators. The Collaborative Video Analysis (CVA) sessions designed for this study take up Johnson’s calls for dialogic mediation and scaffolded teacher learning and provide a collaborative video-embedded context where PSTs work together with their course instructor and a language expert/teacher



educator/discussion facilitator to explore and imagine how to incorporate action-based orientations to language in their disciplinary instruction. Additionally, this study's interactional, cross-event approach to data analysis described in Chapter 4 explicitly examines how interaction and discourse between participants across multiple events affords or constrains teacher learning.

In describing the particular type of knowledge that teachers need to teach specifically for language development, Galguera (2011) first proposed the idea of “pedagogical language knowledge” (PLK), moving Shulman's (1987) “pedagogical content knowledge” from the general teaching context to teaching specifically for language development. Building on Galguera, Bunch (2013) defines pedagogical language knowledge as “knowledge of language directly related to disciplinary teaching and learning and situated in the particular (and multiple) contexts in which teaching and learning take place” (p. 307). While pedagogical content knowledge centers on the particular content area or discipline being taught, it fails to address the language-specific knowledge and skills involved in teaching ELs in and across specific disciplines. Bunch (2013) proposes that pedagogical language knowledge is not just the knowledge and beliefs about language or language development but also the pedagogical reasoning and action for making instructional decisions specifically for language development across the curriculum.

Pedagogical language knowledge (PLK) re-conceptualizes how teachers should view EL-classified learners' languages and language development. Similar to action-based orientations to language development, PLK builds on a vision of

“language as action,” drawing heavily on work by van Lier and Walqui explored in Chapter 2. This notion challenges traditional assumptions about language and language development and prioritizes action through language over language forms and function. In defining what PLK might look like, Bunch (2013) draws on emerging efforts to support PLK development for pre-service and in-service teachers.

Bunch describes one example where researchers drew on SCT to develop a PST learning intervention focused on inquiry-based science instruction, focusing on language and literacy development for EL-classified students. Together with an interdisciplinary research team, researchers Stoddart et al., (2011) developed the Effective Science Teaching for English Learners (ESTELL) project to support PST in teaching science to elementary school EL-classified students with a focus on the “reciprocal and synergistic” relationship between science content learning and language and literacy development. This relationship centered around five SCT-informed practices that suggest that students learn through context-embedded, meaningful, and relevant social activity: integrating science, language, and literacy development; engaging students in scientific discourse; developing scientific understanding; collaborative inquiry in science learning; and contextualized science instruction. Additionally, the ESTELL PST education program was based on three SCT-informed principles of PST learning: teachers need to learn new instructional approaches through the pedagogy they are being prepared to teach; the teaching of science content and subject matter methods should be integrated with knowledge about the language and culture of the students being served; and coherence needs to

be established between the different components of the teacher education program – coursework, practicum and supervision (Stoddart et al., 2011, p. 6).

These principles and practices served as both the learning method and the learning target for PSTs and their CTs as they participated in methods courses, professional development, and field learning experiences guided by ESTELL pedagogy. PSTs participated in four science methods courses, which focused on providing personal learning experiences about and through the target ESTELL principles and practices. CTs participated in a two-day professional development workshop that introduced the ESTELL components and mentoring resources and incorporated the program principles and practices. Multiple studies investigated the impact of this intervention on PST teaching in their field placement, finding that, compared to control groups who did not participate in the ESTELL program, PST participants were more likely to implement ESTELL principles, encourage more student-to-student and student-to-teacher interaction, pose deeper investigatory questions, and even outperform teachers in the control group on classroom observation measures of language and literacy and contextualization one year after earning their credential.

The ESTELL project offers a particularly useful example of how teacher educators might restructure teacher learning specifically for an action-based orientation to language development. The intervention centered teacher learning through and about SCT-informed pedagogies, with a unique focus on teaching for language development in the science classroom. Like Cartaut and Bertone's (2009)

and Philip's (2019) attempts to bridge learning across the PST learning ecosystem, this approach attempts to remedy the disconnect across the program in hopes of a more productive implementation of language-specific content pedagogies in the field placement classroom. More interestingly, this restructured approach to traditional PST learning helps to imagine the possibilities of structuring PST learning *through* the same pedagogy they are being prepared to teach. By structuring this kind of meta-instruction for both PSTs and CTs, this approach to teacher learning taps into some of the interactive and agentic tenets of action-based orientations to teacher learning. However, these efforts did not feature any structured collaboration across the wider teacher learning ecosystem, with PSTs and CTs learning in separate activities. Participants were invited to co-construct new knowledge about their science teaching, focusing on language development with peers of the same role. However, these collaborative activities were noticeably separated by participants' roles in the program. There is perhaps an argument that these separate learning activities allowed for a more careful consideration of each group's specific needs and role in the ecosystem, but like Cartaut and Bertone's study, I believe that this siloed approach risks reproducing some of the power imbalances between the university and field placement classroom.

### **Teacher Learning and Action-Based Orientations to Language Development**

In proposing an approach to teacher preparation specifically for second language teaching, Johnson (2009) is cautious in suggesting a one-size-fits-all. Citing the contextual nature of the classroom as well as language teaching and learning,

Johnson (2009) clarifies, “Both the content and activities of [second language] teacher education must take into account the social, political, economic, and cultural histories that are ‘located’ in the contexts where L2 teachers learn and teach” (p. 144). Similarly, Philip (2019) notes that despite the power of principled improvisation and moving between theory and practice through narration, re-narration, and re-envisioning classroom experiences, this approach is “neither a panacea nor sufficient by itself; it is a part of a larger effort to name and address the challenges and possibilities we face in teacher education today” (p. 27). However, the examples described in this paper provide powerful ideas for designing learning environments that align well with action-based orientations to teaching for language development. Specifically, by Johnson’s (2009) standards for socioculturally-aligned language teacher preparation, these examples “seek to create alternative structural arrangements that support sustained dialogic mediation between and among teachers and teacher educators and provide assisted performance as teachers struggle through issues that are directly relevant to their profession development and classroom lives” (p. 112). Thinking more ecologically, many of the above approaches to teacher learning also center learning and development across the wider teacher education ecology in which PSTs learn and teach. They are interactive by design, centering the relationships and reflective collaboration as the driving forces behind PST learning and development. These ecological and SCT-informed perspectives also center action, interaction, and situated communicative activity for language development and learning (Gibson & Pick, 2000; Lantolf & Thorne, 2006; van Lier, 2004).

All of the above examples for both general PST learning and PST learning specifically for language development provide useful models and features that are especially attuned to preparing teachers for an action-based orientation to teaching for language development. Like the ESTELL project described above, new visions of teacher preparation towards an action-based orientation to language development should be carried out through the same action-based orientations to learning that PSTs are being prepared to teach. That is, PST learning toward an action-based orientation to teaching for language development should be carried out through carefully *scaffolded* and *collaborative* learning opportunities between multiple members across the teacher learning ecosystem. These activities should emphasize *learner agency* and *interaction* embedded in particular learning *contexts* and *environments*. Additionally, empirical evidence and scholarship on teacher learning between the field placement and university classroom is limited, so the ecological and action-based orientations to teacher learning address this important gap in teacher learning research.

Kang and van Es' (2018) PUV framework works well as an overarching framework to structure situated and productive video use to “help pre-service teachers generate new meanings about their personal teaching experiences through conversations with others [and] facilitate pre-service teachers' individual and collective interaction” (p. 2). Although the authors described the lack of disciplinary focus as a limitation of the PUV framework, the broad scope of the six steps allows for the framework to be easily adaptable to creating teacher learning environments that promote an action-based orientation to teaching for language development.

Philip's (2019) design of a learning environment organized around principled improvisation provides a more specific model of the types of learning activities, interactions, and stakeholders that would drive teacher learning in this specific learning environment. In particular, the integrated course and activities designed around collaborative narrating, re-narrating, and re-envisioning between PSTs and teacher educators fit nicely into Kang and van Es's PUV framework, as I describe in more detail below.

More importantly, Philip's (2019) design “center[s] improvisation and the inherent uncertainty, ambiguity, and unpredictability in teaching” which dovetails with some of the central tenets of an action-based orientation to language development. He continues,

There must be a space for teachers to learn from the uncertainty, ambiguity, and unpredictability of teaching; to struggle with the consequentiality of actions that cannot be undone; to weigh what is “contextually relevant, morally adequate, and practically feasible” (Jaggar, 2015, p. 119); to experience the effort of listening; and to build theory that is grounded in place (Philip, 2019, p. 27)

Philip's (2019) position on “uncertainty, ambiguity, and unpredictability” is similar to the focus on the “unpredictable and dynamic” (p. 14) in Kibler et al.'s (2021) in CDE, and the authors note that “unpredictable and dynamic dialogic spaces mean that language pedagogies must be responsive to the ongoing flow of classroom talk” (p. 15). Walqui and van Lier (2010) also expand on the importance of teachers embracing unpredictability, noting that scaffolding “is a dynamic and contingent reaction to something new that the learner introduces into classroom work. When this

unexpected innovation initiated by the learner appears, *then and only then* does the teacher's real scaffolding work begin" (p. 24).

Philip's model centers reflection on PSTs' unpredictable, dynamic, and contingent interactions with students and, therefore, is well-suited to support PST learning and teaching in line with SCT and Ecological language scholars' vision of effective and powerful teaching for language development. In Chapter 4 below, I combine many of the features of the examples above with Kang and van Es' (2018) PUV framework and Philip's (2019) collaborative discussions for principled improvisation to propose a novel vision of Collaborative Video Analysis (CVA) specifically for preparing new teachers for an action-based orientation to teaching for language development. In this new vision of teacher learning, PSTs collaborate with teacher supervisors and language experts in scaffolded interactive discussions. In these discussions, members would narrate, re-narrate, and re-envision a selected exemplar video clip and videos of their own teaching with a focus on student language use and language scaffolding to understand and imagine the possibilities of their students' linguistic resources and their own disciplinary instruction from action-based orientations to language.

For many of the reasons described above, I suggest that Collaborative Video Analysis is especially attuned for promoting teacher noticing and learning toward action-based orientations to language development. First, videos of classroom practice provide an especially useful tool for slowing down, rewinding, and reviewing video clips of student language in action. Additionally, taking up action-based



orientations to teaching for language development requires teachers to problematize formalist or traditional orientations to MLs and teaching for language development and shift their thinking toward more complex and equitable sociocultural and ecological orientations. As Collaborative Video Analysis has been shown to support shifting teacher noticing from general to more elaborate accounts of student thinking, this approach to PST learning could be especially helpful in mediating shifts in PSTs' thinking about student language use closer to the action-based orientations to language described in this study. While a growing number of scholars have explored ecological and SCT informed approaches to preparing teachers specifically for teaching for language development (e.g., Bunch, 2013; Galguera, 2011; Johnson, 2009, van Lier, 2004; Walqui, 2007), to date, only a handful of studies to date have explored these clear and powerful connections between Collaborative Video Analysis and PST teacher learning for language development (e.g., Estapa et al., 2016; Daniel, et al., 2020; Jackson, 2021; Jackson & Cho, 2018). Through this dissertation project, I bring together scholarship on SCT and Ecological perspectives on language and learning, video-embedded teacher learning, and interactional cross event analytic methods to examine how interaction and discourse afford or constrain new teacher learning during Collaborative Video Analysis (CVA). I argue that these pedagogical and methodological approaches provide a powerful means for teacher educators and researchers to promote and examine collaborative teacher learning, noticing, and thinking about student language use and language scaffolding in their disciplines.

## **Chapter 4**

### **Research Design and Methodology**

#### **Research Questions**

This study explores the following research questions:

1. How did pre-service teachers in a socioculturally-informed teacher education program conceptualize student language use and language scaffolding in their discipline before and during Collaborative Video Analysis of their teaching?
2. How did participant discourse and interaction during Collaborative Video Analysis afford or constrain participants' orientations to student language use and language scaffolding toward action-based orientations?

#### **Participants and Setting**

This qualitative study examines the experiences of a group of 5 PSTs, their shared Teacher Supervisor/methods course instructor, and me as a facilitator participating in 6 Collaborative Video Analysis (CVA) sessions focused on noticing student language and imagining action-based orientations to scaffolding disciplinary instruction for MLs. PST participants were recruited from the 2022-2023 cohort of students pursuing a Single-Subject History-Social Sciences teaching credential in a university-based Masters and Teaching Credential Program in the Central Coast region of California. PST participants were also joined by their shared Teacher Supervisor who was also the instructor for the 10-week Social Science methods course in which the video analysis sessions took place. Limiting the PSTs to the same content area and supervisor/instructor was intended to tap into the shared, situated

understanding of the language demands of the content areas and wider demands across the university and field placement classrooms. Additionally, as documented by König et al. (2022), research on teacher noticing for language or history-social studies is especially rare, making these overlapping domains particularly ripe for exploring how teachers think about and notice student language use in the discipline.

PST participants were recruited early in the Winter Quarter 2023, around the midway point in their Master's and Credential program. At the start of their credential program, all PSTs had completed summer coursework on the social contexts of education, learning theories, and an introduction to pedagogy. In the Fall Quarter 2022 immediately prior to this study, all secondary candidates had completed a 10-week course on English Language Development (ELD) teaching methods course as well as their first methods course and field placement experiences in their respective content areas. The ELD methods course brought together all secondary teacher candidates from the different content areas (History/Social Studies, Math, English Language Arts, and Science) and was designed to develop candidates' expertise on a range of topics relevant to teaching MLs and support candidates in incorporating this expertise into their disciplinary instruction. The candidates reflected on their own language and literacy backgrounds, explored the diversity of MLs' academic and linguistic profiles (e.g., Walqui, 2005; Menken, 2013), and engaged PSTs in discussions about issues of access, equity, and racial and linguistic justice (e.g., Brooks, 2020). Additional course topics included language variation, bilingualism, and development of first and additional languages (Brooks, 2020; Hawkins, 2004;

Valdés et al., 2014); learning and curriculum design principles (Walqui & Bunch, 2019); and disciplinary language and literacy (e.g., Shanahan & Shanahan, 2008).

At its core, the ELD methods course centered opportunities for candidates to develop socioculturally-informed approaches to learning for MLs (Walqui & Bunch, 2019) and a vision of scaffolding as creating opportunities for MLs and all students to participate in activities that simultaneously promote the development of language, literacy, disciplinary practices, and autonomy over time (Bruner & Sherwood, 1976; Gibbons, 2015; Woods et al., 1976; Walqui & van Lier, 2010). Candidates participated in various course activities and assignments that incorporated these central sociocultural orientations to language and scaffolding, including investigating the language practices of MLs in their placements, planning lessons and activities, as well a scaffolding demonstration where groups PSTs designed a scaffolding learning activity in their respective disciplines, eventually rehearsing the activity with the rest of the class. Although this English Language Development methods course was not explicitly promoting “action-based” orientations to language, the SCT-informed visions of language development (e.g. van Lier, 2004) and scaffolding (e.g. Gibbons, 2015) at the center of the course align well with action-based orientations. These sociocultural orientations to learning were also embedded across the curriculum in their wider teacher education program, including the History/Social-Sciences Methods course in which this study took place.

### ***PST Field Placement Contexts***

All 5 PST participants in the study were placed at different History-Social Science high school classrooms across 3 districts in the Central Coast region of California. All candidates in this particular teacher credential program have two separate field placements over the course of their studies, where they are placed with a Cooperating Teacher (CT) in a local secondary History or Social Science classroom. The first placement typically lasts from the start of the K-12 school year until November and the PSTs are primarily tasked with observing the CT with some opportunities to lead instruction near the end of the placement. This study took place during the PSTs' second placement, where PSTs are placed with a new CT at a different school, grade level, and sometimes subject and are responsible for leading a majority of instruction in this field placement classroom. All field placement classes were taught in English, although two participants reported sometimes using Spanish or Spanish translation services as language supports in their classrooms. All PSTs had a range of prior teaching experience, including volunteering at different K-12 school sites and tutoring individual students. One PST (Molly) reported that she taught English language classes for multiple years in Japan which inspired her to return to the U.S. and pursue a teaching credential.

Much of the Central Coast region where this study took place has rich, well-established Spanish language or other bilingual communities, and many of the districts in the region serve some of the larger populations of students who have been EL-classified or Reclassified Fluent English Proficient (RFEP) in the state. 2021-2022 data indicates that MLs made up nearly 40% of all K-12 students in California.

EL-classified students made up 19% of the K-12 population in California, with 82.0% of those students speaking Spanish as their home language (California Department of Education, 2024). However, most of the districts and school sites surrounding the University where the PST participants in this study were placed have very different student demographics and very low populations of EL-classified or RFEP students. Only 2 of the 5 PST participants were placed in school sites with more than 5% of EL-classified student populations. As such, 3 of the participants reported that they did not work with any students who were EL-classified in their placement at the time of this study. Of the 2 PSTs who were working with EL-classified students in their placement, one PST (Molly) reported that all of her students were Spanish-English bilingual but was uncertain how many of her students were EL-classified or RFEP and the other PST (Emily) reported that 4 or 5 of her students were confirmed EL-classified and needed considerable language support. Despite this lack of EL-classified students in most of the PSTs' teaching placements during this study, all participants reported having worked with more EL-classified students in their first placement prior to this study.

### ***Participants***

At the time of this study, Talia was in her early twenties and had just started her Masters and teaching credential immediately after finishing her undergraduate studies. When asked about her own language background, Talia noted that, while she did not consider herself to be bilingual, she grew up speaking Spanish with her mother and grandmother but "lost" the language after moving at four or five years

old. She also noted that she wants to learn Spanish again, especially for her future students. Talia was placed in two 12<sup>th</sup>-grade Economics classes for her field placement, with two different Cooperating Teachers. Only 4.8% of students at her field placement school site were classified as English Learners. Talia reported that there were no EL-classified students in the two placement classes, although there were “a handful of” (exact number unknown) students who were formerly classified as English Learners and had since been Reclassified as Fluent English Proficient (RFEP). She also noted that there were students on Individual Education Plans (including some students who were RFEP) who had a range of language-specific needs and accommodations including word-processing disorders and dyslexia.

Molly was in her early thirties at the time of this study. Molly reported she can speak Japanese and Spanish to “get by” but did not feel confident in using either language to support her students. Molly also had a young child at the time of this study who could speak both English and Japanese, and Molly noted her desire to maintain her child’s bilingual ability and identity. She was placed in a 10<sup>th</sup>-grade World History class and 11<sup>th</sup> Grade U.S. History class each with different Cooperating Teachers. Molly had taught English in Japan for multiple years and reported a strong interest in improving her teaching and planning for language development. 25.1% of students at her field placement site were classified as English Learners, the highest number of all the participants’ field placement sites. Molly reported that all students in both of her field placement classrooms were bilingual in Spanish and English but was unsure if any were formally EL-classified or RFEP. She

clarified that she did not believe that any students in the two classes were in the “early stages of learning English” and therefore did not need any specific language-related supports to participate in the English-medium instruction.

Emily was in her early thirties at the time of this study. She was placed in two 10<sup>th</sup> grade Economics classes with the same Cooperating Teacher. Although the other participants expressed a range of proficiency in Spanish or other languages, Emily was the only participant who reported that she was bilingual and comfortable speaking in both Spanish and English. Emily also had two school-aged children at the time of this study who could speak both English and Spanish, and Emily noted her desire to maintain their bilingual ability and identities. Emily was the only participant who was also pursuing a Bilingual Authorization in addition to the Single Subject teaching credential, which would authorize her to eventually teach in Spanish-English bilingual school settings. Her field placement school had the second-highest percentage of students classified as English learners (11.9%), although this number is still less than the state average (19%). Despite this lower-than-average number of EL-classified students, Emily’s placement site was the only school in the district with a dedicated program for students who recently arrived in the US, formally classified as Newcomer students. In her two courses, she noted that at least 4 students were EL-classified, 1 of which was also classified as a Newcomer, and there was also a large, unknown number of students who were RFEP, but she believed still needed language-specific support to participate in the English-medium class.



Darren was in his early twenties and had also started his Masters and credential immediately after finishing his undergraduate studies. When asked about his language background, Darren noted that he grew up speaking some Vietnamese with his family and learned Spanish in high school, but he was limited to a basic understanding in both languages. Darren noted that he felt comfortable speaking to his grandmother in Vietnamese and, although he felt part of the wider Vietnamese community, he was ultimately unable to converse with other Vietnamese speakers. Darren was placed in two 10<sup>th</sup>-grade World History classes with the same Cooperating Teacher in both classes. Only 3.7% of students at his field placement site were classified as English Learners. Darren reported that there were not any EL-classified students in either of his two placement classrooms, although he identified 4 students in the classes who were RFEP.

Lily was in her early twenties and had also started her Masters and credential immediately after finishing her undergraduate studies. Lily shared that she grew up speaking English with most of her family and Tagalog with her grandmother and father. She also shared that she was formally classified as an English Learner until third grade. Like Darren, Lily noted that she felt most comfortable speaking to her grandmother in Tagalog and was able to understand the language in certain contexts, but she was unsure if she considered herself to be bilingual or not. She was placed in two 10<sup>th</sup>-grade world history classes with the same Cooperating Teacher. Only 1.2% of students at her field placement site were classified as English Learners, making her placement the lowest of all participants and one of the lowest ratios of EL-classified

students in the state. Lily reported that there were not any EL-classified students in either of her two field placement classes and that she did not believe that any of her students had been RFEP. However, she noted that she worked with one EL-classified student in an informal study-hall-type context that she sometimes joined with her Cooperating Teacher. Additionally, Lily was the least active across the study, offering very limited contributions during the pre-CVA focus group and 6 CVA sessions. As an example, Lily did not speak once during Molly and Emily’s CVA discussions. The course instructor, Melody, later clarified that Lily had had an especially difficult day at her field placement classroom that day and was likely still upset or frustrated. Lily was, however, more active during the post-CVA focus group with Darren and Talia.

For a synoptic view of the PST participants and their field placement classroom and school contexts, see Table 4.1.

**Table 4.1**  
*Synoptic View of PST Participants and Field Placement Sites*

<b>Name</b>	<b>Field Placement Classroom Contexts</b>	<b>Field Placement School Contexts</b>
<b>Talia</b>	12th Grade Economics (2 classes) <ul style="list-style-type: none"> <li>• EL-classified students: 0</li> <li>• RFEP students: “a handful”</li> </ul>	Comprehensive High school (grades 9-12) <ul style="list-style-type: none"> <li>• 5.4% students classified as ELs</li> </ul>
<b>Molly</b>	10th Grade US History (1 class) <ul style="list-style-type: none"> <li>• EL-classified students: Unsure</li> <li>• RFEP students: Unsure</li> <li>• ML students: All</li> </ul> 11th Grade US History (1 class) <ul style="list-style-type: none"> <li>• EL-classified students: Unsure</li> <li>• RFEP students: Unsure</li> <li>• ML students: All</li> </ul>	Comprehensive High school (grades 9-12) <ul style="list-style-type: none"> <li>• 24% students classified as ELs</li> </ul>
<b>Emily</b>	10th Grade Economics (2 classes)	Comprehensive High school (grades 9-12)

	<ul style="list-style-type: none"> <li>• EL-classified students: 4+</li> <li>• RFEP students: Unsure (but large number)</li> <li>• Newcomer students: 1</li> </ul>	<ul style="list-style-type: none"> <li>• 12.3% students classified as ELs</li> <li>• Designated school for all “Newcomer” students in the district</li> <li>• Offers International Baccalaureate Diploma Program</li> </ul>
<b>Darren</b>	10th Grade World History (2 classes) <ul style="list-style-type: none"> <li>• EL-classified students: 0</li> <li>• RFEP students: 4</li> </ul>	Comprehensive High school (grades 9-12) <ul style="list-style-type: none"> <li>• 3.7% students classified as ELs</li> </ul>
<b>Lily</b>	10th Grade US History (2 classes) <ul style="list-style-type: none"> <li>• EL-classified students in placement classrooms: 0</li> <li>• RFEP students in placement classrooms: 4</li> </ul>	Comprehensive High school (grades 9-12) <ul style="list-style-type: none"> <li>• 1.2% students classified as ELs</li> </ul>

Melody was the instructor for the Secondary Social Science Methods course in which the CVA sessions took place, as well as the Teacher Supervisor for all five PST participants in this study. As course instructor, Melody was responsible for preparing the various pedagogical and theoretical content and planning the various learning activities for the course. The course focused on developing curricula and strategies in the PSTs specific content areas and broader History Social Studies discipline in secondary contexts (grades 6-12). As Teacher Supervisor, Melody observed and evaluated the PSTs as they applied theories and practice in their field placement classrooms. Melody had previously been a secondary History-Social Studies classroom teacher in the area for over 15 years as well as a district-level content area specialist for 3 years, supporting secondary history and social studies teachers across the district. Melody had been working as a teacher supervisor for 2

years prior to this study and the year of the study was her first time teaching the methods course. When asked how confident she felt in supporting EL-classified learners as a classroom teacher, Melody replied, “I feel like I’m probably better at diagnosing [...] the barriers than I am addressing the barriers” and that she felt that she and her students were “looking forward to” and “need some focus on” learning how best to support EL-classified and MLs in their discipline.

It is also important to acknowledge my blurred roles as discussion facilitator, language expert, teacher educator, and researcher in the CVA sessions. As described in more detail below and in Chapters 6 and 7, I take an active role in facilitating the CVA discussions, moving the discussion through the three stages, putting participants’ ideas in discussion with each other and introducing or highlighting contrasting ideas towards more productive discussion in the CVA sessions. As the “language expert” in the discussion, I often reminded and reinforced action-based orientations to the group or even challenged participant ideas that went against more action-based orientations. I also drew on my 17 years experience as a classroom teacher, administrator, and teacher educator in English-medium and bilingual school settings with large populations MLs when facilitating the conversation. As the second teacher educator present in the CVA discussions, I drew on my own experience and intuition regarding how to best facilitate conversations among novice teachers to highlight action-based approaches to scaffolding or instruction that participants shared during the Re-Envisioning portion, ask clarifying questions, prompt participation by multiple PSTs, as well as share my own ideas, activities, and

approaches to instruction and scaffolding for EL-classified students and MLs. These three active roles were essential in promoting a productive and interactive discussion towards the worthy goals of the study.

I faced additional challenges as a researcher in these CVA sessions, collecting and analyzing data on discussions in which I was an active contributor. My roles in the discussion as facilitator, language expert, and teacher educator in supporting participants' learning toward more action-based orientations to language should not be underestimated. Although, as explored in more detail in the findings and discussion chapters, the PST participants' learning within and across the CVA sessions was often mediated by interaction, contributions, and discourse from the PST participants themselves. Nevertheless, it was essential to consider my own active participation in the CVA session when both collecting and analyzing data in this study. The following sections explore my positionality in data collection and analysis in more detail.

### **Data Collection**

Very few studies of teacher video analysis have examined how interaction between participants across collaborative activities contributes to PST learning (e.g., Barnes & Falter, 2019; Dobie & Anderson, 2015). Instead, most studies limit data collection and analysis to measuring or describing changes in individual participant data such as written reflections before and after participating in video analysis sessions or stand-alone contributions to discussions or interviews. In line with this study's wider interactional and collaborative theoretical frameworks, I instead took an

ethnomethodological approach (Garfinkel, 1967) to collect both interactional and individual data (see Figure 4.2) and applied Wortham and Reyes' (2015) cross-event discourse analysis to examine how interactive discourse and participant learning, noticing, and re-envisioning emerged across the CVA sessions and interviews. Interactional data was collected during the six CVA sessions and includes 6 forty-five-minute video recordings of the sessions, 1 exemplar teaching clip, and my participant observation notes collected throughout the study. The videos and transcripts from the CVA sessions served as the primary data for answering the second research question examining how interaction and discourse afforded or constrained participants' orientations in and across the CVA sessions. Individual data includes 2 sixty-minute audio recordings of focus group interviews with the five PSTs (1 interview before and 1 after the study), 7 CVA lesson plans (one participant submitted 2), and 6 Video Analysis Organizers with reflections before and after the CVA discussions from the presenters. During the CVA discussion, the Video Analysis Organizer was also provided on Google Docs to allow all participants to write in the same document at the same time, but some participants wrote by hand on paper and then later transcribed their notes into the digital document, which resulted in a total of 36 written narrations of the teaching video clips collected from the 6 participants across the 6 sessions. These individual data helped to answer the first research question examining the PST participants' orientations to student language and language scaffolding at various points in the study as well as provide added context and clarity for interactional data from the CVA sessions. All audio/video data

described above was first transcribed verbatim using the otter.ai online transcription service, and selected interactions were identified and transcribed in higher detail using Jefferson's (2004) transcription conventions (see Appendix A). Figure 4.2 provides a synoptic view of the overall data collection and sources and summarizes my methods and methodologies including annotations to note whether the data was Interactional (Int) or Individual (Ind).

**Figure 4.2***Synoptic View of Data Collection*

<b>Data Sources</b>	<b>Ind</b>	<b>Int</b>	<b>Purpose</b>	<b>Details</b>
Researcher's Journal & Analytic Memos	X	X	Reflect on various stages of the study; make note of interactional events or moments; explore initial ideas or hunches; monitor or adjust ongoing data collection	Ongoing throughout data collection
PST Pre-CVA Focus Group Interview	X	X	Examine PST participants' individual and shared experiences working with EL-classified students, field placement sites, and experience in the program	1 semi-structured focus group (See Appendix B); Audio/Video recording & field notes
Instructor Pre-CVA Interview	X		Examine participant's experience as methods instructor, teacher supervisor, thoughts on the role of language in the History-Social Science content areas, and their initial thoughts about the methods course (generally and related to language)	1 Semi-structured interview (See Appendix D); Audio/Video Recording and field notes
PST Lesson Plans	X		Record individual PST's planning for the activity in their classroom video incl. disciplinary and language learning outcomes, lesson activities and assessments, and language-specific scaffolds	5 lesson plans written by each PST before their CVA session (See Appendix D); Emily-did not submit;
Video Analysis Organizers	X		Record individual participant noticing of student language use and language supports in videos and presenting PST's planning and reflection before and after CVA	6 organizers with written reflections from presenting PST and notes from each participant during CVA
Exemplar CVA	X	X	Collaboratively review and analyze videos of PST and exemplar classroom teaching following a Narrate, Re-Narrate, and Re-Envision protocols; See Table 4.3 for more details.	Audio/Video Recording and field notes
Talia's CVA				
Molly's CVA				
Emily's CVA				
Darren's CVA				
Lily's CVA				
Participant Observation	X	X	Examine the interactional processes, moments, and exchanges that happen during the collaborative video analysis sessions.	Ongoing throughout data collection; Video Recording & field notes
PST Post-CVA Focus Group Interviews	X	X	Examine PST participants' individual and shared experiences during the CVA sessions; explore reported shifts in PST understanding of action-based orientations to language or working with EL-classified students as a result of the CVA sessions	1 Semi-structured focus group (See Appendix C); Audio/Video Recording and field notes
Instructor CVA Interview	X		Examine instructor's reflection on their experiences during the CVA sessions; explore any perceived shifts in PSTs' or her own understanding of action-based orientations to language or working with EL-classified students as a result of the CVA sessions	1 Semi-structured interview (See Appendix E); Audio/Video Recording and field notes

*Note:* "Ind" refers to Individual Data and "Int" to Interactional data



When collecting data as the combined discussion facilitator, language expert, teacher educator, and researcher, I first was careful not to evaluate participants' contributions in the discussions or interviews as "good" or "bad" or "correct" or "incorrect." This non-evaluative approach was informed by work by Dobie and Anderson (2015) on productive discussion during video-embedded learning as well as my own experience as a teacher educator. During my 5 years as a Teacher Supervisor, I learned that the novice teachers I worked with often felt overwhelmed by constant evaluation and assessment and needed explicit reminders of the more formative nature of our relationship. In an attempt to alleviate some of these evaluative pressures, Melody, the course instructor, and I agreed that the PSTs' participation and contributions in the CVA sessions would not be evaluated as part of their grade for the course. I made sure that this was communicated in the consent forms for the study as well as verbal reminders at the very beginning of the study. To emphasize the collaborative nature of the CVA sessions, I also did not immediately emphasize or diminish participants' contributions that I believed aligned or contrasted with my target action-based orientations. Instead, I often invited other participants to comment or build upon each others' ideas before adding my own response, if at all. In cases where multiple participants repeatedly took up or began to form consensus about ideas that I believed to run counter to action-based orientations or represent potentially deficit orientations, I would first invite counter perspectives from the group before offering my own perspective. This approach to data collection and

facilitating the discussion was essential to best leverage the collaborative potential of the CVA sessions as well as emphasize teacher agency in the discussions.

### **Collaborative Video Analysis Sessions**

In addition to contributing to the emerging body of research on the clear and powerful connections between Collaborative Video Analysis (CVA) and teacher learning for working with EL-classified students or MLs (e.g., Estapa, Pinnow, Chval, 2016; Jackson, 2021; Jackson & Cho, 2018), I selected CVA as the main pedagogical tool in this study because of my experience as a teacher educator. At the time of this study, I also worked as a teacher supervisor, advising and mentoring PSTs at a different university-based program in English-medium and bilingual field placement classrooms in partnerships with some of the area's most linguistically rich and historically underserved schools. Conducting teaching observations and advising novice teachers in these contexts, I witnessed both the pedagogical potential and practical challenges of the field placement classroom, as PSTs juggled with the challenging theoretical and pedagogical content of their university classroom with the practical and relational demands of the field placement classroom. Although I was also required to evaluate candidates in this role, I also learned that conferences with PSTs after teaching observations were most productive when they were focused on more formative reflection and future planning. I quickly learned that, with support, novice teachers were quickly able to analyze their own teaching, bridge university coursework and field placement teaching, and generate new, improved ideas for future instruction aligned with personal, professional, and academic principles and

requirements across their learning ecosystems. Working with multiple candidates, I also learned that ideas co-constructed in a meeting with one candidate could be valuable resources for generating new ideas in meetings with other candidates. Additionally, similar to work by Brophy (2004), during that time I often wished I had videos of the PSTs instruction which would allow me to slow down, rewind, pause, and review complex classroom interactions during the post-observation conferences.

Finally, all of the teacher candidates I have worked with have worked with large populations of EL-classified and MLs, and many are also MLs themselves and come from the same communities where they are placed to teach. The candidates' experiences as students and community members were invaluable sources of knowledge and ideas during post-observation discussions. Together with foundational scholarship on video-embedded learning, these experiences as a teacher educator, learning with and from the novice teachers I worked with, was the inspiration for this study and taking up Collaborative Video Analysis (CVA) to better support novice teachers for working with EL-classified and MLs in their disciplines.

The 5 PSTs, 1 Teacher Supervisor, and I as the facilitator participated in six 45-minute Collaborative Video Analysis (CVA) sessions held during the scheduled Social Sciences methods course time and classroom. Holding these sessions during the PSTs' university coursework offered a few advantages. First, this allowed for the collaborative video discussions in this study to be better situated within the broader goals of the methods course to connect History-Social Science education theory and methods with PSTs' teaching practice in their field placement classrooms.

Additionally, holding the collaborative video discussions in the methods course encouraged conversations about student language and teaching for language development that were embedded in the specific Social Studies contexts illuminated in the classroom videos, the PSTs' field placement classrooms, and ongoing methods coursework. Finally, this design resisted placing any additional time burden on PSTs and the Teacher Supervisor/Instructor as they juggled university coursework, field placement teaching, and preparing for high-stakes Teacher Performance Assessments also held during the Winter Quarter.

In each of the six CVA sessions, the participants watched short 3-9 minute videos of classroom instruction. The first CVA session (CVA #1) featured an exemplar video of a grade 8 US history class that I had prepared in advance, and each of the remaining five sessions (CVA #2-6) featured a video clip provided by one of the PSTs from their field placement. As described in detail below, each of the sessions centered around a collaborative, structured discussion about the classroom video with a focus on developing participants' noticing of student language and re-envisioning the disciplinary activities in the classroom videos from more action-based orientations to teaching for language development. I used Kang and van Es' (2018) Productive Use of Video (PUV) framework as a structure for designing productive video-embedded learning activities to promote targeted PST learning with "attention to both the learning ecology and underlying theories of preservice teacher learning" (p. 1). In this framework, Kang and van Es provide guidance on the various

pedagogical considerations when designing video-embedded learning activities including:

1. Articulating worthy goals of preservice education
2. Setting specific learning objectives
3. Selecting video clips, designing the learning task
4. Selecting instructional tools
5. Facilitating conversation

With similar sociocultural and ecological roots, the PUV framework is unsurprisingly well-suited for promoting action-based orientations language development. Drawing from Kang and van Es' (PUV) framework combined with Philip's (2019) work on PST reflection for principled improvisation, I designed a series of structured CVA discussion activities and prompts to target participants' collaborative noticing and imagination of action-based orientations to teaching for language development.

### ***Articulating Worthy Goals and Setting Specific Learning Objectives for CVA Sessions***

Combining the action-based framework at the center of this study with the first element of Kang and van Es' (2018) PUV framework, the *worthy goals of preservice education* across the 6 CVA sessions were for participants to develop and broaden their orientations to student language use and language scaffolding for MLs and EL-classified learners in their disciplines towards more action-based orientations. At the time of data collection, PSTs had just completed a methods course for English Language Development in the previous quarter, were lead teaching at a new field

placement site, and were roughly at the midpoint of the credential program. With these considerations in mind, the *specific learning objectives for the video-embedded activities* were to a) notice and interpret student language use in the classroom video and b) collaboratively imagine new opportunities for taking up action-based orientations to scaffolding learning for MLs in their disciplines.

### ***Selecting Video Clips for CVA Sessions***

Next, Kang and van Es stress the importance of *selecting clips*. For the exemplar CVA session (CVA #1), I decided to bring in a video from a public teaching video database to provide an opportunity to model and practice the specific collaborative video discussion protocol described in detail below and model the rich discussion toward the learning objectives and action-based orientations to teaching for language development. In selecting the exemplar clip, I drew from related studies that identified key features of video clips for productive analysis (e.g., Hatch & Grossman, 2009; Sherin et al., 2009; Zhang et al., 2015) and searched a range of public teaching video databases to find a short 5-7 minute clip linked to the study's broader *worthy goals* and *learning objectives* and also provided particularly illustrative examples of student language use in a Social Sciences course in line with the central collaborative and interactive constructs of action-based orientations. For the exemplar video, I selected a short clip of a secondary history classroom from TeachingChannel.com that featured a mainstream 7<sup>th</sup>-grade combined Social Studies and English Language Arts class with a mix of EL-classified and non-EL-classified students. In what is often described as a “jigsaw” activity, groups of 4-5 students in

the clip worked together to become “experts” on a speech from the U.S. Civil Rights Movement. After collaborating to analyze the historical text, each student then returned to a “home” group to share out what they had learned in the previous group. In line with the two *learning objectives* described above, the selected exemplar video clip featured students engaged in productive collaboration and dialogic interaction and provided a range of clear examples of student language use in a social studies disciplinary context. Additionally, the lesson had been planned with explicit scaffolds to support collaboration, interaction, and learner agency, especially with EL-classified students in mind, and allowed for a rich discussion among participants about what action-based orientations to teaching for language development might look like in a Secondary History-Social Science classroom. This exemplar session also served as an important introduction to the procedures, protocol, and expectations for the language-focused approach to CVA in the study.

Each of the remaining five CVA sessions (CVA #2-5) focused on one 3–9 minute video clip of one of the PSTs teaching in their field placement classroom. To better link to the above *worthy goals* and *learning objectives* related to promoting action-based orientations to language, PSTs were instructed to select video clips of their own teaching that featured students engaging with one another in a collaborative activity, either in groups or a class discussion around a topic related to the specific content area they are teaching. However, as discussed in later chapters, nearly all of the PSTs shared video clips of teacher-led discussions with little to no student-to-student interaction, often that had immediately followed a more collaborative student

activity. The exemplar CVA session was held at the beginning of one class during week 5 of the 10-week course, followed by one PST-led session in week 6, two PST-led sessions in week 7, and the final two PST-led sessions in week 8.

### ***Designing the Learning Task and Selecting Instructional Tools for the CVA***

#### ***Sessions***

In planning perhaps the most important elements of the Kang and van Es' (2018) PUV framework, *designing the task* and *selecting the instructional tools*, I drew from Philip's (2019) novel approach to PST reflection to design a three-stage discussion protocol aimed at scaffolding participant noticing and learning for action-based orientations to language during each session (see Table 4.3 below). Similar to Philips' (2019) three-stage approach to facilitating PST reflection described above (*narrating, re-narrating, re-envisioning*), the CVA sessions I designed for this study began with the presenting PST (or the researcher in the exemplar discussion) briefly explaining the activity and classroom context featured in their video. All members then watched the PST-selected classroom video clip uninterrupted while taking written notes on what they noticed related to students' language use. Each participant then verbally shared portions of their written notes to "Narrate" what they noticed in the video related to students' language use in the video as well as any specific features of the activity that they believed had impacted student language use in the activity. See Table 4.3 for a list of the guiding questions and additional prompts used during the Narrate stage of the discussion.



After the initial narration, as the facilitator I asked the group to “Re-Narrate” what they saw in the video this time through the perspective of a student in the clip with a specific focus on the students' opportunities (or lack thereof) for language use in that particular activity. As only 2 of the 5 PSTs had EL-classified students in their videos, participants were encouraged to re-narrate the activity from perspectives of MLs (real or imagined) with a range of language-support needs, including students brand new or more experienced to using English in the Social Sciences classroom. Similar to Philips’ (2019) collaborative discussions, the Re-Narrate stage began the more interactive portion of the discussion where participants were encouraged to build off of, elaborate on, and even problematize each other’s ideas. See Table 4.3 for a list of the guiding questions and additional prompts used during the Re-Narrate stage of the discussion.

Finally, I asked the group to shift their discussion to “Re-Envision” the activity in the video with a focus on more action-based opportunities for student language. The purpose of this final stage of the collaborative discussion was to support participants to collectively re-envision, imagine, and weigh new possibilities for more action-based language supports and scaffolds within the specific disciplinary activity as well as how these ideas may or may not transfer to their specific content area contexts. In particular, participants were encouraged to re-envision the activity to be more collaborative and interactive between students, rather than some of the more didactic approaches captured in the PST videos. See Table 4.3 for a list of the guiding questions and additional prompts used during the Re-Envision stage of the discussion.

Although Philip’s (2019) work was not targeting developing action-based orientations to teaching for language development, this design represents a powerful re-structuring of teacher learning that neatly aligns with the tenets of action-based orientations to language and learning explored in this study. Specifically, the Narrate, Re-Narrate, and Re-Envision discussion stages and prompts offered helpful scaffolds to support and encourage focused *collaboration* and *interaction* between participants around specific elements of teacher practice. Similar to how Philip centered reflection on real student interactions from their field placement, I also attempted to flatten the PST learning ecosystem and emphasize context-embedded learning around specific examples of PST practice as shown in the classroom videos. Perhaps most similar to the action-based orientations to teaching for language development at the heart of this project, this approach to CVA re-positioned all participants, novice or experienced, as agentive participants in their own learning, worthy and capable of grappling with challenging ideas as a means to deeper, more meaningful learning.

**Table 4.3**

*Collaborative Video Analysis Discussion Stages and Prompts*

Discussion stage	Guiding discussion questions and prompts
1. Narrate	<ul style="list-style-type: none"> <li>● What do you notice related to students’ language use in this clip?               <ul style="list-style-type: none"> <li>○ Specifically, what do you see/hear?</li> <li>○ What are students doing with language?</li> </ul> </li> <li>● What are the features of the classroom instruction, context, or activity that are impacting student language use?</li> </ul>
2. Re-Narrate	<ul style="list-style-type: none"> <li>● How would we re-narrate this activity from a student’s perspective?               <ul style="list-style-type: none"> <li>○ e.g. EL-classified student or student with language-specific needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● How is this activity impacting that student's opportunities to use or learn language related to the content? <ul style="list-style-type: none"> <li>○ What are specific features, moments, or scaffolds of the activity and how are they impacting student language use?</li> </ul> </li> </ul>
3. Re-Envision	<ul style="list-style-type: none"> <li>● How might we re-envision this activity or specific moments in this clip to provide even more collaborative or interactive opportunities for student language use?</li> <li>● What might we need to consider in order to promote this re-envisioned idea in your own classrooms or content areas?</li> </ul>
ALL STAGES	<ul style="list-style-type: none"> <li>● PARTICIPANT A mentioned IDEA. Is that similar to your thinking about this interaction PARTICIPANT B?</li> <li>● There seems to be some agreement with PARTICIPANT A's observation that IDEA. How can we expand on that?</li> <li>● How does PARTICIPANT A's re-narration change our thinking about the interaction/activity?</li> <li>● PARTICIPANT A, you mentioned IDEA. How would you respond to PARTICIPANT B's CONTRASTING IDEA?</li> <li>● In PARTICIPANT A's re-narration, they noted that IDEA. Do we agree with that observation?</li> </ul>

### ***Facilitating Conversation in the CVA Sessions***

After carefully *designing the task* and *selecting the instructional tools*, Kang and van Es' (2018) PUV framework also stresses the importance of structuring video-embedded learning tasks to better *facilitate conversation* around the video clips. The discussion protocols and guidelines I designed for the CVA sessions in this study also drew from my experience as a teacher educator, teaching undergraduate and credential-bearing methods courses at two university-based Teacher Education Programs (TEPs) in the area, including the university at which this study took place.

As an instructor, I often structured collaborative opportunities for undergraduate students and teacher candidates to discuss and explore challenging theoretical and pedagogical content, often creating lesson plans for future or imagined classrooms. My students often cited collaborative opportunities like small group discussions and group projects as the most productive activities to their learning in the courses as they were able to share their own ideas and questions about the content as well as learn with and from their peers. Learning from my students, I designed the discussion protocols in the CVA sessions (see Table 4.3) in an attempt to maximize these collaborative learning affordances.

First, I made sure that the PSTs, the Teacher Supervisor, and I as the facilitator were positioned around a large group of tables for each CVA session. In a similar approach to CVA in this study, Dobie and Anderson (2015) suggest that sitting around a shared table might help in “fostering a sense of collaboration and encouraging groups to work and reflect on problems together” (p. 238). Dobie and Anderson also suggest that rather than taking steps to avoid conflict or contrasting ideas, expressing contrasting ideas in open discussion is particularly helpful for wider teacher learning in these collaborative discussions. With this in mind, I also prepared additional prompts that I used to encourage collaboration, shared reflection, and guide PSTs to put their ideas in conversation with each other across all three discussion stages (see table 4.3). Drawing from Dobie and Anderson (2015), these prompts explicitly focused on collective reflection and productive discussion by using “we” to

invoke a shared sense of reflection and collaboration, attaching ideas to individual participants, and leveraging and exploring contrasting ideas.

Research on using video for teacher learning has also identified several problematic discussion and noticing patterns that often occur during collaborative video-embedded teacher learning. These patterns include observers expressing an “exaggerated sense of confidence” about what is happening in a classroom after observing a few videos of instruction or “normative negativity” where observers tend to focus on criticizing what a teacher or students are doing in a classroom video rather than focusing attention on the disciplinary or pedagogical concerns at hand (Tobin et al., 1989; Ulewicz & Beatty, 2001). Also, while observations made during the focus group interview indicated a strong sense of shared experience and camaraderie between PSTs before the CVA sessions, I was careful to explain these shared discussion guidelines and potential pitfalls during the exemplar CVA session at the beginning of the study to make sure all participants were aware of the expectations and norms of the activity.

### **PST Focus Group and Teacher Supervisor Interviews**

In addition to the 6 CVA sessions, I also conducted 2 focus group interviews with all 5 PSTs and 2 individual interviews with the Teacher Supervisor, once at the beginning of the study and once again at the end of their methods course after we had completed the six CVA sessions. Although these interviews offered helpful information about PST and Teacher Supervisor understanding of action-based orientations to teaching for language development before and after the CVA sessions,

they are not intended as the primary indicators of learning. As described in detail in the data analysis section below, these interviews served to provide useful data on individual participants' prior knowledge, orientations to language and their content area, as well as their placement contexts to better understand and trace how PST learning emerged (or not) through the wider, interactional processes observed throughout the study. Questions for PSTs at the beginning of the study included reflection on their current placement as well as reflection on their understanding and implementation of concepts from their methods for English Language Development course from the previous quarter and working with EL-classified students (see Appendix B). Questions for PSTs at the end of the study included reflection on their experiences during the collaborative video discussion and exploring any reported shifts in their understanding of action-based orientations to language or working with EL-classified students as a result of the collaborative video analysis sessions (see Appendix C). Questions for the teacher supervisor interview at the beginning of the study included reflection on their experience as a teacher supervisor, thoughts on the role of language in the History-Social Science content areas, and their initial thoughts about the methods course both generally and related to language (see Appendix D). Finally, questions for the teacher supervisor interview at the end of the study included reflection on their experiences during the collaborative video discussion and exploring any perceived shifts in PSTs' or their own understanding of action-based orientations to language or working with EL-classified students as a result of the collaborative video analysis sessions (see Appendix E).

## **Data Analysis**

Garfinkel's (1967) ethnomethodological approach seeks to understand how individuals use shared understandings of social norms and practices to construct their social reality. This approach situates interaction as the unit of analysis, often exploring the organization of discourse as well as participants' vocal, visual, and bodily actions and positioning. As vom Lehn (2019) clarifies, "The ethnomethodological analysis of interaction reveals how participants display their orientation to the situation they are in, and how each action is related to each prior and each next action" (p. 306). In this study, I take a similar ethnomethodological approach to analyze participant interaction across the six CVA sessions. More specifically, I applied Wortham and Reyes' (2015) cross-event discourse analysis across four phases of data analysis to examine how interactive discourse and PST orientations to student language and language scaffolding emerged across the Collaborative Video Analysis (CVA) sessions. Cross-event discourse analysis offers a useful analytic tool to trace and infer the positioning and interactions that occur between participants within single micro-level events as well as trace cross-event linkages, participation patterns, and positioning as a means to reveal bigger social processes like socialization and learning. In this study, Wortham and Reyes' cross-event discourse analysis was especially helpful in exploring and mapping the complex interaction between what Jakobson (1971) calls "narrated events" (the classroom video being discussed) and "narrating events" (the activity of talking about the classroom videos). Mapping narrated and narrating events through cross-event

discourse analysis in this study sought to identify patterns in discursive interaction which might indicate shifts in selective attention, noticing, or knowledge-based reasoning between the PSTs, Teacher Supervisor, and facilitator as we discussed the different classroom video examples across the six sessions.

### ***Phase 1 Analysis: Sorting and Indexing the Data***

The first phase of data analysis began with sorting and indexing the broader corpus of data. Videos and audio data from the 6 CVA sessions and 4 interviews were organized and labeled separately, and audio data was sent to otter.ai online transcription services for initial, verbatim transcription. Video data from the 6 CVA sessions and 4 interviews were uploaded onto the ELAN video annotation software which allowed me to display, annotate, and code videos of the collaborative discussions. Verbatim transcripts from the CVAs, individual interviews, and focus group interviews were edited to remove names or other personal identifiable information and uploaded onto ELAN for later coding. Handwritten Participant Observations were typed up and labeled with their associated data collection event and participants' written responses were organized, labeled, and de-identified.

### ***Phase 2 Analysis: Open Coding the Data***

The second analysis phase began an inductive, whole-to-part approach (Erickson, 2006) where I reviewed the complete corpus of interactional and individual data and wrote detailed analytic memos. This phase focused on answering the first research question examining how *individual* participants noticed, attended to, and interpreted student language and language scaffolding before and during the 6



CVA sessions. Borrowing from Glaser's (1965) constant comparative methods, I used the Dedoose qualitative analysis software to conduct rounds of iterative, open coding on individual and interactive data including PST focus group transcripts, Teacher Supervisor interview transcripts, participants' contributions to Video Analysis Organizers, and presenting PSTs' lesson plans.

### ***Phase 3 Analysis: Within-Event Analysis of CVA Sessions***

The third phase of analysis shifted to answering the second research question, reviewing *interactional* data and applying Wortham and Reyes' cross-event discourse analysis to examine how discourse and other interactional social processes afforded or constrained participants' orientations to student language use and language scaffolding toward action-based orientations across the six CVA sessions. Phase 3 began with identifying and mapping linked events in the discussions. Wortham and Reyes (2015) clarify that "in order for discourse analysis to be a useful method for studying processes like learning and socialization, it must uncover how people, signs, knowledge, dispositions and tools travel from one event to another and facilitate behavior in subsequent events" (p. 1). Through reviewing emergent patterns in the individual data identified and coded in Phase 2 as well as reviewing my analytic memos and the video data, I first identified specific discourse events that might be linked in potential pathways impacting PST's orientations toward action-based orientations to language. These linked events became relevant context for each other through reported speech, recurring narrated events and indexicals, or other parallel social actions observed across different moments in the discussions. After identifying

and mapping a series of linked events using the ELAN video software, I applied a modified version of Jefferson's (2004) transcription conventions to create highly detailed transcripts of the selected linked events noting spoken language, paralinguistic, and other interactive discourse features (see Appendix A). Creating these highly detailed discourse transcripts supported the next iterative stages of within-event analysis, selecting, construing, and configuring the different indexicals in the detailed transcripts including deictics, reported speech, and other indexical signs that illuminate relevant within-event context. Throughout this iterative phase, I continued analytic memo writing to better map out these linkages and explore additional relevant cross-event context or potential non-confirming data.

#### ***Phase 4 Analysis: Tracing Cross-Event Pathways of Linked Events***

In the fourth and final phase of analysis, I traced how the events identified in phase 3 linked (or not) in cross-event pathways. More specifically, I analyzed how indexical signs from individual narrating events linked, traveled, or changed across other narrating events. The indexicals participants used in one event provided additional relevant context for understanding other events and vice versa. This analysis revealed what Wortham and Reyes (2015) call pathways of linked events which describe cross-event processes. These pathways then supported an interpretation of the collaborative social action that occurred during and across the CVA sessions, such as shifts in one or more participants' orientations to the student language use captured in the CVA clip or language scaffolding in the CVA lesson. This phase situates interaction as the unit of analysis and seeks to understand how

interaction during the CVA sessions potentially mediated these shifts or other changes in participants orientations across these pathways.

In Chapters 6 and 7 I present findings that illustrate how these pathways “become rigid and thereby accomplish processes like socialization and learning” for the CVA participants (Wortham & Reyes, 2015, p. 66). In this final stage, I analyzed the mapped linked events, analytic memos, and conducted additional axial coding of the detailed transcripts and other multimodal data on ELAN and Dedoose to provide an empirical-based interpretation of how the interactional processes afforded or constrained participants orientations toward action-based orientations to language and scaffolding in their disciplines. Wortham and Reyes (2015) point out, “empirically, associations between signs and the social typifications they index emerge across chains of linked events” (p. 19), and this approach to discourse analysis is both rigorous and empirical because this interpretation is “supported by pointing to signs that participants themselves use” (p. 15).

Across these four analysis phases, I weaved between and across individual and interaction analytic lenses, especially in answering the second research question (*How did participant discourse and interaction during Collaborative Video Analysis afford or constrain participants’ orientations to student language use and language scaffolding toward action-based orientations?*) and understanding shifts in participants’ noticing and re-envisioning disciplinary instruction as it emerged and developed across all of the CVA sessions. Discourse analysis is often seen as a micro-level analysis focused on small pieces and moments of social life, in contrast with

more macro-level analyses which focus on processes across wider temporal and spatial scales. Phases 3 and 4 focused attention on understanding the micro-level interactional processes that happen during the CVA sessions and tracing the pathways of those events. Although these phases included micro-level analyses of discourse events, limiting my analysis to these isolated moments fails to illuminate how participant learning and development happened across the collaborative discussions and wider corpus of data. Wortham and Reyes (2015) insist that cross-event discourse analysis must seek to “look beyond one or two scales and uncover intermediate scale regularities that take shape across pathways of linked events” (p. 182). The ultimate goal of these final phases of analysis was then to both understand the micro-level interactional processes that happened as well as trace the pathways of those events across more intermediate and even macro-level scales. As Wortham and Reyes (2015) point out “various types of constraining processes occur at various scales. And innovation occurs not only through individual intentions actualized in discrete events, but also from collective processes at various scales” (p. 181). By carefully analyzing and tracing these collective processes within and across various scales in this study, I was able to illuminate how interaction during collaborative video analysis sessions afforded or constrained participants’ orientations to student language use and language scaffolding toward action-based orientations to teaching for language development.

Finally, when analyzing data as the combined discussion facilitator, language expert, teacher educator, and researcher in this study, I was careful not to

underestimate my own influence and positionality during the CVA discussions. In all of the pathways of linked events presented in Chapters 6 and 7, I acknowledge when and how my discourse and interaction in the CVA sessions may have contributed to each pathway and mediating teacher learning in the discussions. As an active participant in the CVA sessions, understanding my own contributions and positionality during the discussions was an integral part of analyzing and drawing conclusions about the social interaction and collaborative, cross-event learning that occurred (or not) across the study.

## Chapter 5

### **Participants' Orientations to Student Language and Language Supports Before CVA**

The following chapter draws from phase 2 of data analysis (Open Coding All Data) and offers answers to the first research question: *How did pre-service teachers in a socioculturally-informed teacher education program conceptualize student language use and language scaffolding in their discipline before and during Collaborative Video Analysis of their teaching?* Findings in this chapter pertain specifically to PST's conceptualizations prior to participating in the CVA sessions. Borrowing from Glaser's (1965) constant comparative method, I conducted rounds of iterative, open coding on pre-CVA data including the PST pre-CVA focus group interview, PST lesson plans, PST Video Analysis Organizers, and reflective comments shared in the CVA discussions and PST Post-CVA focus groups. Analysis revealed that participants' orientations to student language and language scaffolding reflected some action-based or socioculturally informed elements of their ELD methods course, but were also eclectic, sometimes spanning multiple, competing orientations to language and subject to a range of affordances and constraints across their learning ecosystems. This chapter first offers individual profiles of each PST's orientations to language and approaches to language scaffolding prior to the CVA sessions. Each individual profile also includes a summary of how the unique affordances and constraints in each individual participant's field placement contexts impacted their orientations and ability to take up action-based orientations to learning

in their disciplinary instruction. The chapter ends with a thematic summary of the additional affordances and constraints across the five participants' learning ecosystems, including challenges in university and personal life, lack of opportunities to work with EL-classified learners, and a perceived lack of student motivation and experience in collaborative activities.

### **Participants' Orientations to Student Language Use and Language Scaffolds**

#### **Prior to CVA**

As a reminder, data collection began in mid-January, around the midway point in the 5 PST participants' Master's and Credential program. In the fall quarter prior to this study, the 5 candidates had completed a 10-week required course on English Language Development (ELD) teaching methods course and their first field placement experience, mostly observing and conducting some informal teaching in their respective content areas (see Ch. 4). The ELD methods course is relevant to understanding the participants' orientations to language and scaffolding coming into the CVA sessions, as the course was explicitly designed to develop candidates' expertise on a range of topics relevant to teaching MLs including language variation, bilingualism, and the development of first and additional languages (Brooks, 2020; Hawkins, 2004; Valdés et al., 2014); learning and instructional design principles (Walqui & Bunch, 2019); disciplinary language and literacy (Shanahan & Shanahan, 2008); and a sociocultural-informed approach to scaffolding (Gibbons, 2015). The various course activities described in Chapter 4 were designed to support candidates in planning for and incorporating this developing expertise into their disciplinary

instruction. Additionally, the PSTs' orientations to language and scaffolding described in findings below are in line with scholarship which highlights the links between teachers' orientations to and conceptions of language and their approaches to language instruction (e.g., Ruiz, 1984; Moyer, 2008; Cook, 2010; Valdés et al., 2014). Analysis of the pre-CVA data offers a look at participants' orientations to student language use and their approaches to language scaffolding in their disciplines prior to participating in the CVA sessions.

Pre-CVA data used in this analysis included participants' contributions during the pre-CVA focus group, written data from their CVA Lesson Plans and Video Analysis Organizers, as well as reflections shared during and after their CVA sessions. These data provided both direct and indirect indicators of the participants' orientations to language and scaffolding in their disciplines through their explicit reasoning about what they want students to do with language in their disciplines, what kinds of student language use or contributions they valued, the kinds of learning activities they prioritized in their CVA lesson plans and wider disciplinary instruction, and the ways they envisioned students (especially MLs) to use language to successfully participate in their disciplinary learning.

Similar to comments by Valdés (2001) comments on eclectic teacher decision making, analysis of the pre-CVA data suggests that the five PSTs participants' orientations to language and scaffolding prior to the CVA sessions included many action-based elements from their ELD methods course, but were also varied, spanning multiple, sometimes contrasting conceptions of language. However, this



analysis also indicated that the PSTs' orientations were directly impacted by various affordances and constraints across their learning ecosystems, namely in their field placement classrooms, university coursework and personal lives. While these influences mostly constrained the PST's ability to take up some of the elements learned in their ELD methods course, all participants expressed motivation to integrate more sociocultural and action-based orientations to language and scaffolding into their disciplinary instruction.

### **Talia's Orientations Prior to CVA**

Analysis of the corpus of pre-CVA data suggests that while Talia's lesson plans were structured around collaborative, interactive disciplinary activities, she entered the CVA sessions prioritizing these lessons as means for her students to acquire and use specific disciplinary terms and linguistic forms. Like most of the other participants, Talia noted in the pre-CVA focus group that her two 12th grade economics field placement classrooms had no EL-classified students, "a handful" of formerly EL-classified students, as well as some students with Individual Education Plans (IEPs) for word processing disorders and dyslexia. Highlighting some of the more prescriptivist orientations to language seen across her pre-CVA data described below, Talia shared during the pre-CVA PST focus group that she felt insecure in economics as a discipline and summarized her approach to teaching economics as "lecturing, kind of like on a couple new terms, kind of talking about it, having like a discussion about it. And then just like moving on to like assignments that kind of touch base with it."

### *Talia's Orientations to Student Language Use*

Talia submitted two 12th grade Economics lesson plans<sup>1</sup> for the study (see Appendices F & G), one where groups of students were tasked with bartering and trading materials in an international “broken trade simulation” and another where groups of students needed to present a solution to an economic “scenario” intended to demonstrate concepts related to supply and demand. Both of Talia’s lesson plans included some of the central sociocultural concepts taught in the ELD methods course prior to the study and action-based orientations to language more broadly: plans for students to engage in interactive, collaborative, and dialogic activity around disciplinary concepts like international trade and supply and demand. Talia even listed two language acquisition objectives for the lessons that centered collaboration (“work together as a team to collaborate in a trade simulation” and “access their tech, language, and content skills in one roll (with the help of each other).” Talia included two other language acquisition outcomes in the plans: “put Economic language and ideas to use” and “use economic language/frameworks in everyday understandings.” It is unclear on either lesson plan how exactly Talia had defined “economic language” in these language outcomes, but she clarified in her Video Analysis Organizer:

I was hoping to have students grabble [sic] with using and practicing economic terms that have been discussed in the classroom, like supply/demand, prices, markets, etc. (which actually did happen in pockets of dialogue but couldn't be totally captured on video).

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<sup>1</sup> Participants were asked to only create one lesson plan, but Talia had planned two ideas to choose from for her CVA session and offered to share the unused plan for this study. Although not discussed in a CVA session, the contents of the lesson plan provided additional context for analyzing her orientations to student language and language scaffolds for this study.

She similarly reflected at the start of her CVA session that, “in theory, the simulation is for them to practice the terms that they've been learning, and like- in real time.” Combined with Talia’s above description of her approach to teaching economics (focusing activities on “a couple new terms”), these comment offer some clarification that the “economic language” that Talia referenced in her language learning outcomes likely referred to specific disciplinary terms like “supply/demand, prices, markets, etc.” and that she had intended the lesson as a vehicle for her students to “practice” using these specific words in the context of the simulation activities.

Unlike the action-based language acquisition outcomes she included in her plan, Talia’s two “economic language” language outcomes suggest some simultaneous prescriptivist orientations to language, focusing on students using specific disciplinary terms like “supply/demand, prices, markets, etc..” Although learners using and acquiring specific disciplinary terms is not inherently at odds with participating in collaborative, interactive learning, there is a tension between prescriptivist and descriptivist orientations to what is valued as “correct” or “academic” language in a discipline. Where prescriptivist practitioners typically prioritize linguistic uniformity and stability, teachers drawing from sociocultural or action-based orientations value linguistic flexibility and inclusivity for a range of student language or contributions. Much of the coursework in the ELD methods course the quarter before centered on challenging PST’s prescriptivist orientations of “academic language” and invited the candidates to instead value linguistic diversity

and variation towards what kinds of student language “counts” in their respective disciplines.

Pre-CVA findings also suggest that Talia did not view the student language use captured in her CVA clip as meeting her language outcomes or even related to her discipline. As explored in more detail in Chapter 6, Talia had filmed her entire trade simulation lesson, but the video clip that she selected to bring to the CVA session came from a dispute that had occurred in the middle of the simulation after one group of students had stolen a pair of scissors and sold it to another group during the simulation activity. When asked “Why did you choose this clip?” on the Video Analysis Organizer prior to her CVA session, rather than highlighting any disciplinary value (or lack thereof), Talia wrote, “I think it shows a good learning opportunity (for me and others) of class dynamics and language that is not only from me to the students but, more importantly, the language students used with each other to resolve class conflict” and concluded, “one thing I feel like I learned from my students when watching/reliving this video was how powerful students can be in resolving class conflicts.” Similarly, when introducing her clip at the start of her CVA session, Talia explained,

the reason I picked this video is because I think, although *the language is not necessarily amazing on the content* [emphasis added], I think it's interesting how the class themselves decide or came to the conclusion of how this was going to be resolved

It is important to note that in all of her writing and discussion of her clip prior to her CVA session, the above comment was the only time Talia referenced the disciplinary value (or lack thereof) of the student language use captured in her clip.

While it is certainly true that Talia's CVA clip captured students engaged in conflict resolution, a more action-based orientation to Talia's clip might also view the student language use in the dispute as at least related to her discipline, if not a valuable example of students her collaboratively (albeit spontaneously) engaging in key disciplinary practices. Throughout the clip students were heard arguing, laughing, and joking, and, at one point, getting loud enough that Talia raised her voice in frustration to tell the students to sit down. However, throughout the chaos of the dispute, student language use in the clip was mostly amiable and focused on resolving the incident through negotiating adequate compensation and returning the stolen resource. Although not pointed out by Talia, her students were using a range of linguistic resources including using what could be considered more formal disciplinary vocabulary ("resource," "change the prices," "we should get compensation from them") as well as more colloquial language ("what do we get from them for selling us loaned scissors?", "that sucks, bro," "they got scammed") as to negotiate with each other and resolve the dispute. A more action-based orientation to the clip would position Talia's students as also engaged in disciplinary activity--working together to negotiate, barter, and engage with disciplinary concepts like capital, resources, and economic trade. However, as explored in more detail in Chapter 6, it appears that, prior to participating in the CVA sessions, Talia did not view this clip as a successful example of student language use in her discipline, likely because the students were not using the specific, more formal economic terms she had identified.

Despite the collaborative and action-based structures in her two lesson plans, these findings suggest that Talia had a relatively narrow vision of what counted as successful student language use at the start of the study. Talia’s “economic language” language acquisition outcomes and her comments above about students learning and acquiring specific disciplinary terms suggest that her vision of successful student language use in her discipline depended more on students’ ability to use specific disciplinary terms than their ability to contribute and participate in collaborative disciplinary practices. Talia’s comments above on the role of language in her lesson planning and instruction and her reflection on the student language captured in her clip mostly suggest evidence of prescriptivist orientations to student language use in her discipline, prioritizing students practicing and using specific economic terms. The collaborative, interactive activities are evidence of some of the sociocultural orientations to content and language learning introduced in her ELD methods course. It is difficult to deduce which of these orientations were more “central” in designing her lesson, or if she had considered these orientations at all in her planning, but this tension highlights the variation that was present in many of the individual PST’s orientations to student language use prior to participating in the CVA sessions.

### ***Talia’s Orientations to Language Scaffolding***

Talia’s approach to language scaffolds in her discipline was the most eclectic of all five participants, and included scaffolds that did not appear to be related to language at all. However, as elaborated in the next section, various constraints in her field placement and university coursework impacted her knowledge of and ability to

scaffold instruction for MLs in her discipline, economics. When asked to clarify her own approach to language-specific scaffolds for MLs, Talia said hesitantly,

the only thing that I feel really comfortable doing [as a language] scaffold, kind of, I don't know if it's a scaffold, but just giving students *more time to work on* if they need it, I have no problem doing that. And I *update the gradebook* as regularly as I can. And then I'll always *take late work*, especially students who have IEP forms and who don't, like just go for it [emphasis added]

Like the other PSTs participants, Talia spent a large portion of her course work in the ELD methods course exploring sociocultural approaches to scaffolding disciplinary learning for MLs. However, Talia's hesitant list of scaffolds above suggests that she was still uncertain about this approach to language scaffolding. Speaking about the language-specific scaffolds she observed in her placement, Talia confirmed this uncertainty, commenting, "I wish there was [sic] more scaffolds not in the sense that maybe they need it, but I don't know how to provide more opportunities and scaffolds."

Despite the collaborative, dialogic structures in her international trade simulation lesson, Talia did not identify any language scaffolds in her CVA lesson plan, nor did she identify these collaborative structures as language scaffolds, a central concept in her ELD methods course and action-based orientations to language scaffolding. Talia did, however, list multiple "language scaffolds" for her second, un-filmed lesson plan including: "reading the article aloud to them and having them follow along," organizing the graphic organizer "in a way to also help them format their thoughts," reviewing how to use the Canva software, and "going over the economic terms they have to use as a class, helping students remember and retain the

information before asking them to apply it concretely.” This last language scaffold (“going over the economic terms they have to use as a class”) again is evidence of more prescriptivist orientations to language that prioritize the acquisition and application of specific linguistic forms, also in stark contrast to the more sociocultural visions of scaffolding and inclusive language use introduced in her ELD methods course. Also, reading the news article aloud and restructuring the graphic organizer to reduce language demands also contrasts with some of the ideas introduced in the ELD methods course, namely critiques of the orientation that MLs need simplified materials or tasks to participate in disciplinary instruction.

The remaining scaffolds she listed or reported before the CVA sessions as “language scaffolds” (offering extended time, regularly updating the gradebook, accepting late work without penalty, and reviewing software before using) may offer additional supports for EL-classified or MLs at all, but these likely reflect required accommodations for her students with IEPs. Considering that this comment was part of a discussion about language scaffolds specifically for EL-classified students and MLs, Talia may be conflating the EL-classified students’ language-related needs with those of her students on IEPs for word processing disorders and dyslexia, but it is likely more a reflection of her self-reported limited knowledge, understanding, and experience in how best to scaffold disciplinary instruction for EL-classified students and MLs more broadly. It is also important to note that, like all participants except Emily, the language scaffolds that Talia described were for two placement classrooms without any currently EL-classified students, although Talia did indicate that there



were former EL-classified students and MLs present in her placement as well as students with IEPs for word processing disorders and dyslexia. As described above, Talia's lesson plans included features of an action-based orientation to language introduced in her ELD methods course, structuring opportunities to collaboratively engage in rich disciplinary and language practices in the two simulations, but Talia appears unclear how these participation structures could also scaffold language development beyond students acquiring specific disciplinary terms.

### ***Affordances and Constraints in Talia's Field Placement***

In line with the wider ecological visions of teacher learning at the heart of this study, it is important to also highlight how the unique affordances and constraints in each PSTs' field placement contexts impacted their orientations and ability to take up action-based orientations to learning in their disciplinary instruction. Analysis of pre-CVA data does not provide evidence that Talia's focus on linguistic forms and terms were influenced by her field placement classroom, but she did note that her CTs were instrumental in structuring and setting the rules for the international trade simulation. During her CVA discussion envisioning new language scaffolds to support ML participation in the trade simulation activity, Talia reflected that she had initially wanted to implement more structure and rules to support students in the simulation, but her CTs insisted that she should "let them struggle" and figure out the simulation activity on their own. Talia added that she had worried that her CTs would be resistant to implementing any additional supports of scaffolds during the lesson,

which may be why she did not identify or include any of the collaborative structures built into the simulation as language scaffolds in her CVA lesson plan.

Like other participants, Talia also noted that even though she wanted to incorporate more collaboration and student-to-student interaction in her field placement classroom, she believed that her students were inexperienced and unmotivated to participate in group work. In particular, Talia noted that she believed that the 12<sup>th</sup> grade students in her field placement had difficulties working in groups because they had spent the first two years of their time in high school learning from home during the COVID-19 pandemic. In the pre-CVA focus group, Talia hypothesized that her students' extended learning in remote instruction had greatly limited their opportunities to get to know their classmates and their experience and understanding of how to work in groups.

Talia also noted that her lack of confidence in economics as a discipline contributed to her limited understanding and confidence to support MLs in her field placement classroom. All five PST participants were pursuing Masters and Teaching Credentials in secondary History-Social Science education, which included two courses related to disciplinary instruction (including the course at the center of this study). However, these two courses were focused on wider pedagogical theory and practice related to the discipline and had little to no attention to developing the candidates' content-area knowledge. Talia cited her low confidence in economics as the biggest barrier to supporting MLs in her discipline, and joked, "I don't know anything about Econ!" During the pre-CVA focus group she elaborated,

I don't know what ways to like scaffold econ, because I'm also not, like good in econ. I'm not secure with econ. And so I'm just trying to do the best that I can with the tools that I'm given.

### **Molly's Orientations Prior to CVA**

Analysis of pre-CVA data suggests that Molly's orientations to student language use in her discipline prior to the CVA sessions focused on students engaging in key language-related elements of source analysis as a disciplinary practice. But, as explored later in this chapter, immediate constraints and demands in her field placement classroom influenced her orientations and ability to take up these orientations in her disciplinary instruction. Molly reported that all students in her two 11th grade US History field placement classrooms were bilingual in Spanish and English, but she was unsure if any students were formally EL-classified or RFEP or "in the very early stages of learning English." Similar to Lily, Molly's CVA lesson (see Appendix H) focused on guiding students through a "source analysis organizer" to prepare them for analyzing additional sources for an individual research paper on "change and adaptation in the 1930s." Molly's CVA lesson began with her modeling on the document camera how to use a "source analysis organizer" to analyze a primary source about the Dust Bowl in the 1930s while individual student volunteers shared answers to each search while all students followed along on their own organizers. Individual students then used the same organizer to analyze a different source related to their research paper topics followed by extended time for students to work on their research papers on their own.

### ***Molly's Orientations to Student Language Use***

Molly linked the language acquisition outcome for her CVA lesson plan with source analysis as a disciplinary practice: “deconstruct a source in a way conducive for using it for research, including identifying unfamiliar vocab/concepts, core message/argument, keywords, and relevant quotes.” Molly also described two similar language-related goals in her Video Analysis Organizer: “redefine familiar terminology appropriate to a historical context (for example, “form,” “audience”) when locating sourcing information.” and “familiarize [students] with the university-level source analysis sheets intended to break down a source in a way helpful for their own research.” Molly also identified various language-related sub-skills embedded in the target disciplinary practice in her lesson, including “sourcing a document, defining unfamiliar vocabulary, locating key words, identifying a central argument, drawing connections to other sources, and collecting relevant quotes.” Her lesson lacked any student-to-student collaboration, and these comments suggest that Molly’s orientation to language in her lessons focused on individual students mastering these various language-related sub-skills that she identified as related to source analysis as a disciplinary practice.

At first glance, Molly’s attention to disciplinary vocabulary and “key words” may appear similar to some of the prescriptivist orientations found in Talia’s lesson, focusing on students retaining and using specific disciplinary terms. However, Molly’s attention to linguistic forms was not the primary stated language acquisition outcome or goal of her lesson plan, as it was in Talia’s lesson. Instead, Molly positioned “defining unfamiliar vocabulary” simply as one of the embedded

language-related elements essential to successfully engage in the practice of source analysis. Molly clarified, “all of these elements are dependent on language, whether it be comprehension, reading between the lines, or locating words/ideas that speak to the overall message of the source.” Although Molly linked both content learning objectives of her CVA lesson directly to student work on their research papers, the broader motivation and language goals for the lesson extended beyond simply completing their research papers, and prioritized students learning, practicing, and applying what she identified as essential language-related elements of source analysis as a disciplinary practice.

Molly’s CVA clip captured 6 mins from the first portion of her lesson when she was using the document camera to model and answer each section of the “source analysis organizer.” Molly asked for student volunteers to provide answers for each section, but much like Lily’s clip, instruction followed the Initiate-Respond-Evaluate/Follow-up (IRE/F) pattern (Cazden, 1986; Mehan, 1979; Sinclair & Coulthard, 1975) throughout the whole clip. Molly first initiated questions, individual student volunteers responded verbally, and Molly would then evaluate or ask follow-up questions on the student’s responses. All student responses were directed to Molly, and no student-to-student interaction was observed in the clip. Unlike Lily’s CVA lesson, which had some collaborative participation opportunities, Molly’s lesson plan did not include any student-to-student interaction, or opportunities for student to co-construct understanding or collaborate toward the target disciplinary practice (source analysis), a critical element of her ELD methods course and action-based orientations

to language and content learning. However, unlike Lily who appeared to be unaware of how the collaborative structures of her lesson may have scaffolded language and content learning, Molly cited the lack of student collaboration in her CVA as her main reason for selecting her CVA clip. She clarified in her Video Analysis Organizer: “I chose this clip because I recognized the lesson did not fulfill the collaborative language demands of the video observation assignment in a way I had hoped” and “I’d like to discuss with my classmates how to make an activity like this, which is inherently focused on language, more successfully collaborative rather than just primarily being an interaction between student and teacher.” These comments suggest that Molly was aware of some of the key concepts of her ELD course, namely the scaffolding power of collaborative student interaction in disciplinary practices, but she struggled to incorporate these ideas with the individual, subjective nature of the students’ research papers. In her own words:

students are in the middle of writing research papers and have a predetermined deadline, there was not space to insert collaborative activities that would not be conducive to their completion of the assignment. [...] I struggled with how to have a source analysis that is supposed to be directly helpful to their own papers be split among people.

As explored later in this chapter, Molly appeared to have started the study with an understanding of and motivation to incorporate some of the sociocultural or action-based principles from her ELD methods course but had yet to include collaborative work within the individual reading and writing demands of her placement classroom.

### ***Molly’s Orientations to Language Scaffolding***

Molly's approach to language scaffolding in her CVA lesson plan focused on providing teacher-led modeling and structured materials aimed at building individual student understanding, familiarity, and eventually autonomy in engaging in the language-related elements of source analysis. In her CVA lesson plan, she first identified the segmented layout of the Source Analysis graphic organizer as a language scaffold because it "separates important pieces of information they will need to find." Molly also identified teacher-led "modeling of how a source can be mined for information" as a language scaffold because it "would aid students in finding evidence for their research papers." These two scaffolds were designed to aid students in using the graphic organizer and practicing the different embedded goals in the disciplinary practice of source analysis.

Molly's approach to language scaffolding at the start of the study focused mostly on providing teacher modeling and clear visual representation of each of the language-related elements on her source analysis organizer. Molly also noted that she wanted to provide multiple means of representing information in her placement, including giving students access to slides from her lectures as well as "a variety of ways the students themselves can have more autonomy over, like the pacing and how they're reading the material." Echoing some concepts on student agency and autonomy from her ELD methods course, student autonomy was an important scaffold for Molly that had been otherwise missing in her current placement. When asked about the language scaffolding she observed in her placement, she elaborated, "I haven't seen it. [...] there was just absolutely no autonomy for the students to

struggle at all. It was very spoon fed everything together. So, it was just too much of that.” Molly described other scaffolding ideas prior to the CVA sessions, including providing more bilingual or home language support. Near the end of the pre-CVA focus group, Molly commented that she was also envious of Emily’s ability to provide home language support for the Spanish-speaking MLs in her placement and pondered aloud, “what can you do when you can't- you don't have that to use, you know, in your toolbox?” Similar to her orientations to language described above, Molly appeared to begin the study with a clear motivation to incorporate collaborative or action-based orientations to scaffolding from her ELD methods course (e.g. interactive disciplinary and learning and opportunities for student autonomy) but struggled to bring these ideas into practice in her placement.

### ***Affordances and Constraints in Molly’s Field Placement***

Molly reported a number of affordances and constraints in her field placement classroom and university coursework that appeared to influence her orientation to student language use and to kinds of language scaffolds she was able to provide. As described above, Molly prioritized students engaging in key language-related elements of source analysis as a disciplinary practice seen best in the focus on students completing the “source analysis organizer” in her CVA lesson. Molly noted that she had received this organizer from the first History Social Sciences methods course she took prior to the study and indicated in her Video Analysis Organizer that she “wanted students to become familiarized with university-level source analysis sheets intended to break down a source in a way helpful for their own research.”



While other data described above indicated that Molly's focus to students engaging in language-related elements of a disciplinary practice extended beyond simply using university-provided learning materials on source analysis, receiving this organizer from her previous methods course instructor likely afforded her with more confidence and guidance to take up this orientation in her field placement classroom.

Many of the supports that Molly identified as language scaffolds focused on providing materials and teacher-led modeling to build individual student understanding and autonomy in engaging in source source analysis as a disciplinary practice. In addition to using the university-provided source analysis organizer, Molly's motivation for these language scaffolds were also driven by preparing students for completing their individual research papers that students were working on at the time. Various elements of Molly's CVA lesson plan and classroom video clip also reflected this concern, and Molly even linked the content learning objectives for the lesson to this very timely assignment rather than broader demands of the US History discipline: "Students will understand how to identify key features of sources they will be using in their research papers" and "Students will be able to use evidence from sources to construct a research paper". Molly noted at the start of her CVA session that she had initially envisioned her lesson as "a collaborative environment" where everyone would work together to analyze a source using the graphic organizer, but had struggled to do so because "each student has a different thesis and goal for their paper," The language scaffolds that Molly identified in her plan (layout of the graphic organizer and teacher modeling) were were also focused on the immediate

demands of the assignment, designed to support students in using the graphic organizer and “finding evidence for their research papers.” In the end, Molly cited the tight deadline and individual nature of the research paper assignment as the main constraints in planning for more collaborative language scaffolds, reflecting that “there was not space to insert collaborative activities that would be conducive to their completion of the assignment” and “each student has a different thesis and goal for their paper, so I struggled with how to have a source analysis that is supposed to be directly helpful to their own papers be split among people.”

### **Darren’s Orientations Prior to CVA**

Darren’s orientation to student language use prior to the CVA sessions included many action-based elements from his ELD methods course, prioritizing students participating in dialogic activities to meet various content and language demands in his discipline (World History). As explained later in this chapter, Darren’s ability to implement these action-based orientations was also afforded by his CT’s frequent use and modeling of dialogic, discussion-based activities in his field placement classroom. Darren was placed in two 10th-grade World History classes with the same Cooperating Teacher in both classes. Darren reported that there were not any EL-classified students in either of his two placement classrooms and very few across the whole school, although he identified 4 students in his classes who were RFEP. Darren agreed with Emily that “everything is language” in his content area, and that he believed that “there’s still language involved” even for students to

participate in more visual disciplinary activities like image analysis or non-verbal activities like drawing images or shaking hands after a class discussion.

### ***Darren's Orientations to Student Language Use***

Darren's CVA lesson (see Appendix J) was focused on French imperialism in Vietnam, and focused on analyzing historical visual sources that represented the conditions and racial inequities in Vietnam at the time. In the lesson, individual students first responded in writing to three open-ended guiding questions on three historical French postcards during the colonization of Vietnam, each depicting interactions between the Vietnamese and French Colonists as well as racialized caricatures of the Vietnamese at the time. Individual student volunteers then verbally shared their responses to the questions to the whole class. Students then took notes on a video taken on the streets of Vietnam during the French Colonization and shared their notes with a partner before individual volunteers shared their responses to the class. Finally, students read a selection from a graphic novel on the time period and completed a reading guide with comprehension questions about the text.

Darren listed the language learning objectives of his CVA lesson as “know what political, economic, and social aspects of society are and the language associated with them” and “articulate how the given sources tie back into the language of what is considered political, economic, and/or social,” suggesting some links to the disciplinary practice of source analysis. Similar to Lily's lesson, Darren's CVA lesson moved from individual responses to pair discussion, and finally to whole class discussion, although he did not identify these collaborative, dialogic structures

as central to the content or language learning objectives. Darren's clip also followed the Initiate-Respond-Evaluate/Follow-up (IRE/F) pattern (Cazden, 1986; Mehan, 1979; Sinclair & Coulthard, 1975) where Darren first initiated questions, individual student volunteers responded verbally, and Darren would then evaluate or ask follow-up questions on the student's responses. Although his CVA clip did not feature any student-to-student discussion, Darren positioned the student-to-teacher IRE/F exchanges as an example of students participating in dialogic activity around disciplinary content and skills, noting that the student-to-teacher exchanges were a means to put individual student's "words/language in conversation with one another," "engage with and respond to an image based source," and "frame their thinking and guide the conversation" on an important disciplinary topics (French imperialism and racism in Vietnam).

In contrast to the previous two lesson plans, Darren's CVA lesson showed evidence of some sociocultural and action-based principles from his ELD methods course, mainly student agency, collaboration, and dialogic activity. He designed his lesson as a space for students to co-construct understanding in pairs and whole group discussions as well as planned open-ended questions and inquiry, inviting student agency and unpredictability in grappling with challenging disciplinary topics related to racism and colonialism. During the pre-CVA focus group, Darren also shared that he had recently dedicated considerable planning and class time preparing students for a discussion-based "Socratic Seminar" activity in his World History placement. In this activity, Darren assigned student pairs a stance on a disciplinary topic (capitalism

vs. socialism) and then structured an entire class period for the pairs to first co-construct the disciplinary content knowledge as well as the speaking and “interpersonal” skills he deemed necessary to successfully participate in the dialogic activity the next day. Darren did not submit a lesson plan for this activity, but his comments and dedication to planning this collaborative, dialogic activity further illuminate Darren’s orientation to collaborative, dialogic student language use in his discipline.

Similar to Molly, Darren appeared to be aware of the lack of student-to-student collaboration in his CVA clip, writing, “at first I wasn’t sure if this clip really captured the essence of collaboration, but I did realize that I was using their words/language in conversation with one another to guide the conversation.” In his Video Analysis Organizer, Darren also noted that he chose the IRE/F exchanges in the clip for his CVA session because he believed it featured students “engag[ing] with language in a lot of ways as a means of engaging with images which I found to be interesting to interrogate” and that “students’ application of language in the whole-class setting was also interesting and worthy of analysis.” From an action-based perspective, students’ language use in Darren’s clip was certainly “interesting to interrogate,” as his students were using relatively “simple” language in very unpredictable ways to engage deeply in challenging disciplinary content and concepts, such as comparing how the French and Vietnamese were presented differently in the French-made postcards and how these depictions represented the standards of living in Vietnam during the French occupation. Students noted that the

Vietnamese were depicted wearing “ragged” or “simple” clothing while the French colonists were shown wearing “nice, white clothes,” and, describing one postcard showing a racist caricature of a Vietnamese local pulling a rickshaw, students noted that the French colonists were “the one who’s sitting in the cart, not pulling the cart” and were “being treated like royalty.” As explored in more detail in Chapter 7, Darren writing in his Video Analysis Organizer and these comments during his CVA session indicated that he had yet to fully articulate what exactly was “interesting to interrogate” about student language in this clip before his CVA session. However, similar to the action-based concepts explored in his ELD methods course and this study, Darren appeared to position dialogic activities like the Socratic seminar or the open-ended pair and class discussions about historical postcards and videos as valuable opportunities for his students to develop both disciplinary and “interpersonal” language skills.

### ***Darren’s Orientation to Language Scaffolding***

Darren’s approach to language scaffolding focused mostly on providing students with guides and embedded participation structures to support students’ collaborative sense-making and participation in meeting the discussion-based language demands of his placement, although like other participants, he also took an eclectic approach to scaffolding in his placement which sometimes ran counter to concepts from his ELD methods course. Darren only identified one language scaffold in his CVA lesson on Colonial Vietnam: a simplified version of a reading guide that focused the questions on observation rather than reading comprehension. For his

Socratic Seminar activity described in the pre-CVA focus group, Darren described two guides or “packets” of support materials as the main language scaffolds. The first packet included guiding questions and informative materials to support inquiry into the disciplinary topic (“capitalism vs. socialism”). Darren described the guiding questions as a language scaffold because they helped the student pairs to “formulate their opinions” and questions about the disciplinary topic that they would share during the discussion. The other packet included sentence frames with specific phrases that students could use during the discussion portion of the activity and a word bank of what he described as assorted “interpersonal talking skills.” he also included a range of other approaches including simplifying reading materials, providing visual representations of disciplinary content, and allowing students to represent their understanding in different modalities.

Sentence frames are often associated with prescriptivist orientations that dictate what particular language or linguistic forms should be valued in disciplinary activities (Alvarez, Capitelli, & Valdés, 2023). Along these prescriptivist orientations, Darren commented that the sentence frames and word bank were helpful for guiding the student pairs in “what they were going to say” and “how they're gonna say it” during the Socratic Seminar. However, analysis of Darren’s additional comments about these supports offers a more nuanced understanding of his orientation to these particular language scaffolds, signaling toward more action-based orientations. Namely, Darren did not position students using the exact phrases and linguistic forms in the sentence frames and word bank as the primary purpose of this scaffold. In fact,

Darren described students reading verbatim from the frames as “the worst-case scenario” for successful participation in the activity. Instead, Darren reported that he designed the sentence frames as temporary or optional supports mainly for students who were “very, very hesitant to speak” as they could read directly off their planning documents if needed and could still successfully participate in the dialogic activity. Additionally, Darren’s “word bank” was not intended to scaffold or dictate student acquisition or use of target disciplinary vocabulary, as this prescriptive support is often used. Instead, Darren designed the word bank to provide a list of different “interpersonal talking skills” like “posture”, “volume”, and “giving people space to talk” to scaffold student participation in the Socratic Seminar. Student pairs first worked together to identify two “interpersonal talking skills” from the word bank that they wanted to improve before the discussion. During the discussion, one student would then provide in-the-moment coaching and feedback to the other student on the two identified “interpersonal skills.” Darren reported that the Socratic Seminar had been “very successful” and cited these language scaffolds he provided in the two packets as especially helpful in ensuring students were able to actively and collaboratively participate in discussion-based activity.

In many ways, Darren’s reasoning about the language scaffolds in his Socratic Seminar are aligned with the sociocultural approaches to scaffolding explored in his ELD methods course, particularly a vision of collaborative, dialogic participation structures as essential scaffolds to rich disciplinary learning. However, he also described additional, more eclectic language scaffolds that he had tried or wanted to



try in his placement including using more visual media to provide multiple representations of disciplinary content and designing another “packet” to teach students how to apply “the language of contextualization.” Additionally, Darren included a language scaffold in his CVA plan (modify material to simplify a reading task and questions for language learners) which arguably ran counter to one of the central critiques in his ELD course against simplifying disciplinary materials and activities for EL-classified learners. As explored in more detail later in this chapter, it is likely that Darren’s choice of language scaffolds was driven by the more pressing demand from his CT to include more dialogic activities than a singular orientation to language scaffolding for MLs in his discipline.

### ***Affordances and Constraints in Darren’s Field Placement***

Unlike the other participants who often felt constrained by various assignments, assessments, or demands in their field placement or from their CTs, Darren noted that his CT’s frequent use of discussion-based activities *afforded* him more opportunities to plan activities and language scaffolds closer to the dialogic, action-based ideas from his ELD methods course. Darren noted that his placement had “a good amount of language demands in terms of speaking” and that most activities he observed and planned with his CT (like the Socratic Seminar) were “fairly discussion-ish.” Additionally, he felt that students in his placement had ample experience in discussion-based activities. It is likely that working with a CT that prioritized dialogic and discussion-based learning and students that he perceived as experienced in working and talking together may have reinforced many of the

sociocultural and action-based orientations to disciplinary instruction emphasized in Darren's ELD methods course. Unlike all of the other participants, Darren's experience in his field placement classroom may have afforded more opportunities to observe and experiment with action-based orientations in his own disciplinary instruction.

### **Emily's Orientations Prior to CVA**

Similar to Darren, Emily's orientations to student language use prior to the CVA sessions included many action-based elements from her ELD methods course, prioritizing opportunities for her students to co-construct disciplinary knowledge in collaborative activities to meet the "rigorous" reading, writing, and academic demands in her placement. Emily's 10th grade Economics placement had the most EL-classified or former EL-classified learners of all the PSTs with at least 4 students in her placement classrooms who were still classified, 1 of whom was also classified as a Newcomer. Emily also noted that there was also a large, unknown number of Spanish-speaking students in her placement classrooms who were RFEP that she believed still needed language-specific support to participate in the English-medium class as well as students with IEPs and 504 plans who needed support in reading. Additionally, Emily was the only PST who considered herself bilingual and was also pursuing her Bilingual authorization on her credential to teach in English and Spanish.

### ***Emily's Orientation to Student Language Use***

Due to timing constraints in her placement described later in this chapter, Emily was unable to prepare a formal lesson plan for her CVA lesson. Although, her other pre-CVA contributions provided information that clarified the structure and objectives of her lesson (see Appendix I). In her 10th grade Economics lesson, students were researching different economic systems and linking those characteristics to broader societal values. Emily cited her CVA lesson as an important step in preparing students for a challenging upcoming summative assessment on the topic. Students were first placed into groups of three, and each member was assigned the role of either researcher, reporter/presenter, or note-taker. The three students then worked together to research the characteristics of their assigned country's economic system, and record information on a shared Google Jamboard (a collaborative visual note-taking platform where multiple users can add and view information in real time). Each group's "reporter" then shared out the characteristics of their country's economic system, and Emily asked follow-up questions, challenging the reporters to link specific characteristics of the economic system with societal "values" (security, freedom, stability, etc.).

Similar to Molly's orientation described above, Emily described a clear motivation to plan for more collaborative activities, and that she had been "trying to work on group participation" as means to support her students, including MLs, in meeting the "rigorous" literacy and academic demands of her placement. When asked about the role of language in her content area, Emily said, "it's everything," and referenced how even more visual disciplinary activities like image analysis placed

considerable reading and writing demands on her students. Emily also noted that, since her placement site offered the notoriously challenging International Baccalaureate Diploma Program (IBDP), there was a push for more “academic rigor” across the school. Although her economics placement classroom was not an official IBDP course, Emily noted that all courses across the school (including her placement classroom) were meant to prepare students for challenging IB coursework. She noted that her inspiration for her CVA lesson, where students worked in small groups to investigate and co-create materials on three economic systems, stemmed from her concerns that the students had not been “connecting with the information” on the disciplinary topic (economic systems) and were unprepared to complete an upcoming and challenging unit assessment on the topic on their own. Echoing central action-based concepts from her ELD methods course, Emily elaborated that she believed that collaborative activities like her CVA lesson were “the best way to move forward with” supporting students in completing the challenging disciplinary assessment, further clarifying, “I didn't want it to come from me, I wanted them to like, collaborate and come together.” Emily also noted that the overarching purpose of her CVA activity was to give students “the opportunity to review [the content] as a group and give them the opportunity to have a collective source to refer back to as they work on the assessment.” Connecting collaborative participation structures with her content and language learning objectives for the lesson, Emily clarified that she designed the lesson so that “students will practice language in their communication with each other in order to come up with the information to populate their slides, and

information that the ‘reporter’ student would share out loud with the class” and to support students to use “language as they put their findings in writing, both in personal notes for the group and on the slides for the jamboard.” As explored later in this chapter, Emily described considerable time constraints and pressures in her field placement that limited her ability to plan for these collaborative structures, but these findings suggest that Emily's orientation to student language use in her discipline was approaching some of the action-based and collaborative perspectives introduced in her ELD methods course.

### ***Emily's Orientations to Language Scaffolding***

Unlike Emily's orientation to more collaborative student language use described above, her approach to language scaffolding for MLs in her discipline prior to the CVA sessions focused mostly on providing translated materials and instruction in Spanish. However, as described in the next section, Emily's approach to language scaffolding was heavily constrained by her CTs and field placement context. Emily's CVA lesson had clear attention to collaborative participation structures (group roles, students co-constructing and sharing learning, etc.), but her pre-CVA contributions on language scaffolding for MLs focused almost entirely on providing additional or alternative materials in Spanish. Emily described significant efforts to prepare translated primary source documents, videos with Spanish subtitles, podcasts in Spanish, as well as providing MLs with translated copies of her lecture slides. Additionally, Emily reported that she often tried “grouping the students who need additional language assistance, because that's what's easiest for me to approach them

and repeat instructions [in Spanish].” Providing home language support does not necessarily conflict with the more collaborative, action-based orientations to learning across Emily’s pre-CVA data, and it is clear that, as introduced in her ELD methods course, she saw the collaborative participation structures as essential to supporting her students’ disciplinary learning. However, as explored in more detail in Chapter 7, Emily worried that MLs in her class would not be able to participate in these collaborative activities without home language support and translation. For Emily, these collaborative structures scaffolded students’ disciplinary learning, but she did not explicitly link these scaffolds with language development for her MLs. These findings suggest that, like Talia and Lily, Emily planned lessons with potential collaborative, action-based scaffolds, but may have had a limited understanding of exactly how those collaborative structures could scaffold both language and disciplinary learning for her ML students.

### ***Affordances and Constraints in Emily’s Field Placement***

Emily’s context provides the clearest examples of how her field placement classroom influenced her orientations and ability to implement ideas from her ELD course. Emily described the overarching purpose of her CVA lesson as “providing the opportunity to review as a group and give them the opportunity to have a collective source to refer back to as they work on the assessment.” While the collaborative activities in her CVA lesson provided an environment for students to co-construct knowledge about disciplinary content (economic systems), she positioned the

collaborative activity ultimately as a means to prepare students for the challenging language and content demands of the upcoming summative assessment on the topic.

Emily also reported that her ability to provide language scaffolds was constrained mostly by a lack of preparation time and support from her CTs in her field placement classroom. Emily commented that collaborative planning with her CTs typically occurred less than 24 hours before she was expected to teach, leaving her with very little time to prepare the kinds of collaborative supports she wanted to include in her lessons. As a result, Emily reported that she resorted to quickly preparing translated materials using Google translate or grouping Spanish speaking students together so she could easily provide on-the-spot translation as needed. Emily also noted that since she was the only English-Spanish bilingual teacher, her CTs tasked her with supporting the Spanish-speaking MLs in her placement and asked her to provide translated materials or in-class translation in Spanish. As a result of these field placement constraints and pressure from her CTs, Emily was left with little time and support time to prepare the kinds of collaborative language scaffolds that she wanted to provide for MLs in her classes.

Similar to Talia, Emily also cited her limited understanding of economics contributed to her limited understanding and confidence to support MLs in the discipline. Emily reflected that she felt that she was “not a master of econ” and that she felt “ill prepared” to support MLs because of lack of guidance from her CTs and her limited understanding of the discipline.

### **Lily’s Orientations Prior to CVA**

Findings from Lily’s pre-CVA data suggest that she was able to incorporate some of sociocultural and action-based orientations from her ELD methods course into her lesson planning (e.g. collaborative participation in disciplinary practices) prior to the CVA sessions, but she did not position these collaborative activities as contributing to students’ wider language or disciplinary learning. However, it is difficult to characterize Lily’s orientation to student language use in her discipline as Lily was the least active participant in the pre-CVA focus group and provided limited contributions prior to (and during) the CVA sessions compared to other participants.

As described in Chapter 4, Lily’s placement had the lowest number of EL-classified students in the district, and Lily reported that her two 10th-grade world history classrooms did not have any EL-classified or formerly EL-classified learners. Lily listed the content learning outcomes for her CVA lesson plan (see Appendix K) as: “know the battlefield tactics (trench warfare) affected the experiences and lives of soldiers in World War I” and “complete a document analysis (warmup), a trench warfare lecture, and begin a document analysis for the battle of Somme.” In her plan, students first read excerpts from two fictional sources on WWI, followed by writing individual responses to a guiding question about soldiers' experiences in trench warfare depicted in the sources. Students then shared their responses with a partner and followed by individual volunteers sharing their responses to the whole class. Finally, Lily modeled how to use a “source analysis graphic organizer” to analyze additional sources about trench warfare on the document camera while students followed along on their own organizers.



### *Lily's Orientations to Student Language Use*

Lily identified two language outcomes on her lesson plan: “know how to pick pieces of evidence that illustrate a soldiers’ experience in the trenches” and “interact with documents to understand the trench warfare and begin to annotate document A” (one of the primary sources in her lesson). Both desired language outcomes suggest that Lily linked the language acquisition in her lesson with individual students mastering specific disciplinary practices related to source analysis, namely “pick out pieces of evidence,” and “annotate document[s]”. Lily also noted that she wanted students to “interact with documents,” and, similar to Molly’s “source analysis organizer” explained above, her graphic organizer segmented the disciplinary practice (source analysis) into smaller elements/tasks, asking students to identify factual information on the author, the type of document, and when the source was created as well as analyze the author’s tone, purpose, and perspective on the war. Lily’s lesson did include some elements of her ELD methods course, namely collaborative participation in disciplinary practices (analyzing sources through individual writing moving to pair and whole class discussion), but she did not explicitly position these collaborative elements as part of the language or content learning outcomes.

Lily’s CVA clip captured two separate moments in her lesson. The first clip occurred shortly after the pair discussion where individual students shared their responses to the guiding question, and the second clip captured Lily modeling how to complete the source analysis graphic organizer on the document camera. Like nearly all other participants, instruction during both clips followed the Initiate-Respond-

Evaluate/Follow-up (IRE/F) pattern (Cazden, 1986; Mehan, 1979; Sinclair & Coulthard, 1975), with Lily first initiating questions, individual students raising their hands and responding verbally, and Lily evaluating or asking follow-up questions on the student's response. In both clips, all student responses were directed to Lily, and no student-to-student interaction was observed in the clips. In her Video Analysis Organizer, Lily wrote that she chose the clips because each clip “demonstrates the students interacting with documents and having a larger class discussion.” Lily described these student-to-teacher IRE/F exchanges in her second clip as students “interacting with mini documents as a segway [sic] into the larger task” of annotating historical documents on an upcoming individual summative assessment.

Even though there was no student-to-student interaction captured in either clip, Lily's lesson plan did feature opportunities for student pairs to collaboratively practice and co-construct their understanding of source analysis as a disciplinary practice. Applying some of the concepts from the ELD courses, an action-based perspective to Lily's clip and CVA lesson might highlight these collaborative structures as part of the learning goals or even situate the teacher-led IRE/F activities as part of a wider collaborative approach to disciplinary practice. However, Lily's pre-CVA contributions do not acknowledge these collaborative structures as part of her wider content or language objectives, and as seen in Chapter 7, Lily only mentioned the pair discussion portion of her lesson in her CVA session when prompted by her course instructor. Again, Lily's pre-CVA contributions were limited, so it is difficult to characterize her orientations to student language in her clip and

wider disciplinary learning. However, these findings suggest that, like Talia, Lily incorporated some of the central concepts from her ELD methods course and action-based orientations to language and learning into her lesson activities (e.g. co-constructing understanding and participation in disciplinary practices), but her comments about these activities and her clip prior to the CVA sessions suggests that she may not have yet acknowledged how the collaborative structures (pair and whole group discussion) could contribute to students' wider language or content learning in her discipline.

### ***Lily's Orientations to Language Scaffolding***

Like her other pre-CVA data, Lily's contributions about language scaffolding were limited. Lily did not identify any EL-classified students or MLs in her current placement and did not include any language scaffolds in her lesson plan. As a result, her relevant pre-CVA contributions were limited to a few comments, examples, or ideas about scaffolding more generally that she shared during at the start of the study.

Like Talia, Lily indicated that her lesson plan did not require any language-scaffolds. Lily's lesson plan also had some elements from her ELD course or action-based orientations, namely students sharing and elaborating on their individual responses in pair and whole-class discussion. However, similar to Talia, Lily did not associate these collaborative structures as possible language scaffolds in her lesson. This sociocultural vision of scaffolding in her ELD methods course centered on the idea that scaffolding is more than simply anything the teacher does to help, but rather, scaffolding is creating opportunities for MLs and all students to participate in

collaborative activities that simultaneously promote the development of language, literacy, disciplinary practices, and autonomy over time. The analysis shows no evidence that Lily recognized the scaffolding potential for her collaborative participation structures in her CVA lesson.

Although the exemplar CVA session (CVA #1) is technically outside of the pre-CVA data window, some of Lily's contributions during this session highlight her orientations to language scaffolding prior to the study. In the exemplar clip, 7th grade students participated in a jigsaw activity about historic speeches from the civil rights movement. Students first met in homogenous "expert" groups organized by "reading level" (which included EL-classified and non-EL-classified students) and read a historic speech selected to suit the group's reading ability. After collaboratively analyzing their speech, each member returned to their more heterogeneous "home group" to share what they had learned about their respective speeches. While analyzing the jigsaw activity featured in the exemplar CVA clip, Lily was concerned that the teacher had assigned different reading materials based on the students' reading abilities. Lily was critical of the teacher's use of "higher" and "lower" reading levels to both describe and group the students during the jigsaw activity, but also worried that students "at the higher reading level" might find it unfair to have to teach the other students their more challenging reading material and students "at the lower level" might question why they were given less challenging reading materials than their peers. Lily elaborated: "if I was at the higher reading level, and I was given

that responsibility to kind of like, give good information or whatever to my home group, I'd be like, 'Why do I have to teach them this?'"

Lily's concerns about the jigsaw activity reflect some important critical perspectives introduced in her ELD methods course on ensuring all students, including EL-classified learners, have access to rich, authentic disciplinary materials. However, the exemplar clip captured all students, even EL-classified learners and students in the "lower level" reading group, engaged in rich, collaborative analysis and discussion about authentic primary sources. Additionally, all students were tasked with teaching the other members of their home group, not just students in the "higher reading level." Rather than critiquing the quality of materials given to the "lower group," Lily's appeared to be more concerned about the length of the materials and how "fair" the activity was for the different groups of students. Lily later shared that students in her last placement would often complain when she and her CT would give modified materials or spend extra time with selected students with IEPs. However, unlike the critiques of simplifying disciplinary materials and activities for EL-classified learners introduced in her ELD methods course, these modifications were required as part of students' Individual Education Plans (IEPs). Lily also described her own attempt at a jigsaw activity in her placement, and that she had decided to place students into random heterogeneous expert groups, so students would be "forced to talk" to peers outside their normal "cliques." Purposeful use of heterogeneous grouping can be an effective scaffold for content and language learning, especially for MLs (see Alvarez et al., 2012), but as explored later in this

chapter, Lily noted that she used random (heterogenous) grouping mostly in an attempt to “merge” the disparate student cliques in her placement rather than scaffold language or disciplinary learning. Lily’s concerns about differentiating or modifying materials likely stem more from student complaints she observed in her first placement rather than her own orientations to language scaffolding. However, at the very least, these comments suggest that Lily started the CVA sessions with a limited understanding of the sociocultural orientation to scaffolding introduced in her ELD course and how collaborative structures and differentiated materials can serve as valuable scaffolds for language and disciplinary learning for all students.

### ***Affordances and Constraints in Lily’s Field Placement***

Lily’s field placement also appeared to constrain her approach to language scaffolding and instruction in her discipline. Most of Lily’s comments about her CVA lesson centered on students engaging in source analysis about primary and secondary sources on WWI. However, similar to Emily, Lily noted that the “larger task” of the lesson was preparing students for an upcoming assessment on the topic. Lily did not explicitly name the assessment in her CVA lesson plan, but in her Video Analysis Organizer, she noted that the activities in her lesson were “a segue” to the assessment task and her clip “demonstrates the larger task, where students are now sourcing and annotating the documents needed to complete the summative assessment.”

Lily and most of the other PSTs also reported a “lack of community” among their students in their placements which led to challenges in planning collaborative or interactive activities. Lily shared that she had recently tried to conduct a jigsaw

activity in her placement, where students were first placed in “expert groups” to study a specific topic or materials and then return to their “home groups” and share their new knowledge with their peers. In structuring the activity, Lily noted that she asked students to form random heterogeneous home groups by counting off in the order they were sitting. Lily clarified that she made the decision to form random groups because the students in that particular field placement classroom were especially resistant to working in teacher-selected groups and that she had been trying to “merge” the different cliques. Lily clarified,

They just all have these cliques, and they just, they’re just not harmonious, they’re more like, divided. And so I kind of made them count off. So they were all in groups that they didn’t want to be in. And it wasn’t like I chose it, like I counted you all off And you guys saw me count you all. And so they’re forced to talk to each other.

Although Lily’s choice to form random groups may have been an attempt to create more neutral conditions for students to work with peers outside of their friend group, this choice appears to be driven more by the immediate constraints and “lack of community” in her placement rather than a broader pedagogical vision of how to effectively scaffold content or language learning in her discipline.

### **Additional Constraints and Affordances Across PSTs’ Learning Ecosystems**

The analysis described above revealed that the 5 PST participants entered the CVA sessions with a range of orientations to student language use and language scaffolding, often demonstrating or motivated to include some of the sociocultural or action-based orientations to language from their ELD methods course. Additionally, for all participants except Darren, constraints in their field placements resulted in

considerable difficulties or insecurity in implementing more collaborative or interactive learning opportunities for MLs in their placement. As Valdés et al. (2014) have pointed out, teachers' instructional decisions related to language instruction are often influenced by competing outside demands such as textbooks, classroom materials, curricular documents, state frameworks, and assessment procedures. While the field placement classroom was the most salient influence on the participants' orientations and instruction, this final section summarizes additional affordances and constraints shared across the five participants' wider learning ecosystems that impacted their ability to take up action-based orientations in their disciplinary instruction.

### ***Challenges in University and Personal Life***

The 5 PST participants were faced with intense and rigorous coursework demands across multiple graduate level courses. As described in Chapter 4, the PSTs had just begun lead instruction at their placement and were enrolled in multiple Masters-level courses in addition to their Social Sciences methods course. At the time of this study, the PSTs were also preparing for the edTPA, a lengthy and time-consuming performance assessment that required teacher candidates to create additional lesson plans and classroom videos outside of their university coursework and CVA sessions. Emily and Molly were both balancing university coursework and student teaching with the demands of parenting young, school-aged children. Other PSTs also reported working part-time jobs and all were preparing for the upcoming job search for the next school year. Emily reported that she was unable to submit a



CVA lesson plan due to limited planning time with her CTs as well as an intense storm that had left her and her family without power and internet access the day before her CVA session. Additionally, Molly was unable to join Talia's CVA session because she needed to stay home to take care of her sick child. Also, as mentioned above, Lily did not contribute during Molly and Emily's CVA discussions. Melody, the course instructor, later speculated that Lily had been especially quiet during those sessions because she was upset after a particularly challenging observation she had in her placement that day. While the participants did not explicitly link these personal, professional, and academic influences challenges with their ability to support MLs, these challenges likely constrained the participants' time, focus, and energy as they attempted to take up the challenging ideas learned in their university coursework in their field placement classroom.

***Lack of Opportunities to Work with or Observe CTs Working with EL-Classified Learners***

All participants also reported a lack of opportunities to work with or observe their CTs working with EL-classified and MLs in their field placement classrooms. Aside from Molly's placement, the participants' placement school sites had considerably lower proportions of EL-classified students than the state average of 19% (Lily: 1.2%, Darren: 3.7%, Talia: 5.4%, Emily: 12.3%, and Molly: 24%). Additionally, the number of MLs and EL-classified learners varied across each of the individual placement classrooms. As an example, Molly's school site had the highest proportion of EL-classified learners (24%), but she clarified that she did not believe

there were any students in her two placement classrooms who were EL-classified or in need of language-specific support. Emily was the only participant who confirmed that she had EL-classified learners in both of her field placement classrooms, as her school served as a magnet school for students classified as Newcomers, most of whom also classified as English Learners.

As a direct result of these low numbers of EL-classified students in their placements, the PSTs described a lack of first-hand experience working with students identified as needing language supports as well as limited to no opportunities to observe their CTs scaffolding instruction specifically for EL-classified learners in their respective disciplines. Molly reported, “I don’t really see any scaffolding or any real sort of support” for MLs. Lily commented that she occasionally interacted with one EL-classified student at her placement, but since their interactions were limited to an informal study hall period, she did not spend any time working with the student or observing her CT teaching the student. In reflecting on her CVA session, Lily clarified, “my classes do not have any classified ELs or RFEPs, so I haven’t gotten much practice creating modified/accommodating assignments.” Emily was the only participant who described regular experience working with EL-classified students, but she also reported a lack of guidance and support from her CTs in how best to support these learners in her economics classes. Additionally, despite having a number of EL-classified and Newcomer students and rigorous literacy and “academic” demands in both of her placement classrooms, Emily noted that she rarely observed her CTs providing language-specific supports for MLs. Instead, Emily reported that she felt

that MLs were treated as “an afterthought” in her placement and worried that her CTs expected MLs to “figure out” the “tools”, “skills”, and “maturity level” to meet the rigorous academic and literacy demands of her placement without any language-specific supports or scaffolds. Working with low numbers of EL-classified learners does not necessarily translate to a lack of expertise or knowledge about effective language scaffolding for this population. Inversely, working with large numbers of EL-classified learners wouldn’t necessarily mean PSTs would have more opportunities to observe more collaborative activities. However, nearly all participants linked their lack of firsthand teaching or observation experience with limited confidence in how to effectively incorporate some of sociocultural orientations to student language use and scaffolding from their ELD methods course with this population of learners in their discipline.

***Perceived Lack of Student Motivation and Experience in Collaborative Activities***

Emily, Molly, Lily, and Talia all described a desire to structure more collaborative or dialogic learning opportunities in their disciplines, but their ability to do so was constrained by a “lack of overall community” among students in their placement. As described earlier, Molly noted that she had wanted her CVA lesson to be “a collaborative environment” where everyone would work together to analyze a historical document, but her CVA lesson plan did not feature any collaboration between students. Similarly, Emily commented that she believed that “community in the classroom [...] is the best scaffold that you can have” and ultimately wanted to provide more collaborative learning opportunities to support MLs in meeting the

rigorous academic and literacy demands of her placement. Molly noted that while there were several students in her placement classrooms that actively participated in collaborative activities, there was an overall “very poor community” between her students. Emily, Molly, Talia, and Lily agreed that they all perceived a lack of community among their students, and all three reported that they struggled to get students to work together in collaborative activities in at least one of their field placement classrooms. Lily shared that she also had difficulties implementing discussion-based activities in her placement because she perceived that her students had limited experience, motivation, and often “don't want to make that mistake of saying the wrong thing” when working in groups. Emily and Molly both reflected that many students in their placement classrooms had yet to learn their classmates' names.

Considering that students co-constructing knowledge in structured collaborative activities is central to action-based orientations, the participants reported this perceived “lack of community” and student resistance to working in groups as a considerable challenge to implement these ideas in their placement. Darren agreed that the students' challenges with collaboration in their placements was an indication of a lack of overall community, and more of a “communication barrier” than a “language barrier.” However, Darren also noted that this was not a challenge in his placement, as his students had the experience, confidence, and “skills” to participate more actively in collaborative disciplinary activities.

## **Participants Pre-CVA Orientations Within the Wider Teacher Learning Ecosystem**

This chapter presented analyses that illustrate the various affordances and constraints across participants' learning ecosystems that impacted their ability to take up these action-based orientations and other principles from their ELD methods course in their disciplinary instruction. Despite the various challenges and constraints described above, the five participants all reported that they were motivated to implement more collaborative and dialogic approaches to scaffolding like those presented in the ELD methods course. This analysis showed that all participants' lesson planning and approaches scaffolding included at least some elements of the ELD methods course, namely planning for collaborative, dialogic disciplinary learning and a focus on disciplinary practices, although participants rarely cited their ELD methods course as guiding their instructional planning. Instead, the participants reported a myriad of timely and challenging influences in their field placement classrooms, university coursework, and personal lives that influenced and often constrained their ability to implement these ideas. For most participants, field placement constraints such as upcoming assignments or last-minute planning demanded immediate attention within a very limited time frame, often leaving participants with little time to plan for more collaborative activities. Additionally, upcoming assignments and assessments in their field placement classroom (e.g. Emily's economics unit assessment, Lily's WWI summative assessment, and Molly's US history research paper) narrowed PSTs' choice of content and language learning

outcomes and even the language scaffolds they included in their CVA lesson plans. Perhaps most importantly, the limited number of EL-classified learners across the field placement classrooms severely limited PSTs' opportunities to put some of the ideas they had learned in the ELD methods course into practice with actual MLs who might benefit from these language scaffolds. As Emily noted,

There definitely is a gap between, say what we learned last quarter and now putting it into practice is a whole different story while you're trying to like, you know, learn the material and stay on top of that. There's just a lot of moving pieces.

This chapter presented analyses of PSTs' orientations to student language use, language scaffolding prior to participating in CVA sessions and how these orientations related to sociocultural and action-based orientations introduced in their university coursework. These pre-CVA orientations are valuable for understanding how interaction and discussion during the CVA sessions impacted the participants' orientations to their CVA clips and wider disciplinary learning. As explored in Chapters 6 and 7 below, these orientations informed their participation and discourse in the CVA sessions. More importantly to this study, discourse and interaction in the CVA sessions led to moments where participants appeared to shift or refine these orientations and imagined new opportunities for action-based orientations to teaching, language, and scaffolding in their discipline.

## Chapter 6

### From Forms to Participation: Shifting Orientations to Student Language Use in

#### Talia's CVA Session

This chapter offers answers to the second research question: *How did discourse and interaction during Collaborative Video Analysis afford or constrain participants' orientations to student language use and language scaffolding toward action-based orientations?* In this chapter, I answer this question through a detailed cross-event analysis of participant discourse and interaction across selected events in Talia's Collaborative Video Analysis session (CVA #2) and related data from the wider corpus. This analysis shows that interaction and discourse during Talia's CVA session afforded a shift in Talia's (and possibly Melody's) orientation to student language use from a focus on students using specific linguistic forms to a more action-based orientation focusing on students participating and contributing in disciplinary activity and/or practices. This shift from language as forms to language participation is one of the three themes across participants' orientations observed across the data and is explored in more detail in Chapters 7 and 8.

Wortham and Reyes (2015) insist that, "In order for discourse analysis to be a useful method for studying processes like learning and socialization, it must uncover how people, signs, knowledge, dispositions and tools *travel* from one event to another and facilitate behavior in subsequent events" (p. 1, my emphasis). The authors continue that cross-event analysis reveals how participants use language (indexicals) in what they refer to as "pathways" of linked discursive events to accomplish social

action and social process, such as positioning or shifting orientations to people, objects, actions, or in this case, student language. By comparing, configuring and following how participants use language within and across these discursive events, the researcher is able to trace the shape of these linked pathways of events and provide an empirical configuration or interpretation of the social action happening (or not) in that pathway.

As described in Chapter 5, teachers' orientations to student language use are conceptualized in this study as participants' dispositions toward what students (especially MLs) need to do with language to succeed in their disciplines and the role of language in their disciplinary instruction. Chapter 5 described each of the five PST's orientations to student language use at the beginning of the study. One of the *worthy goals* (Kang & van Es, 2018) of the CVA sessions in this study was to support participants in understanding and developing their orientations to student language use (especially for MLs or EL-classified students) in line with to the action-based orientations toward teaching for language development explored in this study. As the discussion facilitator, drawing on my own experience and intuitions as a teacher educator, I used guiding questions, prompts, and my own comments during the CVA sessions towards these goals, actively and intentionally targeting PST noticing, reflection, and re-envisioning student language use and contributions captured in their CVA clips closer to action-based orientations to language. Cross-event analysis of discourse and interaction during and across the CVA sessions revealed that the sessions themselves were also a valuable space to support PST thinking toward this



*worthy goal*, where all participants supported each other in exploring, challenging, reinforcing, re-envisioning, and even shifting their orientations to student language use in the classroom videos clips and their wider disciplinary instruction.

In this chapter, I offer a detailed analysis of how participants noticed and characterized student language use within and across multiple events during Talia's CVA session and map out how these discursive moments relate to each other in a pathway of linked events. I chose to focus on this cross-event pathway from Talia's CVA session for more detailed analysis as it provides some of the most salient examples of interactive events where indexicals traveled, persisted, and eventually changed across a CVA session indicating shifts in participants' orientations to language towards the goals and learning objectives of the CVA sessions. More specifically, in this chapter I map out how participants used indexicals related to "winning" to characterize and evaluate student language use in Talia's clip in different ways across her CVA session. Analyzing each of the discursive events when participants took up, reified, and challenged what they considered to be "winning" language use reveals a pathway of how participants' orientations to language shifted (or persisted) across the CVA session. This pathway then supports an empirical-based interpretation of how interaction between the participants and other artifacts in Talia's CVA session afforded shifts in her developing orientations to student language use in her discipline. As explored in detail below, this pathway suggests that interaction and discussion in Talia's CVA session afforded a shift in her orientation to student language from more formalist orientations that valued students using particular

linguistic forms or registers towards more action-based orientations welcoming a broader range of student contributions in her disciplinary instruction.

In addition to describing how Talia's CVA session afforded shifts in her orientations to language, this chapter serves to provide a finely detailed methodological demonstration of the cross-event analytic process that I applied to all of the PST CVA data. Wortham and Reyes' (2015) cross-event analysis offers an analytic lens that aligns with the sociocultural and ecological vision of teacher learning at the center of this study and demonstrates how learning is mediated by collaborative, dialogic interaction within and across CVA sessions and the participants' broader ecology. In particular, the chapter illustrates how this kind of analysis can trace how participants' uptake of indexical signs and characterizations of student language converged and diverged in different events across the CVA session and other data and establish relevant context between events. This relevant context then allows the researcher to better configure how the events link together in a pathway of social action in order to demonstrate how interaction and discourse during the CVA session afford or constrain shifts in participants' developing orientations toward the worthy goals and learning objectives of the CVA sessions.

### **Shifting Orientations from Forms to Participation: A Detailed Cross-Event Analysis**

In the first event in this pathway, Talia starts her CVA session by characterizing the student language used in her CVA clip as outside or irrelevant to her discipline (economics). In the next event, the other PST participants re-position

the student language use in her clip as “economic language” and relevant to the disciplinary activity in her CVA lesson. In the next event, Talia and other participants, including Melody the course instructor, focus on and characterize one student’s use of specific disciplinary vocabulary as “winning” in the activity and position a different group of students as “losing” for using a particular language register during the dispute. As consensus about this more formalist orientation to “winning” language grows among the group, Emily and I challenge and offer a more action-based orientation to student language in the clip in the next event, focused on student contributions and participation rather than specific linguistic forms or register. In the final event, the CVA session ends with both Talia and Melody demonstrating a marked shift in their orientation to what is “winning” or “losing” student language use in the discipline. Table 6.1 below provides a summary of this pathway of linked events.

**Table 6.1**  
*Summary of Events in Talia’s CVA Session Linked Pathway*

Event	Within-Event Summary
#1: Introducing Talia’s clip	Talia introduces her clip at the start of the CVA session and positions her students’ language (and her own) in the clip as an example of conflict resolution and unrelated to the target disciplinary (economics) activity of her lesson.
#2: Narrating the clip and Introducing a Focus on Disciplinary Practices	Other PST participants re-positioned Talia’s students’ language use in the clip instead as engaged in Economics language-rich activity and using “economic language.” Ben suggests that students were participating in “negotiating” as a disciplinary practice.
#3: Introducing a Focus on Forms and	Melody, the course instructor, provides examples of what she defines as “economic language” in the CVA clip,

“Winning”	focusing on students using specific linguistic forms and “intellectualized language” as “winners” and students using “surf-bro speak” as losers.
#4: Challenging the Focus on Forms	Consensus grows among PSTs about who were “winners” and “losers” in the CVA clip and the focus on linguistic forms. Ben (Facilitator) and Emily (PST) attempt to challenge this orientation and offer a contrasting orientation to student language use in the clip focused on participation in disciplinary practice of negotiation.
#5: New Orientations to Participation and Contribution	Talia and Melody appear to embrace a broader orientation to acceptable student language use in her activity, focused on “any kind of language” as long as it contributes to participation in disciplinary practices or activity.

To better illuminate the cross-event analysis methods, this chapter includes visual maps of narrated and narrating events and detailed analytic commentary on discourse segments and other data across the study. The conceptual maps throughout this chapter are used to represent the relationship between the selected narrated events (what is being talked about) and narrating events (the discursive activity about the narrated event) along the pathway of linked events.

Additionally, I use a color-coding scheme to highlight the relevant indexicals in line with Wortham and Reyes’ (2015) approach to cross-event discourse analysis (see Figure 6.2). In this scheme, **red** is used for *deictics*, which the authors describe as “linguistic signs whose referential value (what they communicate about the narrated event) depends on information about the (narrating) speech event itself” (p. 5). Deictics are most often words (such as pronouns) used to refer to a place or location (spatial), time (temporal), speaker or actor (person), or prior or future utterances

(discourse). Deictics often refer to someone, something, somewhere, or sometime in the narrated event (the CVA clip), such as “**she**” referring to a specific student in the clip or “**they**” referring to students in the activity more broadly, or “**it**” referring to the lesson or even a specific student’s contribution noticed in the clip, but deictics can also be used to refer to the narrating event (the CVA discussion). **Green** is used for *reported speech* which describes speech or actions that are “framed as occurring at some other time” (p. 49), and often connect the narrated events (what is being talked about) and the narrating event (the activity of talking about the narrated event). An example of reported speech could be a literal quotation from the clip (“they *used words like ‘compensate’*”) or a more general statement about what was said or happened in the clip (“everybody’s *starting to get riled up*”). Finally, **blue** is used to mark *evaluative indexicals*, words or phrases that characterize and evaluate participants, actions, objects, and other deictics referenced in the narrating events. Evaluative indexicals include things such as adjectives to characterize people, actions, or events in the clip (“in the video [...] I’m *getting overwhelmed*”, describe a participant's feelings during the discussion (“I’m *not necessarily proud* of everything I said”), or, important to this study, characterize student language in the clip (“the language is not *necessarily amazing on the content*”). Highlighting the different types of indexicals provides a helpful visual reference to trace how these discursive elements index meaning, characterize various actors in narrated and narrating events, and are picked up by participants and travel across the various moments in the CVA

session and construe social action (such as a shift in orientation to language) across the pathway.

**Table 6.2**  
*Indexical Color-Coding Scheme*

<b>Indexical</b>	<b>Meaning</b>	<b>Example</b>
Deictics (red)	Indexicals used to refer to a place or location (spatial), time (temporal), speaker or actor (person), or prior or future utterances (discourse)	“I wonder if <b>we</b> can turn <b>our attention</b> to <b>language</b> and <b>activity</b> .”  “ <b>my first time</b> of feeling legitimately overwhelmed in <b>the classroom</b> ”
Reported Speech (green)	Indexicals that describe speech or actions that occurred at another time, either in the narrated event (what is being talked about) or the narrating event (the discussion).	“I noticed that <b>they used words like compensate</b> ”  “ <b>the table</b> that was <b>off camera</b> was <b>the one having the hardest time</b> ”
Evaluative Indexicals (blue)	Indexicals that characterize and evaluate participants, actions, objects, and other deictics referenced in the narrating events.	<b>I'm not necessarily proud</b> of <b>everything that I said</b>

***Event #1: Introducing Talia’s Clip***

I explain in detail below how I applied the above color-coding scheme to the first segment of discourse at the start of Talia’s CVA session (Figure 6.3 below). As a reminder, Talia’s clip came from her 12th grade Economics CVA lesson, which featured student groups participating in an “international trade simulation” where they needed needed to trade “capital” such as scissors, rulers, and pencils as well as paper representing “resources” to create and sell a specific product. Talia’s trade simulation activity had clear attention to designing a collaborative activity where students had

opportunities to collaborate, interact, and, as she wrote in the student language acquisition outcomes, “put Economic language and ideas to use.” In this discourse segment, Talia first introduced her CVA clip before watching the clip as a group. This moment also represents Event #1 in the wider linked pathway.

The 9-minute clip used in Talia’s CVA session came from a moment during the simulation when it came to light that an unknown group had stolen and sold a pair of scissors from another group. In the clip, multiple students could be heard laughing, joking, and talking over each other. One student (“the girl in the gray shirt”) from the group that had bought the stolen scissors was most prominent in the clip, standing at the front of the camera and engaging directly with Talia and a group of male students off camera. Throughout the clip, the girl in the gray shirt could be heard describing the problem (“We just lost money, because you guys gave us loaned scissors”) and pleading for a solution (“What do we get? What about our scissors?”). The male-identifying students off camera could be heard speaking in what Melody described as a “surfer-bro” register, dismissing the girl in the gray shirt (“that sucks, bro”) and urging the class to “just drop it and move on.” Despite Talia raising her voice around halfway through the clip (“Hey! Everybody sit down!”), the dispute was mostly amiable and focused on resolving the incident through negotiating adequate compensation and returning the stolen materials. The clip ended with Talia brokering an agreement that the scissors were to be returned to the original group, and the other group who had unknowingly purchased the stolen scissors would receive a refund. It is also important to note that Talia was the first PST to bring a classroom video for

collaborative analysis. Additionally, Molly was absent for this CVA session, but all other participants were present.

As described in more detail in Chapter 5, compared to the other PSTs in my study, Talia's orientations to student language use prior to the CVA sessions were the furthest from the action-based orientations in this study and the sociocultural perspectives on language and scaffolding introduced in her ELD methods course. Talia's pre-CVA findings signaled a more prescriptivist orientation, prioritizing her students acquiring and using specific terms and "academic" linguistic forms in her discipline. These prescriptivist orientations are important to understanding the linked pathway presented in this chapter, as Talia appeared to start her CVA sessions with similar orientations to student language use in her CVA clip as seen in Figure 6.3 below.



### Figure 6.3

#### *Talia Introduces Her Clip*

1	<i>Talia</i>	So (2.0) the reason I picked this video is because I think, although the language
2		(1.0) is not necessarily amazing on the content, I think it's interesting how the
3		class themselves decide- or came to the conclusion of how this was going to be
4		resolved. And like, I realized that like, my emotions ((gestures to chest)) are still
5		heavy on it, actually. (1.0) So, (3.0) the- in the video, my emotions, like, I'm
6		getting overwhelmed ((waves arms near her face)) and like, the girl in the gray
7		shirt, ((points to projector screen)) she was- she represents a table that got it stolen
8		from and so this is in the very=
9	<i>Ben (R/F)</i>	=The one standing up there?
10	<i>Talia</i>	The one- Yeah, the one standing up in the gray. So her group, they had scissors
11		that got stolen, and in the video where it's about to start, she just told me and
12		everybody's like, starting to get riled up. So you will see my thinking process of
13		what happens in these, like, nine minutes. And I'm just going to stop there. Um
14		((exhales)) Yeah, it's uh its heavy.

Note: (R/F) = Researcher/Facilitator and (I) = Instructor.  
Deictics (temporal, spatial, person, discourse)  
Reported Speech  
Evaluative Indexicals

Color coding the discourse in this discourse segment offers a helpful way to configure the indexicals and construe the social action (if any), such as positioning or characterizing student language use, happening in this stretch of discourse. In lines 4-6, the relationship between the red deictics (words used to refer to someone or something) and blue evaluative indexicals (words used to evaluate or characterize someone or something) suggest that Talia had felt “overwhelmed” when filming the “the video” lesson and that her “emotions” about “it” (likely indexing the dispute) were “still heavy” even at the start of this CVA session. In line 14, she exhaled slowly and again used the evaluative indexical “heavy” to describe the deictic “it” either

indexing the dispute again or possibly the clip that she was preparing to show.

Coloring coding the indexicals offers a helpful way to not only construe how Talia had been feeling about her lesson and clip, but also understand how she characterized her student language use in her clip at the start of the CVA session. In lines 1-2, Talia's use of reported speech (“the language”) colored in green to index what her students said in the clip together with the blue evaluative indexical (“not necessarily amazing”) and the red deictic (“the content”) is particularly important to this pathway of linked events because, in this moment, Talia offered her first characterization of the student language use captured in her clip. Immediately after, in lines 2-4, Talia again uses reported speech and explains to the group that she chose the dispute for her CVA clip because she found it “interesting” how “the class” “came to the conclusion of how this was going to be resolved” (“this” indexing the dispute). These lines are coded in both green (reported speech) and blue (evaluative indexicals) as Talia is both reporting what the students said in the clip, and characterizing the language that students used in the clip. Discourse can often represent more than one type of indexical at the same time, so, when possible, I have used both colors to represent the multiple indexicals, separating the colors in the middle of a word to further highlight this flexibility. In combination with lines 1-2, this configuration of color coded indexicals offers additional relevant cross-event context to support a construal of this event that suggest that, at the start of CVA #2, Talia did not yet view the student language use during the debate as relevant to her discipline (“content”).

On its own, this configuration of indexicals in Figure 6.3 suggests three important details about Talia's orientation to the language and actions captured in her clip. First, it suggests that Talia had negative feelings about her actions in the clip. Next, it suggests that she saw her students' language and actions in the CVA clip as an interesting example of conflict resolution. Finally, this configuration also suggests that, at the start of the CVA session, Talia positioned her students' language use and actions in the clip as irrelevant to her content area (economics). Analyzing how Talia and other participants report and characterize student language during the CVA sessions illuminates participants' shifting (or not) orientations to the specific language and students in the clips, but more importantly, helps to construe their broader orientations to student language use in their disciplines at different points in the study. However, before we can confidently construe Talia's orientation to student language use in her clip, we must look to other data and events across the study to better understand how Talia characterized her students' actions and language in the clip. This additional data will help to add further context to better configure indexicals in these narrating events. This additional data may either confirm or disconfirm these configurations, to better construe how a pathway emerges (or not) across events.

In exploring this potential construal, I next traced the evaluative indexicals that Talia used across the data to characterize her emotions and her and her students' language use in the clip prior to the CVA session. This iterative process of reviewing indexicals across the data led me to analyze her Video Analysis Organizer and her written rationale for choosing the clip for her CVA session. In this response, Talia

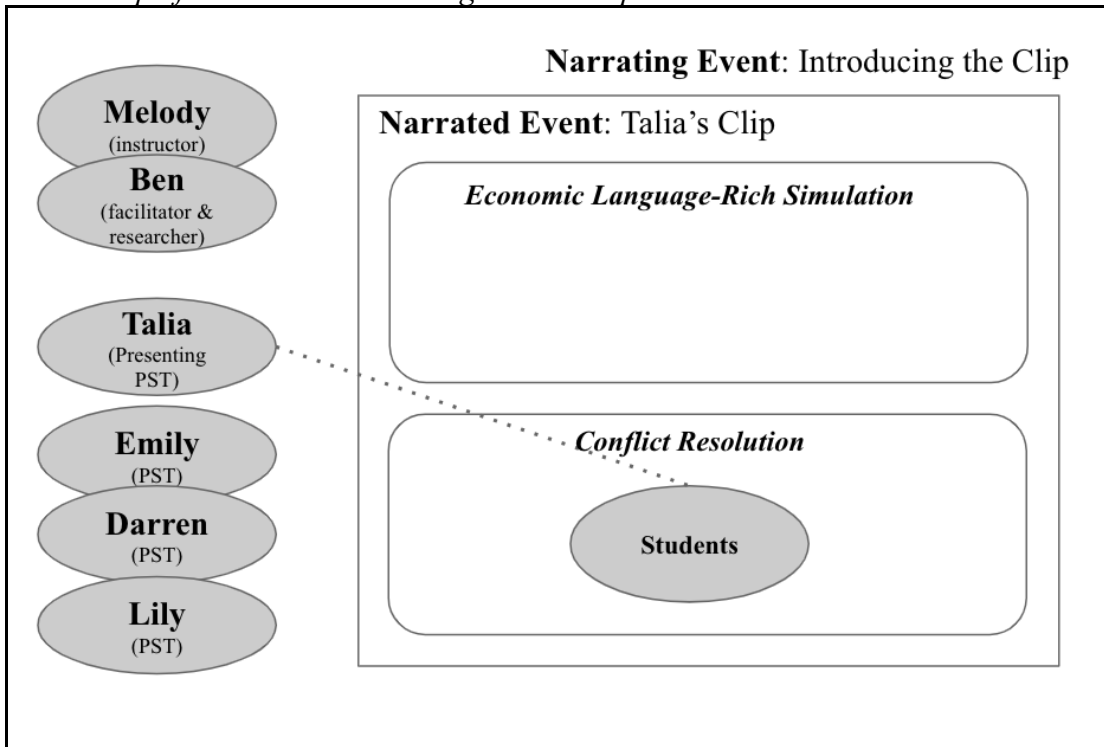
wrote that she was “not necessarily proud of everything I said” and “the way that I handled the situation.” These comments suggest that Talia had negative feelings about her own language and actions in the clip as well. Talia again described her emotions during the activity using the evaluative indexical “overwhelmed,” offering more cross-event context for her comments during the CVA discussion in Figure 6.3 above. Also similar to these comments, Talia indicated that, despite her own negative feelings about the clip, she thought the clip would provide a “good learning opportunity” for the group to analyze “the language students used with each other to resolve conflict.” It is also important to note that, in this segment of discourse and the entirety of her response to this question, Talia did not comment about the disciplinary value (or lack thereof) of the language in the clip. Instead, similar to her comments in Figure 6.3 at the start of the CVA session, Talia characterized the students' language use as resolving class conflict. Further solidifying this construal, Talia concluded later in her response, “I guess one thing I feel like I learned from my students when watching/reliving this video was how powerful students can be in resolving class conflicts.”

Looking at additional data from the PST pre-CVA focus group interview conducted one week prior to Talia's CVA session, Talia had also expressed uncertainty about the role of language in the simulation activity even before she taught the lesson. She told the group, “Tomorrow, I'm doing like a completely different, like simulation activity, where it's like, language is part of it, but like not really, but like still, I don't know.” Returning to the content and language outcomes

Talia had included in her lesson plan provides additional cross-event context, as she had planned the activity as an opportunity for students to “put Economic language and ideas to use” and “work together as a team to collaborate in a trade simulation.”

This configuration of indexicals across discourse in Figure 6.3 and additional data supports a plausible construal of Event #1 that, prior to the CVA discussion, Talia had positioned her student’s language use in the clip as outside of or at least unrelated to the disciplinary (economic) language-rich simulation activity. Instead, Talia positioned her students’ language use in the clip more as an example of conflict resolution than participation in the disciplinary activity. Figure 6.4 represents a visual map of this construal and positioning in Event #1 of this linked pathway.

**Figure 6.4**  
*Visual Map of Event #1: Introducing Talia’s Clip*



Drawing on Wortham and Reyes' approach to visually mapping discursive events and positioning, the outside box in Figure 6.4 represents the narrating event, in this case, the moment depicted in Figure 6.3 when Talia introduced her clip prior to showing the video in the CVA session. The smaller inner box represents the narrated event being discussed, in this case, Talia's clip. Mapping narrated and narrating events help to represent patterns in discursive interaction (in this case, positioning) which help to identify shifts in participants' orientations to student language and language scaffolding at various moments across the CVA sessions. The ovals on the left represent the participants of the Narrating Event, with the course instructor and discussion facilitator, Melody and I are grouped together in slightly higher positions, to roughly represent the social dynamics of the course instructor and researcher in a typical teacher education classroom, followed by Talia and the three other PSTs. Emily, Darren, and Lily are grouped together to indicate their status as participants but separate from Talia, as the presenter. Inside the narrated event, there are two ovals, one representing Talia the teacher in the clip and another representing the students in the clip.

The dotted line shows the social action between the participants in the narrating event and the characters/actors in the narrated event. In this narrating event, the dotted line represents how in, in this particular moment in the CVA discussion (narrating event), Talia positioned (social action) her students in the CVA clip (narrated event) as engaged in conflict resolution rather than participating in the economic language-rich simulation activity. Additionally, this configuration

potentially aligns with Talia's more prescriptivist orientations to student language use in her discipline prior to starting the CVA sessions (see Chapter 5), as her clip featured students arguing, laughing, and using more colloquial language than might be expected in a traditional Economics classroom. Strengthened by the configurations of indexicals and the relevant cross-event context described above, this map provides a visual representation of a plausible construal that, in Event #1, Talia positioned her students' contributions and language use in the clip as outside of economic language-rich activity. This construal is important to first understanding how Talia interpreted and characterized student language used in the clip prior to the CVA discussion, but also, as seen later in this cross-event analysis, the shifts in how she and the other participants characterize what kinds of student contributions are valuable in the discipline.

### ***Event #2: Narrating the Clip and Introducing a Focus on Participation***

After Talia introduced the video clip (Event #1), the next relevant event occurred immediately after the group watched Talia's video during the CVA session. I identified this event by searching for discursive moments where other participants were characterizing or positioning Talia's students in her clip. In this event, the other PST participants *re-position* Talia's students in her clip as still engaged in the simulation activity and using "economic language," and I suggest that the students were participating in "negotiation." Similar to the introduction of the video (Event #1), the *narrated event* in Figure 6.5 below is Talia's CVA clip and the *narrating event* is the CVA discussion about the clip immediately after watching it.

### Figure 6.5

*Ben Suggests Students were “Negotiating”, and Lily Suggests Students were Using “Economic Language”*

35	<i>Ben(R/F)</i>	I wonder if <b>we</b> can, if <b>we</b> can turn <b>attention</b> to like (1.0)
36	<i>Melody(I)</i>	<b>Language</b>
37	<i>Ben(R/F)</i>	<b>Language</b> and <b>activity</b> . And because I think <b>there was a lot of language even</b>
38		<b>related to the content, the activity</b> was still <b>kind of baked into</b> even though <b>it was</b>
39		<b>this kind of spontaneous moment of</b> like, <b>management, as well</b> . But yeah, so what
40		are <b>some of the things</b> that <b>y’all</b> noticed related to <b>students using language</b> , either
41		in <b>negotiating the situation</b> or <b>preferably more towards</b> the <b>actual content</b> and <b>the</b>
42		<b>activity</b> itself?
43	<i>Lily</i>	<b>Even though they’re really</b> , like, <b>emotional-</b> , no not, like, <b>even though the situation</b>
44		<b>see:med ↑tense</b> [it seemed like <b>they were still willing to participate, even</b>
45	<i>Talia</i>	[mmhmm ((nodding))
46	<i>Lily</i>	<b>though they wanted to drop the situation, they didn’t want to drop the game, or</b>
47		the like, <b>the activity you guys were doing</b> . <b>They just- they just wanted to figure it</b>
48		<b>out</b> . And <b>they still used</b> like (2.0) <b>econo:mic lan:guage?</b> ((doubtful intonation and
49		shrugs))
50	<i>Ben(R/F)</i>	Yeah
51	<i>Melody(I)</i>	mmhmm ((affirmative))
52	<i>Talia:</i>	((surprised facial expression and intonation)) Yeah!

*Note:* (R/F) = Researcher/Facilitator and (I) = Instructor.  
**Deictics (temporal, spatial, person, discourse)**  
**Reported Speech**  
**Evaluative Indexicals**

After prompting the other participants to share what they noticed related to student language use, on lines 37-39, I offered my own contrasting characterization of the dispute captured in the clip: “I think there was a lot of language even related to the content.” On line 41, I also suggested that students may have been using language in “negotiating the situation” and “towards the actual content and the activity itself.” While “negotiation” is not explicitly cited as one of the central disciplinary practices (or sometimes referred to as “disciplinary skills”) within economics education, the



California History-Social Science framework notes that the study of economics should center on developing students “effective economic decision-making” and “economic reasoning” which “involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible” (California Department of Education, 2017, p. 10). Although I did not suggest negotiation explicitly as an example of a disciplinary practice, negotiation could serve as a valuable example of a specific practice or skill within this California framework’s vision of “effective economic decision-making” and “economic reasoning.” More importantly to this study, my suggestion that students were “negotiating” focuses on the action-based *ways* students were using language to participate in the activity rather than simply the specific words they used during the simulation. This focus on “negotiation” and *participation* in disciplinary practices or activity will return later in this pathway.

On lines 43-48, Lily was the first participant to respond, acknowledging the “tense” situation and agreeing with my characterization that the students were still participating in the disciplinary activity in the clip. On line 49, Lily then suggested that the students were actually using “economic language” in the clip. “Economic language” is marked in blue and green as both an evaluative indexical and reported speech to represent Lily’s *characterization* that the students’ *reported language* in the clip was “economic language” after all. It is also important to note that Lily’s tone and hesitation when she suggested the students were using “economic language” in the clip suggest that she was not especially confident. In lines 50-51 Melody and I

agreed with Lily's observation, and on line 52, Talia also agreed, although she appeared to be surprised at this characterization of student language in the clip.

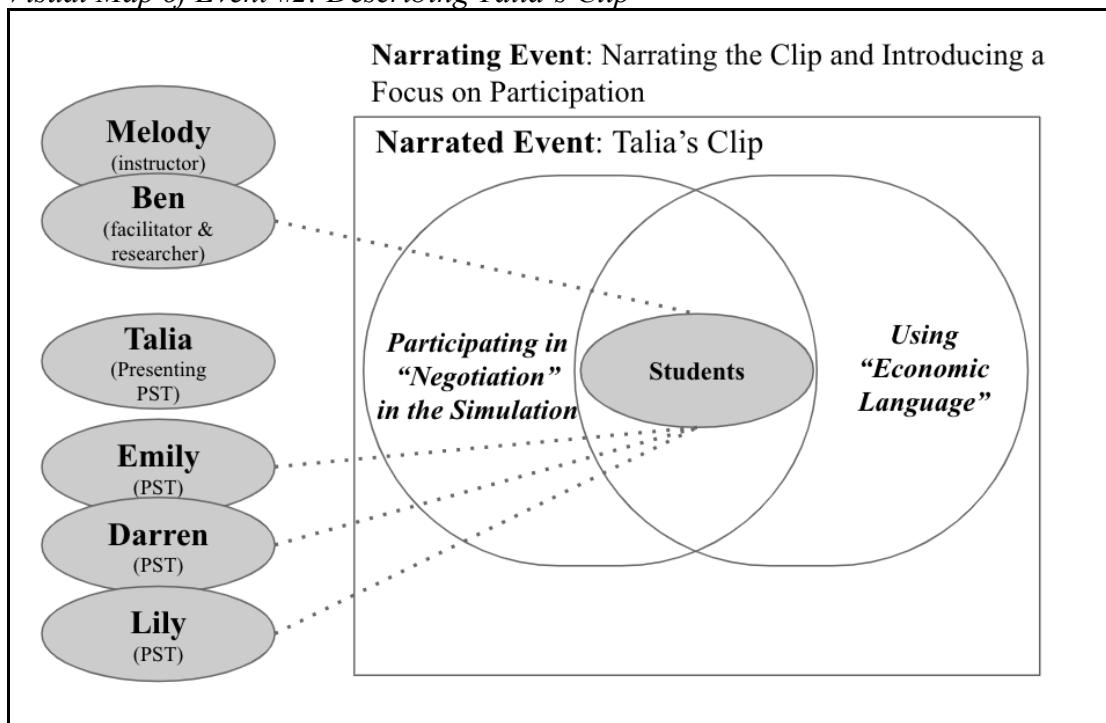
It may be that Lily's hesitant suggestion line 48 was an attempt to agree with my characterization on lines 37-39 that "there was a lot of language" due to my position as the facilitator, teacher educator, and "language expert." Or her characterization could have been to reassure Talia's abilities as a teacher--a common pattern at the start of nearly all the CVA sessions. However, shortly after the discussion in Figure 6.5, other PSTs similarly characterized Talia's students in the clip as actually engaged in simulation activity. Emily said, "it was still very much still in the game" and that the students "stayed in it. And that was- I think that- that's powerful, because they understood what they're supposed to be doing." Similarly, Darren characterized student language in the clip as "trying to hold each other accountable within the game" and implied that "most of them are trying to respect the rules of the game." Darren also positively evaluated how Talia had structured the disciplinary activity, noting that she had "set it up in a way that I think is probably clear to them."

Understanding the relationship between evaluative indexicals (blue) and reported speech/action (green) in these *narrating events* is essential to configuring how the participants characterize student language and action in the CVA clips (*narrated event*). Additionally, this particular concentration of indexicals is especially useful for identifying potentially linked events that show how participants' orientations to student language shift or remain stable across the CVA sessions. A

within-event analysis and configuration of the indexicals in Figure 6.5 and other discourse above suggests that the PSTs and I positioned Talia's and her students in the CVA clip as actively participating in the simulation activity, using "economic language" and possibly participating in negotiation as a disciplinary practice. More important to the cross-event analysis, this configuration directly contrasts with how Talia positioned her students in the clip prior to showing the video (see Figure 6.4). Figure 6.6 represents a plausible construal of Event #2 described above. Like most examples across this study, the *narrating event* represents the CVA discussion about the CVA clip as the *narrated event*. The dotted lines represent the social action happening between the *narrating and narrated events*, in this case, the other participants re-positioning Talia's students as participating in "negotiating" and using "economic language". This moment also highlights the collaborative potential for CVA toward developing and broadening the participants' orientations to student language use towards more inclusive action-based orientations. Talia started the CVA session with the belief that her students were not engaged in disciplinary learning in the clip, but collaborative analysis and discussion among her PST peers and discussion facilitator provided a contrasting, more inclusive action-based perspective towards her students' language use in the clip.

**Figure 6.6**

*Visual Map of Event #2: Describing Talia's Clip*



In direct contrast to Talia's positioning prior to watching the video (see Figure 6.4) Figure 6.6 represents how Lily, Emily, Darren, and I re-positioned Talia's students as actively participating in "negotiation" in the simulation and using "economic language". The students occupy an overlapping space between these two characterizations to highlight how "using economic language" and "participating in the negotiation" are not mutually exclusive. The dotted lines represent the respective comments from each PST and me during the CVA discussion (*narrating event*) that characterized Talia's students in the clip (*narrated event*). In this new arrangement, participants' comments in the CVA discussion have re-positioned the students' contributions during the clip into a new position, offering a new orientation to student

language use in her clip. Although Talia appeared to agree with this re-positioning on line 52 (“Yeah!”) Event #2 on its own does not represent a fully formed construal of a new orientation to her students’ language use in the clip. Looking at the wider data beyond this single moment, Talia reflected in her Video Analysis Organizer after the CVA session that, “after the collaborative analysis, I found that even when the scissor debate occurred, students were still mentally in the frame of the simulation and still participating in the economic language.” In the post-CVA focus group at the end of the study, Talia similarly reflected, “you guys surprised me on how the students were using language like I missed that. So that was really beneficial. So, I was like, ‘ah, like they were kind of using it! They do talk, they were talking about trade!’” These two quotes after the CVA sessions provide further cross-event context and confirm that the collaborative discussion in the CVA session helped Talia to form a new orientation to student language use in her clip. Similar to the other participants’ suggestions in Event #2 above, these findings suggest that Talia left the CVA session with the new orientation that her “students were still mentally in the frame of the simulation,” “talking about trade,” and “participating in the economic language” of the activity throughout the dispute. In addition to these important shifts for Talia, this event marks the beginning of a longer discussion of what kinds of student contributions or language use could be considered valuable to the discipline.

***Event #3: Introducing a Focus on Forms and “Winning”***

Lily’s hesitant comment on line 49 of Figure 6.5 about the students using “economic language” also marked the start of a much longer exchange about what

kinds of language the participants considered to be “economic language.” Tracing how participants further characterized student language in Talia’s clip and defined and re-defined “economic language” was essential to understanding the PST and course instructors’ orientations to student language in Talia’s clip. Tracing this potential pathway led me to the sequence of discourse segments in this next event starting in Figure 6.7 below. In contrast to my suggestion in Event #2 that students were *participating* in “negotiation” as a possible disciplinary practice, Event #3 features contributions from Melody, the course instructor, who instead offered a relatively formalist characterization and examples of “economic language” in Talia’s clip focused on the specific linguistic *forms* students used in the clip. Her position as the course instructor and disciplinary expert in the group is also important in analyzing how this focus on forms is later taken up by the others, as evidenced in the similar examples that the PST participants shared later in the CVA session.

**Figure 6.7**

*Melody's Examples of Economic Language*

53	<i>Ben (R/F)</i>	Can <b>you</b> think of <b>any examples</b> that kind of <b>stood out to you</b> that- if [or <b>others</b>
54	<i>Lily</i>	[um
55	<i>Ben (R/F)</i>	((gestures to group)) like what [ <b>what Lily is saying?</b>
56	<i>Lily</i>	[ can <b>you guys?</b> ((gestures to PSTs))
57	<i>Talia</i>	[(hhhhh) ((laughter))
58	<i>Melody (I)</i>	Yeah. No, <b>I</b> noticed that <b>they used words like compensate</b> (1.0)
59	<i>Lily</i>	[Yeah ((points toward Melody))
60	<i>Emily</i>	[mmhmm ((nodding))
61	<i>Melody (I)</i>	um it- like, <b>lo:ans</b> , it's like, you know, like the- <b>they</b> , <b>they used the word scissors</b>
62		<b>instead of the word capital</b> [but <b>they knew what the value of the scissors was in</b>
63	<i>Talia</i>	[mhm ((nodding))
64	<i>Melody (I)</i>	<b>the simulation as capital</b> , like
65	<i>Talia</i>	yeah
66	<i>Melody (I)</i>	<b>The scissors were a big deal to everyone.</b>

*Note:* (R/F) = Researcher/Facilitator and (I) = Instructor.  
**Deictics (temporal, spatial, person, discourse)**  
**Reported Speech**  
**Evaluative Indexicals**

Seeing Lily's hesitant suggestion that students in the clip were using "economic language" as a potentially ripe discussion topic toward the *worthy goals* of the CVA session of interrogating participants orientations to student language use in their disciplines, I prompted the group on lines 53-55 to provide examples of what they noticed as "economic language" in the clip. Melody was first to reply and reported on lines 58 and 61 that she noticed students using "words like compensate," "loans," and "the word scissors instead of the word capital." In these three examples, Melody focused on the specific disciplinary vocabulary that students used as examples of "economic language." While certainly not an inaccurate representation

of some of the actual words students used in the clip or specific terms associated with economics as a discipline, this configuration of Melody's comments suggests a more formalist orientation to student language in the clip, focusing on the specific disciplinary students used as valuable examples of "economic language." Her characterization of "economic language" as the specific disciplinary vocabulary ("compensate," "loans," and "capital") represents a potentially narrower orientation to student language use in the discipline than action-based orientations which welcome a wider range of student contributions outside of more traditionally "academic" disciplinary language, often prioritizing student *participation* in disciplinary practices or collaborative activity (like negotiation). More importantly, considering Melody's potentially elevated position and authority in the CVA discussions as course instructor and disciplinary expert, promoting a narrower orientation to student language could contradict the *worthy goals* of the CVA sessions to develop PST's orientations toward broader, more action-based orientations to student language use in their disciplines. As an isolated event, it is impossible to construe Melody's orientation to language from this short exchange or how her comments may have impacted the PSTs' orientations to student language use. However, tracing how Melody continued to describe "economic language" led to the discourse segments in Figures 6.8 and 6.9 below which offer relevant cross-event context that suggest that Melody's focus on students using specific linguistic forms traveled beyond this single event.



**Figure 6.8**

*Melody's Examples of "Economic Language" Continued*

69	Melody (I)	I think I noticed a pattern of (2.0) when the person that held the ground, and that
70		had the most respect, from the group was the person who was using the more-
71		was using more academic and intellectualized language like that, like the girl in
72		the gray shirt.
73	Talia	mmhmm ((affirmative))
74	Melody (I)	Like, you know- and I would also say that I know that you've- you've (2.0) been
75		concerned about a divide in that class.
76	Talia	mmhmm ((affirmative))
77	Melody (I)	And I thought you had some very empowered students [who were willing to
78	L/E/T	(((all nodding heads))
79	Melody (I)	harness the activity and [use the language of the activity to like, bring value to
80	Ben (R/F)	[mmhmm ((affirmative)) yeah
81	Melody (I)	what they were saying=
82	Talia	=mmhmm ((nodding))

Deictics (temporal, spatial, person, discourse)  
Reported Speech  
Evaluative Indexicals  
(L/E/T denotes simultaneous contributions from Lily, Emily, and Talia.)

In line with the configuration suggested above, on lines 69-70 Melody reported that she noticed a pattern of student language use in Talia's clip, where the students who "held the ground" or "had the most respect from the group" were those who were "using more academic and intellectualized language." In lines 71-72, Melody references a specific student from the clip ("the girl in the gray shirt") as an example of a student who "held the ground" and used "academic and intellectualized language." At first glance, one configuration could suggest that Melody may have been commenting on what she believed the students valued in the clip, rather than her own evaluation. But, starting from line 77, Melody offered a similar evaluation of

student language in the clip more broadly, noting that she felt the video featured some students who were “very empowered” and were able to “use the language of the activity” to “bring value to what they were saying.” A different configuration of this moment could suggest that Melody was instead critical of how certain students (like the girl in the gray shirt) were able to wield power because of their use of “academic and intellectualized language.” However, Melody’s tone during this segment and later comments explored below suggest a more likely configuration that she too valued this student’s (and other’s) use of specific disciplinary vocabulary in the clip. Combined with Melody’s formalist configuration suggested in the previous discourse segment in Figure 6.7 (“words like compensate,” “loans,” and “capital”), her positive evaluation of specific students using “academic and intellectualized language” here in Figure 6.8 also suggests a configuration that Melody positioned students using specific linguistic forms as valuable student contributions in Talia’s clips. This configuration is further supported by Melody’s positive evaluation on lines 79-81 that students using the particular “language of the activity” helped to “bring value to what they were saying.”

It is also important to note that Talia’s multiple verbal and non-verbal (nodding) contributions throughout this segment suggests that she agreed with Melody’s characterization of the students in her clip. Lily, Emily, and I also nodded after Melody described the “empowered students,” but it is more difficult to interpret these single non-verbal contributions. In Figure 6.9 below, Melody further characterized student language use based on the specific words they used (or not) as well as their ways of speaking.

**Figure 6.9**

*Melody Characterizes Who was “Winning” in the Clip*

87	Melody (I)	And <b>you did that</b> too. It was like when- when <b>you</b> needed to get <b>their attention</b> and
88		when <b>you</b> needed to bring <b>it</b> back. <b>You elevated your language</b> ((raises hand palm
89		down)) into like <b>intellectual language</b> ((gestures making a level space with her
90		hands)) and <b>the kids who were</b> who were- trying to- who were <b>sometimes</b>
91		<b>undermining that</b> by you know, <b>doing the kind of</b> like, you know, <b>surf-bro speak</b>
92		that- <b>that wasn't effective to the group</b> . <b>That</b> wasn't well- <b>that</b> wasn't <b>what the</b>
93		<b>other group was listening to</b> . <b>I</b> think <b>that</b> was <b>kind of interesting</b> that there was like
94		a- it seemed that <b>one unspoken tool of power</b> became <b>who</b> could <b>articulate like the</b>
95		<b>problem and the solution</b> in ways that were like within the sort of academic space
96		<b>of the of the activity</b> =
97	Talia	= <b>That's</b> a good point
98	Melody (I)	<b>As opposed to</b> just being like ((imitating “surfer-bro” register)) <b>dude, bro, let's</b>
99		<b>just keep playing</b> like that
100	Talia	°Oh my god° ((balls both fists in the air))
101	Melody (I)	Yeah, that- but that wasn't- <b>that wasn't who won the day</b> . That wasn't what the-
102	Talia	No: <b>he:did:not</b>

*Note:* Discourse indexing or characterizing “winning” students or student language use in Talia’s clip lesson is highlighted in yellow throughout this pathway

Deictics (temporal, spatial, person, discourse)  
Reported Speech  
Evaluative Indexicals

On lines 94-96, Melody characterized the ability to “articulate the problem and the solution in ways that were within the sort of academic space of the activity” as an “unspoken tool of power” for students in the clip. It is difficult to construe from this single segment exactly what kind of language Melody considered “within in the sort of academic space of the activity,” but her orientations to student language explored in Figures 6.7 and 6.8 above offers helpful cross-event context that suggests she is likely referring to students’ use of specific disciplinary vocabulary (“words like

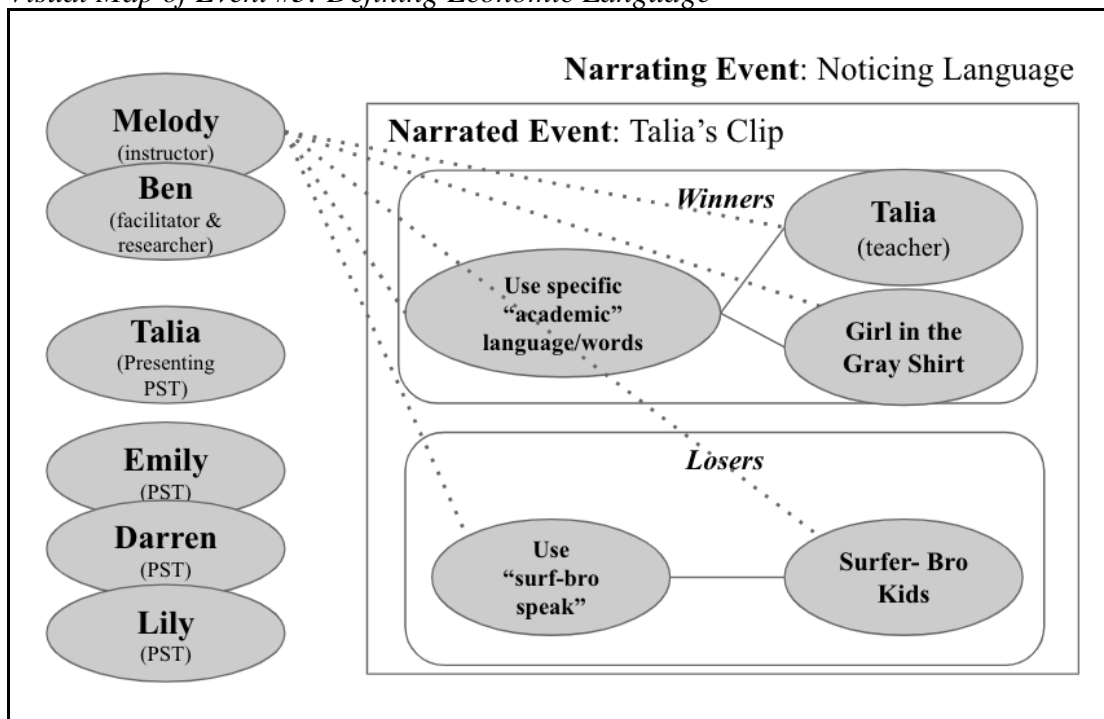
compensate,” “loans,” and “capital”). From lines 91-92, Melody focused her comments on a group of students off camera using “surf-bro speak.” She clarified in the reported speech and imitation in lines 98-99 that these students were using words like “dude” or “bro” and speaking in a more colloquial, informal language register that is common among the subculture of young surfers in the local area. Melody characterized their use of “surf-bro speak” in the clip as “undermining” the activity and positioned their way of speaking in direct contrast (“as opposed to”) to students articulating and using language “within the sort of academic space of the activity.” On line 101, Melody clarified that the students using “surf-bro speak” were not the students who “won the day,” further solidifying her orientation to what kinds of student language she positioned as within (or outside of) the “academic space of the activity.” Similar to Figure 6.8, Talia appeared to agree with Melody’s comments throughout this exchange, especially about Melody’s characterization of the “surfer bros” on line 102. It is also important to note that Talia’s enthusiastic non-verbal contributions throughout this segment also suggested that she agreed with how Melody characterized the different students in her clip. Lily, Emily, and I were also nodding after Melody described the “empowered students,” but it is more difficult to interpret these non-verbal contributions.

The configuration of indexicals in the discourse segments across Event #3 suggests first that, like the other PSTs in Event #2 who re-positioned Talia’s students in the clip as using “economic language” to participate in the simulation, Melody also positioned some of the students in the clip as “empowered” and engaged in an

economic language-rich activity. Melody then provided specific examples of what she saw as valuable student language use in this disciplinary activity, focusing on the specific linguistic *forms* that students used as well as the particular register of speaking. While it remains unclear what exactly Melody meant by student articulating in “ways that were within the sort of academic space of the activity”, she was clear in that students who spoke like a “surf-bro” were “undermining” the disciplinary activity and were not the students who “won the day.” In combination, these three discourse segments point to a likely construal that Melody positioned the particular linguistic forms and elevated language register students used in the clip as valuable examples of “economic language” in the clip and an important quality for successful participation (or “winning”) in this simulation activity. Melody’s orientation to student language in this event contrasts the previous focus on student participation in “negotiation” and suggests a focus on the specific forms students used during the activity. As seen in the next event, this orientation is taken up by Talia and other PST participants. Additionally, I have highlighted all indexicals related to Melody’s concept of “won the day” in yellow in all of the remaining discourse segments in this pathway to illustrate how this particular indexical traveled through the CVA discussion. Figure 6.10 below provides a visual map of this new positioning and construal.

**Figure 6.10**

*Visual Map of Event #3: Defining Economic Language*



Using Melody's evaluative indexical from line 101 above ("won the day"), this visual map shows how Melody positioned Talia and one student (the girl in the gray shirt) as successful ("winners") participants in the disciplinary activity in the clip because they used specific linguistic forms or an elevated language register that she characterized as "academic." In contrast, a different group of students in the clip were not considered successful (losers) and undermined the activity because they used a less elevated "surf-bro" register.

This configuration of indexicals highlights the necessity and utility of analyzing reported speech. Reported speech explicitly connects the narrating event (the CVA discussion) with the narrated event (the CVA) clip. This indexical is

especially helpful as it usually indexes or implies evaluation as well, as the speaker is telling about the event in a way that characterizes the actors' speech or the actors themselves in the narrated event. In this particular event, Melody's use of reported speech further clarified her characterization of student language use in the clip and suggested a positive evaluation for students who used specific disciplinary terms and a negative evaluation for those who spoke in the "surfer-bro" register.

It is also important to note that Melody's comments across Event #3 were not referencing MLs or EL-classified students, as Talia did not identify any of the students in the clip as MLs. However, her orientation to student language explored above parallels deficit thinking based on the ways a student speaks and a formalist orientation to what kind of contributions are most valuable or "winning" in disciplinary learning. This construal is not to suggest that Melody applied this deficit thinking toward MLs or EL-classified students in particular, but these formalist orientations to language might limit teachers' perspectives on what this population of students can or cannot contribute in the classroom. Considering the *worthy goals* of expanding participants' orientations to student language use (especially for MLs or EL-classified students) in their disciplines, the parallels between the participants' orientations to the students in Talia's clip and to MLs is important. In understanding how the CVA discussion impacted the PSTs' orientation to student language, cross-event findings explored below also suggest that Melody's orientation and focus on forms traveled beyond this particular event and potentially reinforced similar formalist orientation to Talia's clip for some of the PSTs as well.

#### ***Event #4: Challenging the Focus on Forms***

Event #4 features a series of discourse segments in the latter half of the CVA session that began to challenge or offer contrasting examples to Melody's focus on forms and "academic" disciplinary terms. This analysis also reveals how Melody's use of the evaluative indexical "won the day" traveled and eventually took up new meaning across the CVA discussion. By tracing how participants used related evaluative indexicals like "winning," "prevail," or "dominate" in different events across the sessions to characterize student contributions in Talia's CVA clip or real-life examples, I was able to better configure and construe how those participants' orientations to student language use converged or diverged from each other's or began to shift from previous events in the CVA session. Similar to Melody's focus on forms established in Event #3, most of the PSTs participants also praised students' use of specific disciplinary vocabulary. However, for one PST (Emily) and me, the "winning" indexical provided a valuable cross-event resource that also allowed us to offer contrasting examples or orientations to Talia's clip closer to the action-based goals of the CVA session focused on student participation and contributions in a disciplinary practice like negotiation. Figure 6.11 below comes immediately following Melody's first comment about who "won the day."



**Figure 6.11**

*Ben Attempts to Revoice Melody's Focus on Forms and Again Suggests Students were Participating in "Negotiation"*

101	<i>Melody (I)</i>	Yeah, that- but that wasn't- <b>that wasn't who won the day</b> . That wasn't what the-
102	<i>Talia</i>	No: <b>he:did:not</b>
103	<i>Ben(R/F)</i>	<b>I think Melody's point</b> is really interesting and extends beyond just like, <b>were they</b>
104		<b>using language words like capital or trade or whatever</b> , into <b>the actual things they</b>
105		<b>were doing with language</b>
106	<i>Melody(I)</i>	Yeah ((affirmative))
107	<i>Ben(R/F)</i>	And, and so that's <b>really interesting</b> to <b>me</b> in like, (1.0) <b>even though this was an</b>
108		<b>argument about missing stolen scissors</b> , <b>the way they were discussing it</b> , and <b>the</b>
109		<b>way that language is being used</b> , to <b>me</b> felt, like, <b>very much like a negotiation</b>
110	<i>Melody(I)</i>	Oh yeah=
111	<i>Ben(R/F)</i>	= <b>which probably</b> was <b>well within the activity itself</b> .

My comment about “Melody’s point” in line 104 served two purposes. First, I acknowledged the value of her comment (“really interesting”). More importantly, I also re-voiced her point to “extend beyond” the focus on forms and language register she was suggesting. In lines 108-110, I expand on this point and characterize the student language in the clip as both “an argument about missing stolen scissors” and “a negotiation,” identical to my initial characterization that students were participating in this potential disciplinary practice introduced previously in the CVA discussion in (See Event #2, line 41) Melody appeared to be receptive to this revoicing, as evidenced by her agreement on lines 107 and 111.

My use of the “a negotiation” to again characterize the student language in the activity also serves as a valuable indexical to analyze Melody’s shifting orientation to the students language use in the clip. After this moment, Melody also used the word “negotiation” to characterize student language use multiple times across the

remainder of the CVA session, first noting that “a lot of this activity has to do with negotiation” and then positioning “negotiation” as a valuable “skill” students were learning in the activity. Near the end of the discussion, Melody mused “I think part of what [the students] will remember is that, that *act of negotiation* that occurred. But it's interesting to think about, like, will they remember that like connection to these concepts of capital.” This new orientation to students using language to “negotiate” as an economic practice or “skill” provides further context for understanding how Melody’s orientation to student language potentially shifted across this CVA session.

Shortly after I attempted to shift the CVA discussion and re-voice Melody’s comment to focus on the *ways* language was being used to negotiate in the clip, Emily used Melody’s indexical “winning” to characterize a slightly different example of student language, shown in Figure 6.12 below.

**Figure 6.12**  
*Emily Re-Characterizes “Winning”*

113	<i>Emily</i>	What <b>you</b> said is interesting too about like the- that <b>the table that was off camera</b>
114		was <b>the one having the hardest time</b> because <b>they</b> were also <b>the loudest ones</b> . So it
115		goes back to, like, <b>what you said about like the ones that were, in a sense winning,</b>
116		you know, like that were, like, <b>got their point across</b> that <b>didn't just move on</b> .
117		<b>They</b> were <b>the ones</b> who <b>were getting it</b> . So <b>they</b> were kind of, like, <b>with it</b>

Emily’s comment here is another key moment for two reasons. First, Emily is referencing Melody’s comment about who was “winning” on line 115 and, more interestingly, she appears to be characterizing the students who were “winning” as those who “got their point across” and “didn’t move on.” Similar to my previous

point in Figure 6.11 about “the things students were doing with language,” one configuration of this segment suggests that, rather than focusing on the specific words or register students used in the clip, Emily was characterizing “winning” by the ways students used language to *participate* (or not) in the activity. As this conversation continued, Figure 6.13 below illustrates another important moment where Talia also took up Melody’s characterization of students “winning” and “losing” in the CVA clip.

**Figure 6.13**

*Participants’ Developing Consensus on Who is “Winning”*

129	Talia	I don’t know, it’s interesting. I didn’t think about it in the sense of like, (1.0)
130		language (1.0) looking at like, who in the simulation was actually winning and
131		losing?
132	Melody(I)	Yeah
133	Talia	I didn’t even think about that.
134	Melody(I)	But it was ultimately the- the power over the language that enabled the group
135		(2.0) [to prevail, you know.
136	Emily	[to get their point across
137	Talia	mmhmm ((affirmative))
138	Melody(I)	I mean, the girl in the gray shirt wasn’t letting that go.[ And she kept articulating
139	Talia	[mhm ((affirmative))
140	Melody(I)	her point in increasingly clear terms.
141	Darren	((nodding))
142	Talia	Yeah! She was amazing
143	Darren	Future teacher=

On line 129, Talia was “interested” in how student language use related to “winning and losing” in the activity and admitted that this was a new perspective for her on her own clip. In lines 134-135 Melody again focused on how the “power over the language” ultimately enabled one group (including the girl in the gray shirt) to

“prevail.” Although this evaluative indexical is not identical, it indexes a similar characterization of “winning.” In line with the developing formalist orientation toward Talia’s clip, Melody again praised the girl in the gray shirt on lines 138-140 for using “increasingly clear terms”. Talia and Darren also praised the girl in the gray shirt as “amazing” and a “future teacher.” For Melody and these two PST in this moment, it appears that “prevailing” or winning is still tied to these formalist ideas of using specific words or terms.

Evaluative indexicals “winning,” “losing,” and “prevail” are highlighted in yellow throughout this and following segments and mark how Melody’s idea of “won the day” continued to travel and change across the CVA discussion. Melody’s comments about the girl in the gray shirt using “increasingly clear terms” on 138-140 again signal formalist orientations, and Darren and Talia’s enthusiastic agreement from 141-143 suggests a growing consensus about this focus on forms to Talia’s clip. Emily’s attempt to finish Melody’s sentence on line 136 is also of particular interest in the wider pathway. In contrast to Melody’s simultaneous comment on 135 (“prevail”), Emily’s used the same evaluative indexical from earlier in the discussion (“get their point across”) to focus on *the ways* students were using language to participate in the activity. Unlike Talia and Darren who appeared to be in consensus with their course instructor’s focus on forms after line 137, Emily was quiet, and appeared focused in thought during the remainder of this segment.

Figure 6.14 below depicts the moment immediately after Melody, Talia, and Darren's praised the girl in the gray shirt for using "increasingly clear terms" in the previous discourse segment.

**Figure 6.14**

*Emily Suggests a Contrasting Point and Personal Anecdote*

138	Melody(I)	I mean, <b>the girl in the gray shirt wasn't letting that go.</b> [ And <b>she kept articulating</b>
139	Talia	[mhm ((affirmative))
140	Melody(I)	<b>her point in increasingly clear terms.</b>
141	Darren	((nodding))
142	Talia	Yeah! <b>She</b> was <b>ama:zing</b>
143	Darren	<b>Future teacher=</b>
144	Emily	=But~can~I~say, <b>that really happens.</b> (hh) I see a <b>parallel with</b> like <b>real world</b>
145		<b>language use</b> and like (1.0) <b>dom:ination</b> , if you will, like, (1.0) <b>when you</b> (1.0)
146		<b>know the words</b> to like, <b>face a situation</b> or you have <b>the right</b> , like, you <b>have</b> the
147		<b>right</b> ↑ <b>lan:guage</b> (1.0) You <b>do so more</b> ↑ <b>comfortably</b> [than <b>when you</b> ↑ <b>don't</b> , like it
148	Melody(I)	[Yeah
149	Emily	might~you~might like, there might be <b>more aggression</b> because of that, like, (1.0)
150		<b>lack</b> [↑ <b>of language</b> or domin- like (1.0) <b>not dominating the language</b> - like, and I
151	Melody(I)	[right ((quietly))
152	Emily	don't just mean like in terms of like (1.0) <b>English</b> and <b>another language</b> , but also
153		like, if:you:are <b>dealing with a</b> ↑ <b>banking issue</b> , with a ↑ <b>medical issue</b> , you know,
154		like [(hh) (3.0)
155	Melody(I)	[Yeah. If you have those (1.0) [ <b>big words</b>
156	Emily	[if (1.0) <b>my mom's</b> having <b>an issue</b> , like with
157		<b>somebody she'll march up there</b> and like, <b>want to yell at somebody at the front</b>
158		<b>desk.</b>
159	Melody(I)	Right
160	Emily	<b>Whereas I'm</b> like, <b>let's just write a letter</b> and <b>send it to the right person.</b> (hh)
	(1.0)	Hesitation (in seconds)
	<b>Bold</b>	Emphasis
	↑	Upward intonation

Immediately following Darren's comment on line 143 ("future teacher"), Emily appeared to suddenly break out of thought, marked by the "latched" utterances on lines 143 and 144 (shown using "=", and offered a contrasting example. Emily's comments across Figure 6.14 referenced a different narrated event, in this case a "parallel" example of "real world language use". Her discourse throughout the segment was also marked by increased non-verbal and verbal paralinguistics noted in the transcript above. This paralinguistics marks moments where Emily repeatedly paused mid-utterance (lines 144-148), emphasized specific words (bolding or upward intonation in lines 151-154), or even stopped mid-word to rephrase her ideas ("domin- like (1.0) not dominating the language" on lines 151-152). This increased paralinguistics could suggest a number of configurations, but as a whole, it likely suggests that Emily was carefully forming and reforming her ideas about this new narrated event she was introducing and what counted as "winning" and "losing" language. Emily's careful wording and re-wording during this portion of the discussion might also suggest that she was aware that her comments in this narrating event would also contrast the developing consensus and focus on form shared by the group and her course instructor.

On lines 146-147, Emily began to agree with Melody's evaluation that knowing "the right words" can help you to "dominate" a situation, such as the dispute in Talia's clip. However, on line 147 Emily rephrased this characterization instead as "the right language," emphasizing the word "language" with an upward inflection. Emily similarly rephrased her comment "lack of language" in line 151 to "not

dominating the language” and, on lines 153-154, Emily shifted the narrated event to more specific examples of how someone might use language to navigate “real world” banking or medical activities. Emily hesitated to complete this characterization for 3 seconds on line 155, before Melody attempted to finish her sentence on line 156, suggesting that someone could navigate these real-world situations if they “have those big words.” Although Melody remained persistent in how specific, academic “big words” can lead to success in Emily’s new examples, Emily interjected on line 157 with an anecdote about her mother, who is bilingual and still in the process of learning English. Emily’s suggestion on line 160 that her mother instead “write a letter and send it to the right person” to resolve a real-life issue again contrasted with Melody’s focus on “having big words.” More importantly, Emily’s contrasting point is suggesting an orientation closer to action-based orientation that focuses instead on the *ways language can be used to participate* in and successfully resolve a real-life situation rather than specific linguistic forms or registers to do so.

Tracing how participants like Emily used “winning” indexicals (like “dominate”) to characterize student language use helps to trace the shape of this potential pathway and understand how discourse and interaction during these linked events established social action across the CVA sessions. In this case, my suggestion that students were using language “like a negotiation” first shifted the focus away from forms and on the *ways* students used language to negotiate. Emily then used the “winning” indexicals to characterize the *ways* language was used in parallel but different narrated events (banking and medical issues and an anecdote about her

mother) in contrast to the group’s focus on specific forms. Emily’s narrated event of her bilingual mother’s experience also brings an important focus on MLs that had otherwise been absent from the discussion up to this point. Noticing potential momentum towards the *worthy goals* of the CVA sessions, Figure 6.15 depicts the moment immediately following Emily’s comments above when I directly challenged the growing consensus toward more formalist orientations to Talia’s clip.

**Figure 6.15**

*Ben Challenges the Consensus and Focus on Forms*

165	<i>Ben(R/F)</i>	And I think Emily is bringing up a really interesting point [in that, like, we're kind
166	<i>Talia</i>	[mhmm ((affirmative))
167	<i>Ben(R/F)</i>	of joking about students, like, throwing out like offhand comments, surfer talk,
168		whatever. But is there room for that kind of language to contribute to this
169		activity? (2.0) [Right? Is that? Do we have to use the words [capital or whatever,
170	<i>Melody(I)</i>	[hmmm ((thinking))
171	<i>Emily</i>	[((nodding))
172	<i>Ben(R/F)</i>	to participate in this activity? I think that's kind of what you're getting at, right?
173		((gestures to Emily)) It's like, are~are~we (1.0) maybe are we projecting on that
174		person as- as winning? Because they're using the right words? Whereas maybe
175		they- (1.0) that- (1.0) they're only- we're only seeing that because they're using the
176		words that we expect in the situation.
177	<i>Talia</i>	hmmm ((nodding))

*Facilitating conversation* is an essential part of Kang and van Es’ (2019) Principled Use of Video (PUV) framework that includes, among other things, the choice of prompts used in the CVA session, the layout of the room, as well as the use of “we” to invoke a shared sense of reflection and collaboration toward the shared *worthy goals* of the CVA sessions. Throughout Figure 6.15 above, my main objective was to facilitate the conversation toward a shift away from the persistent formalist



orientations to language that had continued through the CVA session prior to this event. From line 169, I asked questions using the deictic “we” (“do we have to...” or “are we projecting”) to invoke a sense of shared understanding and reflection. Directly challenging Melody and other participants’ formalist orientation to “winning” student language developing in the CVA session, I suggested an orientation to student language focused on *participation* in the activity, I first asked if “we” (indexing the group as if we were students in Talia’s lesson) must use those specific disciplinary words “like capital” to “participate” to Talia’s activity. Melody appeared curious about this comment on line 170 and Emily appeared to agree by nodding her head at this comment. Referencing back to Emily’s comment about having “the right language” in Figure 6.14, I asked the group on lines 173-174 if we had perhaps been “projecting” a student like the girl in the gray shirt as “winning” because she was using “the right words” that we, as disciplinary experts and teachers, might typically expect in this economics activity. The group did not immediately respond to this challenge, aside from Talia nodding in thought on line 177.

Following how each participant used evaluative indexicals like “winning” (or other related words like “prevail” and “dominate”) to characterize different student contributions in the CVA clip or real-life parallels allowed me to better configure and construe how those participants’ orientations to student language use converged or diverged from other participants or began to shift in the CVA session. In the wider pathway of linked events, Event #4 marked first a growing consensus followed by an emerging shift in some participants’ orientations to what kinds of student language or

contributions were “winning or losing” in the CVA clip. More specifically, in Event #4, we can construe that Melody, Darren, and Talia developed consensus toward an orientation to “winning” student language focused on specific forms. However, my challenges in Figures 6.11 and 6.15 and Emily’s contrasting points throughout Figure 6.14 introduced a different orientation closer to the *worthy goals* of action-based orientations to language, focused on the quality of student *participation* and *contribution* in a disciplinary practice or activity like “negotiation.”

Additionally, my questions in Figure 6.15 (“Do we have to use the words capital?”) were an attempt to directly challenge the group consensus and formalist orientation to Talia’s clip because I believed they contrasted to the inclusive action-based orientations to student language I was targeting in the discussions. The content and contrary nature of these questions were informed by my research goals and elevated positionality in the group as the language expert, discussion facilitator, teacher educator, and researcher. However, the impetus, timeliness, and potential of these questions to impact the participants’ orientations to student language were a direct product of Emily’s brave moment immediately prior to my challenge when she directly contradicted her course instructor and peers’ consensus.

In the end, my challenge and focus on language as participation at the end of this event did not immediately spark any revelations or comments among the participants, and the discussion quickly shifted to re-envisioning potential language supports for MLs in this activity. However, in the post-CVA focus group after the study, Talia cited the exchanges in this event as particularly salient moments that

challenged and shifted her orientation to her students in the clip and beyond. Reflecting on my challenge that the group was overestimating the girl in the gray shirt's contribution, Talia commented that, prior to the CVA discussion, "I hadn't thought about, just like, the inherent thinking of who I pay attention to and why." Similar to my challenge and Emily's contrasting examples throughout the event, Talia shared a new orientation to student language use in her discipline, reflecting that "maybe because an individual was using some form of like the trade economy simulation language, I maybe took them maybe a little bit more credible as to what they had to say." This reflection is particularly important for challenging some of the negative orientations to EL-classified and MLs at the heart of this study and offers valuable cross-event context that strengthens this event as relevant in the wider linked pathway of Talia's shifting orientations to student language.

***Event #5: New Orientations to Language as Participation and Contribution***

The focus on "contribution" and "participation" in "negotiation" as a disciplinary practice and the contrasting perspectives that Emily and I suggested in Event #4 returned at the very end of the CVA session in a spontaneous exchange shown in the final discourse segment in this pathway depicted in Figure 6.16 below.

**Figure 6.16***Talia and Melody's New Orientations to Student Language*

187	<i>Ben(R/F)</i>	If that language is so important, if using the right words, and the right sentences
188		or the right structure- structures are so important to winning or participating, we'll
189		definitely want to think about how we can scaffold that more, you know?
190	<i>Talia</i>	mmhmm ((affirmative))
191	<i>Ben(R/F)</i>	And support that more
192	<i>Talia</i>	I don't even like (1.0) I think that (1.0) with the one student that was off camera,
193		how he was like saying just like comments ((opens and closes hand in front of
194		mouth)), I think I still would have taken in, like his comments into consideration
195		if they were actually useful for the discussion.
196	<i>Melody(I)</i>	Mmmm ((nodding))
197	<i>Ben(R/F)</i>	Mmm. Yeah ((nodding))
198	<i>Talia</i>	He was saying, like, the one comment was just like, we should just forget about
199		this. Like, that's not valuable, even if [he wasn't- I think even if he wasn't using
200	<i>M(I) &amp; B(R/F)</i>	(((nodding))
201	<i>Melody(I)</i>	the ((1.0)) economic language, [he still wasn't adding anything to the
202	<i>Emily</i>	[Right
203	<i>Talia</i>	conversation. So I'd like to think that I would still pay attention to all those
204		↑comments if they're (1.0) helping resolve the issue [instead of just like, sliding
205	<i>Ben(R/F)</i>	[Yeah
206	<i>Talia</i>	it under the rug ((sliding hand gesture)). Because that's what it- that's what I was,
207		like, when I was like, trying to like, listen, one, we cannot slide under the rug, I
208		looked at him too. I like, made sure that I looked at him when I said that, it was
209		just like, ((1.0)) I want to create, like, open space for any kind of language as long
210		as it could be valuable,=
211	<i>Melody(I)</i>	=It's moving it [forward ((nodding))
212	<i>Talia</i>	and like ac-actually contributes=
213	<i>Melody(I)</i>	=Yeah, to the learning
214	<i>Talia</i>	But then I guess, you know, if you analyze that, like, what is contributing? and
215		stuff like that- I don't know

In lines 187-189, I emphasized to the group that “if using the right words is so important” to “winning” or “participating in the activity, then the teachers should be sure to provide effective scaffolds for all students to use that specific language. In

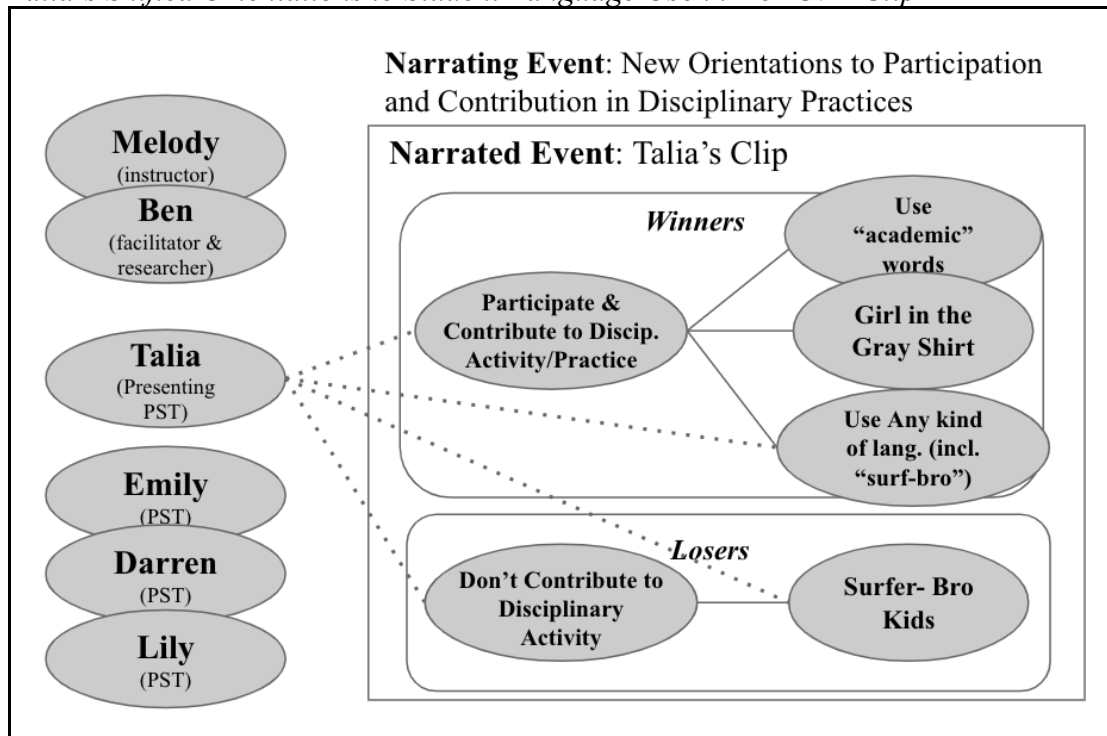
addition to advising the PSTs to provide adequate language scaffolding, this comment could have also been interpreted by the group as an implicit characterization or critique of their orientations to language in the activity thus far. Talia's response starting on line 192 ("I don't even, like (1.0) I think that") suggests that she might have interpreted my comment as a critique of her orientations and was offering a more accurate representation of her orientations. On line 194 she clarified that she believed that she would have accepted the "surfer bros" comments during the CVA clip "if they were actually useful for the discussion." Although Talia again characterized these student's contribution as unacceptable to the activity, this characterization was now based on how *useful* their comments were for the "discussion." Talia's choice of the word "discussion" may have indexed the students engaging in "negotiation." From line 196 on Melody, Emily, and I all agreed with this new characterization, possibly because Talia's comments connected back to Emily's and my contrasting points from Event #4 suggesting that "winning" is more about participation and contribution in specific contextual practices rather than just the specific words or vocabulary used in the activity.

On lines 209-210, Talia clarified that she wants to "create an open space for any kind of language as long as it could be valuable." Melody then added that valuable language is language that is "moving it forward" ("it" likely indexing the discussion or negotiation). On lines 212-213 Talia clarified that she values *any* language that "actually contributes" and Melody, once again finished her sentence adding that the language contributes "to the learning." Compared to Talia and

Melody's characterization and focus on forms across most of the other events in this pathway, these comments represent a markedly different orientation to student language use in her discipline, namely, a focus on valuing student language as *contribution* or *participation* in disciplinary activity or practices rather than just *specific forms* or *registers*. This is not to say that Talia and Melody completely re-evaluated their orientations to student language, evidenced by their continued praise of the girl in the gray shirt throughout the CVA clip. However, in this configuration, Talia and Melody appeared to broaden their characterization of valuable language toward action-based orientations to language that include "any kind of language" (including surf bro speak and disciplinary terms) as long as it "actually contributes" to the target activity and wider disciplinary learning or practices at hand. Figure 6.17 represents a visual map of Talia's shifted orientation to student language use at the end of her CVA session.

**Figure 6.17**

*Talia's Shifted Orientations to Student Language Use in Her CVA Clip*



Other data from after the CVA session provided additional cross-event context that confirmed Talia's shift to a broader orientation valuing student language as participation in the clip and her wider disciplinary instruction. As reported in Chapter 5, prior to the CVA sessions, Talia did not believe that the students in her clip met her language acquisition outcomes ("put Economic language and ideas to use"). However, after her CVA session, she reflected in her Video Analysis Organizer that she now believed any student met this language acquisition outcome "solely if they participated in the simulation game." Additionally, Talia reflected in the post-CVA focus group, "you guys surprised me on how the students were using language like I missed that. So that was really beneficial. So, I was like, ah, like they were kind of

using it” and joked that she realized now that “they do talk! They were talking about trade.” Considering Talia’s prescriptivist orientation at the beginning of the study described in Chapter 5 above, this statement confirms a significant shift towards an orientation that values students using any language to contribute or participate in disciplinary activity or practices (like negotiation) in her lesson.

### **Shifting Orientations to Student Language Use from Forms to Participation**

The pathway of events described above suggests that various discursive and interactive moments afforded a shift in participants’ orientation to student language in Talia’s clip. More specifically, Talia and possibly Melody’s orientation shifted from a focus on students using specific linguistic *forms* to a focus on student *participation*.

Table 6.18 again presents a summary of this pathway of linked events (identical to Table 6.1)

**Table 6.18**

*Summary of Events in Talia’s CVA Session Linked Pathway*

Event	Within-Event Summary
#1: Introducing Talia’s clip	Talia introduces her clip at the start of the CVA session and positions her students’ language (and her own) in the clip as an example of conflict resolution and unrelated to the target disciplinary (economics) activity of her lesson.
#2: Narrating the clip and Introducing a Focus on Disciplinary Practices	Other PST participants re-positioned Talia’s students’ language use in the clip instead as engaged in Economics language-rich activity and using “economic language.” Ben suggests that students were participating in “negotiating” as a disciplinary practice.
#3: Introducing a Focus on Forms and “Winning”	Melody, the course instructor, provides examples of what she defines as “economic language” in the CVA clip, focusing on students using specific linguistic forms and “intellectualized language” as “winners” and students using “surf-bro speak” as losers.



#4: Challenging the Focus on Forms	Consensus grows among PSTs about who were “winners” and “losers” in the CVA clip and the focus on linguistic forms. Ben (Facilitator) and Emily (PST) attempt to challenge this orientation and offer a contrasting orientation to student language use in the clip focused on participation in disciplinary practice of negotiation.
#5: New Orientations to Language as Participation and Contribution	Talia and Melody appear to embrace a broader orientation to acceptable student language use in her activity, focused on “any kind of language” as long as it contributes to participation in disciplinary practices.

In Event #1, Talia introduced her clip to the group and positioned her and her students’ language in her clip as outside of economics language-rich activity. In Event #2, the other PST participants and I re-positioned Talia’s language use in the clip as actually using “economic language” and engaged in negotiation as a potential disciplinary practice in economics. In Event #3, Melody suggested an orientation to student language in Talia’s clip that focused on students using specific linguistic forms and registers, characterizing students who used specific disciplinary terms and language registers as “winners” or not in the activity. Across Event #4, Talia, Melody, and Darren began to reach consensus toward a formalist orientation to Talia’s clip and used similar “winning” or indexicals to positively characterize students’ use of specific linguistic forms in Talia’s clip. In Event #4, Emily and I challenged and offered contrasting examples and orientations to the clip closer to the action-based orientations that value participation and contribution in disciplinary activity or practices (like negotiation) over using specific linguistic forms or registers. Finally, in Event #5, Talia’s (and possibly Melody’s) comments suggest a shift her

orientation to student language in her CVA clip and wider disciplinary instruction that valued “any kind of language” and focused more on student contribution to and participation in disciplinary practices rather than using specific forms.

In examining the durability of this pathway, I also offered an analysis of data from Talia and other participants, including written reflections on Talia’s Video Analysis Organizer and reflective comments in the post-CVA focus groups that further contextualized this pathway beyond the CVA session itself. This pathway of linked events showed that Talia’s CVA session was a productive, collaborative space for Talia, and possibly Melody, to collaboratively shift their orientations to student language use from more traditional, formalist perspectives on “academic language” and disciplinary learning to a new, broader orientation to student language use that instead prioritized active, collaborative participation in disciplinary activity. This shift from focusing on students using linguistic *forms* to focusing on student *participation* is especially important for this study, as these new orientations more closely align with action-based orientations to student language targeted in this study. The next chapter explores another example of how discussion and interaction in the CVA sessions mediated a similar shift from *forms* to *participation* for other PSTs, as well as two other shifts in participants’ orientations to disciplinary instruction and language scaffolding.

## Chapter 7

### Shifting Orientations Across the Collaborative Video Analysis Sessions

In Chapter 6, I demonstrated how a linked pathway of interaction and discourse during Talia's CVA session contributed to mutual learning that occurred among the other PSTs, the course instructor and myself, namely shifting Talia's orientation to student language in her classroom video and wider disciplinary instruction from a focus on *forms* to a focus on *participation*. Presenting a less-detailed analysis across a larger number of participants, Chapter 7 explores additional linked pathways that demonstrate themes in how interaction and discourse in the other PSTS' CVA sessions similarly contributed to participants' shifting orientations to towards more action-based orientations to student language, disciplinary instruction, and language scaffolding.

Similar to Chapter 6, I employed cross-event discourse analysis to trace pathways of linked events that demonstrate how chains of various interactive and discursive moments afforded or constrained shifts in participants' orientations to student language use and language scaffolding within and across each of the CVA sessions. Each of these events typically features one or more segments of dialogue from the CVA sessions or other data that mark various moments of social action or change in the pathway. Each event in each pathway was selected in an iterative process of identifying, configuring, and tracing how participants used or took up particular indexical signs across the CVA sessions. In many cases, these indexical signs reference specific language that participants used to characterize student

language use or language scaffolding they noticed in the CVA clip or describe a specific element of the broader CVA lesson. Through an iterative process of reviewing interactive, discursive events that occurred prior to or following selected events, I was able to trace how the indexical signs traveled (or not) across the discussions. This process then allowed me to construe how specific indexicals traveled, changed, or persisted across these emerging pathways of discursive events. These pathways of linked events then provide an empirical configuration or interpretation of how interaction and discussion afforded or constrained shifts in participants' orientations to student language use or language scaffolding.

In contrast to Chapter 6, in order to present the data for multiple participants in this chapter, I forgo most of the finer analytic details in Chapter 6 and focus findings on tracing pathways of linked events and participants' shifting orientations in each of the four remaining CVA sessions. In each example, I present a within-event analysis of each event in the pathway as well as a cross-event analysis of how the various discourse segments and interactive moments relate to each other and travel across the CVA sessions and beyond. While most pathways highlight cross-event linkages within a single CVA session, some pathways include events from sessions or data that came before or after the focal CVA session, highlighting the cumulative potential, connections, and social action that developed across the six sessions. Findings have been organized around three themes in how participants' orientations shifted during and across the CVA sessions: language as forms to language as participation, collaborative participation structures as language scaffolding, and

individual disciplinary instruction to collaborative disciplinary instruction. While the pathways explored in this chapter do not offer the same methodological detail as Chapter 6, this approach offers a broader look at the different ways interaction afforded the three themes, which are also explored in more detail in Chapter 8.

**From Language as Forms to Language as Participation: New Orientations to “Familiar Language” in Darren’s CVA Session**

Like Talia’s CVA session described in Chapter 6, analysis shows that Darren’s CVA session (CVA #5) also provided an opportunity for him and other participants to shift their orientation to student language use from a focus on forms to a focus on participation in “complex” disciplinary practices. More specifically, discussion during the CVA session helped Darren, Talia, and potentially the instructor Melody to shift their focus away from the “sophisticated words” students were using (or not) in the clip to recognize how Darren’s students were using more colloquial or “familiar” language to participate in “complex” source analysis of historical documents. Table 7.1 offers a summary of the events in this linked pathway. Although Darren already began the study with an orientation to student language use that prioritized participation in dialogic activities to meet the various content and discussion-based demands in his field placement, this analysis suggests that his CVA session supported him in reinforcing and refining his orientation to language closer to action-based orientations.

**Table 7.1**  
*Summary of Events in Darren’s CVA Session Linked Pathway*

Event	Within-Event Summary
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#1: Darren Characterizes Student Language in his CVA Clip	Darren noted that student language use in the clip is “interesting” but not “anything innovative or crazy.”
#2: Melody Suggests Students Used “Sophisticated Words”	Melody focused on linguistic forms and suggested that students had used “really sophisticated words like “ragged” to describe the depictions on the postcards.
#3: Participants Focus on Students Doing “Complex Work”	Participants started to shift their focus from specific words to students’ “complex” disciplinary work or contributions related to race and colonialism observed in the clip.
#4: Participants Focus on Students Using “Familiar” Words in “Complex” Ways	Molly described both the language and disciplinary learning in the clip as “complex” and “higher level,” and Melody shifted her focus from “sophisticated words” the students used to the “familiar words” they used in the clip.
#5: Darren’s New Orientation to Student Language Use in his Clip	Darren offered a new orientation to student language use captured in his clip and a clearer appreciation of the ways students were using “familiar” language to participate in more “complex” disciplinary practices.

Darren’s CVA lesson (see Appendix J) was centered on students participating in a disciplinary practice: source analysis of historical images. In the lesson, he presented his students with three historical postcards from the French colonization of Vietnam, and students wrote and shared reflections on how the French colonists and native Vietnamese were depicted in the postcards as well as how those depictions may have affected perspectives toward the two groups at the time. Darren’s CVA clip captured the end of the first segment of his lesson where student volunteers shared their responses aloud to the whole class. Among other student comments captured in the clip, students commented on how the French colonists were wearing “nice white clothes,” the native Vietnamese were wearing “ragged” clothes, and how postcards

depicted the French colonists being “served” by the local Vietnamese. Throughout the clip, Darren added follow up questions or comments about the student responses, such as connecting the “nice white clothes” with ideas of racial purity and cleanliness.

***Darren’s CVA Event #1: Darren Characterizes Student Language in his CVA Clip***

Event #1 in this pathway occurred at the start of Darren’s CVA session and is depicted in Figure 7.2 when Darren offered an initial characterization of the student language use in his CVA clip.

**Figure 7.2**  
*Darren Reflects on Student Language in his Clip*

1	<i>Darren</i>	One thing that I did think of as I was doing the, the reflection portion of this was
2		that like, when:I:came up with ↑this,(1.0) language wasn't necessarily in the front
3		of my ↑brain.
4	<i>Melody(I)</i>	mmhmm ((nodding))
5	<i>Darren</i>	Having it play <b>out</b> , it was- and doing the reflection on ↑it, I thought it was
6		actually really interesting, the way that- (1.0) just- (2.0) the application of
7		language- not like it's anything innovative or crazy. Um. So,

*Note:* ↑ = rising inflection on a word

In this first event, Darren noted that “language wasn't necessarily in the front of my brain” when planning the lesson and clarified that, even though his students’ use of language in the clip was “not anything innovative or crazy,” he still believed it was “actually really interesting.” Cross-event analysis of other discourse characterizing student language use in his lesson led to a reflection in Darren’s Video Analysis Organizer that provided further relevant cross-event context. In explaining why he chose this particular clip, Darren wrote that he “thought students’ application

of language in the whole-class setting was also interesting and worthy of analysis” and would be “interesting to interrogate” with the group. In all three of these comments (including Figure 7.2 above), Darren used the evaluative indexical “interesting” to describe the student language use in the clip, but he does not clarify any specific details about the students’ language use in the clip or why he found their contributions so “interesting.” Prior to this discourse segment, Darren was clear that his students were “engaged” in source analysis throughout the lesson, but he did not yet explicitly link their participation in this disciplinary practice with what made their language use so “interesting” or “worthy of analysis”

***Darren CVA Event #2: Melody Suggests Students Used “Sophisticated Words”***

After watching the video, Molly and other PSTs complimented Darren’s use of visual imagery to engage students in learning about challenging disciplinary topics related to racism and colonialism and praised the depth of students’ verbal contributions captured in the clips. Others added that, although the focus on the lesson and racist caricatures of the Vietnamese on the postcards were very sensitive topics, they believed that Darren had created an open space where his students seemed comfortable to contribute and comment on these challenging topics. Melody, the course instructor, agreed and shared that she noticed students taking risks to participate in a challenging discussion about race and colonialism throughout the clip. Tracing moments when participants further characterized student language in the clip, Melody noted later that it was “interesting to see the words that they chose to articulate the visual differences” between the Vietnamese and French in the postcards,



and highlighted how one student used the word “ragged” to describe the clothes that the Vietnamese nationals were depicted wearing in the postcards. She then went on to say that she noticed that the students “chose really sophisticated words” to describe the racist caricatures on the postcards, although she did not provide any additional examples. Melody appeared to position the student using the linguistic form “ragged” form as one example of the “sophisticated words” she believed students used in the clip. Melody’s focus on “sophisticated words” linguistic forms was similar her focus on the specific “academic” words students used in Talia’s clip (see Chapter 5), and her comments again suggested an orientation to student language use focused on the quality of linguistic *forms* rather than the quality of students’ *participation* in source analysis as a disciplinary practice. Similar to Talia’s CVA session, Melody’s position and influence as the course instructor is also important in considering how her ideas will be considered or taken up by the PST participants. Identifying additional discourse in Darren’s CVA session that focused (or not) on the “sophisticated words” students used provided further cross-event context and led to the next event in this pathway.

***Darren’s CVA Event #3: Participants Focus on Students Doing “Complex Work”***

Event #3 marks the collective shift away from Melody’s focus on the “sophisticated words” the students used in the clip, to their “complex” source analysis of how the postcards related to race and colonialism in colonial Vietnam. Figure 7.3 depicts a moment shortly after I asked the group if they believed that Darren’s choice of the postcards influenced the students to participate in source analysis in the clip. In

this event, Emily also introduced the indexical “complex” to characterize the approach to source analysis targeted in Darren’s lesson. This indexical is highlighted in yellow throughout the remainder of this pathway to illustrate how it was taken up by other participants and traveled across other events.

**Figure 7.3**

*Participants Focus on Students Doing “Complex Work”*

32	<i>Emily</i>	I think sometimes visuals are easy to approach, because (1.0)
33	<i>Talia</i>	((nodding)) Yeah
34	<i>Emily</i>	we're just asking them to report what is in front of them? So, (1.0) Yes, I feel like
35		um (1.0) there was a chal:enge that they rose to that forced them to come up with,
36		like more (1.0) descriptive or (1.0) types of words. But in that sense, like it would,
37		it would provoke~any~conversation, because everybody's seeing like, You're not
38		asking them to do the analysis of like- you're just saying, like, what do these
39		people <b>here</b> ((waves one hand)) look like? [What do these ones <b>here</b> look
40	<i>Melody(I)</i>	[mmhmm ((nodding))
41	<i>Talia, Lily, Ben(R/F)</i>	[(all nodding))
42	<i>Emily</i>	like? ((waves other hand)), like, what does <b>this one</b> look like? ((gesture with both
43		hands forward and backward)) What~does~thi- not necessarily do that <b>complex</b>
44		((gestures both hands together)) piece of like, [comparison out loud.
45	<i>Talia</i>	[Just (1.0) observation
46	<i>Emily</i>	Observation=
47	<i>Molly</i>	=That piece comes next, huh?
48	<i>Emily</i>	mmhmm ((nodding))
49	<i>Talia</i>	mmhmm ((nodding))
50	<i>Ben(R/F)</i>	((gestures to Darren)) Do you think they were starting to do some of that
51		<b>com:plex</b> ↑work here? (1.0)
52	<i>Darren</i>	((opens mouth)) (2.0)
53	<i>Ben(R/F)</i>	Or- either Darren Or anybody- ((gestures to the group)) in this short [five minute
54	<i>Emily</i>	[I-
55	<i>Ben(R/F)</i>	clip here?
56	<i>Emily</i>	I think that[(1.0) the discussion-
57	<i>Molly</i>	[I think they were ((smiles))
58	<i>Emily</i>	Yeah ((nodding)), pointed to that, like- (1.0) yeah, they were starting to

*Note:* Discourse indexing or characterizing student contributions in Darren’s clip as “complex” is highlighted in yellow throughout this pathway

Prior to this segment, Lily and Talia commented that Darren's choice of more objective guiding questions at the start of the activity supported better interaction with the postcard. I then asked if they believed these questions and Darren's choice of challenging, provocative materials influenced students' "ability to participate" in analyzing the three postcards. On line 32, Emily noted that the use of visuals was "easy to approach" because they prompted the students to first "observe," describe, and "report what is in front of them." On lines 34-35, she acknowledged that students "rose to" the challenging materials, but she also noted she believed that the visuals "would provoke any conversation" because Darren had not yet asked the students to do the "complex piece of comparison out loud." Judging by Emily's hand movements and the context of the activity, it is likely that "the complex piece of comparison" was referring to asking students to analyze the racial implications between how the native Vietnamese and French colonists were depicted in the postcards. In this comment, Emily also appeared to imply that Darren's initial focus on the visual aspects of the cards had not yet challenged his students to participate in the more "complex" elements of source analysis (like comparing how the two racial groups were depicted on the postcards). On lines 45-49, Talia and Molly appeared to agree that the students were not yet participating in the "complex piece" of the lesson. Talia characterized the students' initial contributions as "just observation" and Molly added quietly, "that piece comes next," likely referring again to the "complex piece" of comparing the two racialized depictions on the postcards.

Noting this as a potentially ripe moment for discussion about “complex” disciplinary work, I asked Darren and then the group on line 50 if they believed students had started to engage in that “complex work” of analyzing how race was depicted in the postcards in Darren’s clip. Emily paused as she started to respond, but eventually noted that the student discussions captured in the clip “pointed to” their participation in the “complex work” of analyzing race and imperialism in historical sources. Emily and Molly’s comments here contrast to their initial characterizations that Darren’s students were not yet participating in the “complex” source analysis at the heart of his lesson. The two PSTs may have agreed here because they interpreted my question on lines 50-51 as implying that Darren’s students had actually been participating in the “complex work” and they didn’t want to go against my (implied) opinion as the language expert and additional teacher educator in the discussion. Or, as Emily clarified on line 56, these comments could suggest a shift to focusing on the whole class “discussion” about the postcards as the site where students participated in the more “complex” source analysis. Tracing the indexical “complex” supported further cross-event analysis in the next events.

***Darren’s CVA Event #4: Participants Focus on Students Using “Familiar” Words in “Complex” Ways***

Shortly after the discourse shown in Figure 7.3, Melody joined the group consensus that the structure of the activity and quality of materials likely supported students to “talk about and think about” disciplinary concepts like symbolism and imperialism in new and “more sophisticated ways.” Melody continued, “some of

what I could see about the relationship between language and the content had to do with, like, bringing in maybe familiar words and putting them in this content place, but also using them in this way.” Figure 7.4 depicts a moment shortly after this important comment where I asked the group to re-narrate Darren’s clip from the perspective of an EL-classified learner. Molly again took up the indexicals “complex” and “higher level” to describe both the language and disciplinary learning in the clip, and most interestingly, Melody continued to focus on how students used “familiar words” in the CVA clip.

**Figure 7.4**

*Participants Focus on Students Using “Familiar” Words in “Complex” Ways*

64	<i>Molly</i>	I think it's a really ↑ <b>good</b> activity for a newcomer or an EL student, because
65		<b>again</b> , having imagery and then trying to define- I'm just like, imagining myself
66		having been in that and just like, what was helpful for me was the classes that had
67		like, like, (1.0) if there was imagery, and then part~of~our~task was describing
68		[that, and someone's like, <b>oh</b> , that's the word for that thing. And then beyond
69	<i>Melody(I)</i>	[mmhmm ((nodding))
70	<i>Molly</i>	that, like, you take that word and turn it <b>into another thing</b> . So like, like, oh, the
71		<b>clothes</b> and they're wearing white, and then white can be like purity. So I'm like
72		this, from my perspective- so imagining how I felt there like, yes, it's like (1.0)
73		this, it's there's a lot of like, <b>complex</b> , like, defining of terms. And then even using
74		those terms, to stretch it to like, maybe some more symbolic things or like <b>higher</b>
75		<b>level</b> sort of like language learning. [So I think that this is a really <b>good</b> act-, like,
76	<i>Melody(I)</i>	[mmhmm ((nodding))
77	<i>Molly</i>	this is something ↑ <b>I</b> could have done when I was studying abroad, like I feel like I
78		could have, ↑ <b>I</b> would have felt comfortable (1.0) participating in this. Whereas
79		other sorts of activities like I would have just not been able to like (hh) do that or
80		felt comfortable doing.
81	<i>Melody (I)</i>	You were- you would- you could- <b>native</b> speakers of English were learning new
82		uses for familiar English words in this process. And I haven't been in a context
83		where I needed to, like, be like a non-native speaker surrounded by native
84		speakers, but it seems to me like- seems like that would be interesting to be in that
85		context and go, oh <b>you</b> have been speaking this language your whole life, and <b>you</b>
86		[didn't know that word could be used that <b>way</b> .

Molly noted that she believed the activity would be good for EL-classified learners. She then shifted the narrated event to her own experience living in Japan, and how the use of imagery supported her own language learning. From line 72, Molly appeared to agree with Melody’s characterization that students were using “familiar words,” but clarified that even though the students were simply observing and describing the postcards, “there's a lot of complex defining of terms. And then

even using those terms, to stretch it to maybe some more symbolic things or higher-level sort of like language learning.” On lines 81-82, Melody offers yet another characterization of student contributions in the clip remarking that “native speakers of English were learning new uses for familiar English words.”

These comments marked an especially important event in this pathway as Melody used the same evaluative indexical (“sophisticated”) to characterize the *ways* students used language in the clip to analyze sources that she previously used to characterize the specific linguistic *forms* they used in the clip. At first glance, Melody’s comment about students using “familiar words” might suggest a continued focus on the specific forms (“familiar words”) students used in the clip. However, unlike her initial focus on the perceived disciplinary value or quality of the specific words students used in the clip, Melody’s focus shifted to the “sophisticated ways” students used more “familiar words” to participate in the lesson. In addition to demonstrating a potential shift in Melody’s orientation to student language, this moment also represented an important shift in the CVA discussion toward focusing more on the quality of student *participation* in the disciplinary practice than just the quality of the linguistic *forms* they used to do so.

***Darren’s CVA Event #5: Darren’s New Orientation to Student Language Use in his Clip***

Figure 7.5 overlaps with the previous event when Melody highlighted how “native speakers of English were learning new uses for familiar English words.”

Immediately after this comment, Darren appeared to come to a new realization about what made the student language use in his clip so “interesting”.

**Figure 7.5**

*Darren Reevaluates Student Language Use in his Clip*

81	<i>Melody (I)</i>	You were- you would- you could- <b>native</b> speakers of English were learning new
82		uses for familiar English words in this process. And I haven't been in a context
83		where I needed to, like, be like a non-native speaker surrounded by native
84		speakers, but it seems to me like- seems like that would be interesting to be in that
85		context and go, oh <b>you</b> have been speaking this language your whole life, and <b>you</b>
86		[didn't know that word could be used that <b>way</b> .
87	<i>Molly</i>	[Exactly
88	<i>Melody (I)</i>	And it's like it equalizes, it's like a leveling playing field
89	<i>Darren</i>	I think that kind of <b>articulates</b> what I was trying to think of when I watched this
90		over and over. <b>Yeah</b> , that makes sense. Like, they're <b>↑using</b> words- like they
91		know words, but they're using them in different ways.
92	<i>Melody</i>	Yeah

Darren replied to Emily's suggestion that students were using “familiar English words” on line 89, “I think that kind of articulates what I was trying to think of when I watched this over and over. Yeah, that makes sense. Like, they're using words they know, but they're using them in different ways.” In this moment, Darren appeared to have come to a new understanding of what was “actually really interesting” about student language use his clip: that students were using “familiar” or simple words to participate in a “complex” and challenging disciplinary practice. This new orientation is not necessarily a shift for Darren, but rather, this configuration suggests that he had been unable to articulate this characterization of his lesson until this exact point in the CVA discussion. Shortly after this epiphany, Darren even applied this new orientation to a different lesson he had taught earlier in the week,



sharing a new appreciation of how his students had similarly “dissected” how the familiar word “inequality” related to concepts in both World History and Math

This pathway highlights how discourse about student language use in Darren’s clip led him and potentially Melody, the course instructor, to new orientations to the student language use captured in his video clip and a clearer appreciation of the ways students were using “familiar” language to participate in more “complex” disciplinary practices and activity. In this pathway, comments from other participants across the CVA session first shifted the focus from the complexity of the specific linguistic forms the students were using in the clip to the complexity of the disciplinary practices and concepts they were engaging with. Melody, the course instructor, also appeared to shift her orientation to student language in this example, first focusing on students using “sophisticated words” to eventually praising how students were using “familiar words” in “sophisticated ways.” Even Talia, who was focused on her students acquiring and using challenging disciplinary vocabulary in her own CVA session two weeks prior, later described a student’s potentially “simple” comment about the French colonists “being served” in Darren’s clip as a “beautiful contribution” to the activity. Darren agreed, noting that his students “were really on it with those kinds of ideas.”

Darren’s discussion also served as an important space for the participants to think about how these orientations to language related to EL-classified and MLs. On lines 85-88 of Figure 7.5, Molly and Melody both noted that Darren’s lesson could help in “leveling [the] playing field” for students classified as ELs or Newcomers, as

all students would be “learning new uses for familiar English words.” As Melody pointed out, participants’ new orientations to student language that emerged in Darren’s discussion have valuable implications for EL-classified learners as they represent a more inclusive vision of the kinds of language students can use to engage in complex disciplinary practices and learning. Additionally, connecting these broader orientations with “leveling [the] playing field” for EL-classified learners is particularly important in this study, as nearly all participants had extremely limited experience working with this subset of students.

Looking to cross-event data beyond the CVA session, Darren reflected that his CVA session was especially helpful for his current and future lesson planning. Reflecting after his CVA session on his Video Analysis Organizer, Darren finally linked student language use with participation in source analysis as a disciplinary practice. He wrote, “The collaborative video analysis did change my thinking regarding language use. Primarily, this discussion made me reconsider the ways in which different types of language might be used to engage with different mediums of sources.” This particular CVA session may have also been a productive space for other PSTs’ and Melody to reflect on their own persistent focus on “sophisticated words” and broaden their orientations to the kinds of language students can use to successfully participate in complex disciplinary practices.

### **From Individual to Collaborative: Re-Envisioning Disciplinary Instruction in Molly’s and Lily’s CVA Sessions**

Cross-event findings from Molly’s CVA session show that interaction and discourse among PSTs, course instructor, and facilitator during the session supported participants in co-constructing and collaboratively re-envisioning traditionally individual disciplinary instruction and activities new ways to incorporate collaborative, action-based participation structures as scaffolds for disciplinary and language learning. Additionally, this analysis revealed that the cross-event pathway that emerged in this CVA session was mediated by discourse from interactions prior to the CVA session and mediated additional shifts in later CVA sessions. For example, ideas from Darren’s Socratic Seminar shared during the pre-CVA focus group two weeks prior to Molly’s CVA session served as valuable mediating tool for generating more collaborative approaches to Molly’s lesson during her CVA session (#3), which later mediated additional collaborative approaches to instruction during Lily’s CVA session (#6) a week later. Table 7.6 provides a summary of this pathway of linked events.

**Table 7.6**

*Summary of Events in Molly’s CVA Session Linked Pathway*

Event	Within-Event Summary
#1: Molly Shares her Struggles in Planning Collaborative Activity and Hopes for the CVA session	Before playing her CVA clip, Molly shares her challenges in planning a collaborative lesson and her hopes that the CVA session would give her some ideas for revising the lesson to include more opportunities for student-to-student interaction.
#2: Participants Suggest that the Document Camera Scaffolded Student Interaction and Language	Emily describes Molly’s use of the document camera as “scaffolding interaction” and other PST participants agree that the document camera was an effective language scaffold because it reinforced student ideas.

#3: Melody Suggests the Document Camera Allowed Molly and Her Students to Co-Construct “Disciplinary Expertise”	Melody, the course instructor, shifted the focus to the open-ended nature of the activity and how Molly used the document camera to co-construct the answers and “disciplinary expertise” together with her students.
#4: Ben Invites Contrasting Ideas about the Document Camera	As the discussion facilitator, I invited participants to “play devil’s advocate” to how the document camera impacted student interaction and language use in the lesson. PSTs then offer ideas on Molly could have used the document camera in more action-based, student-to-student, and interactive ways
#5: Participants Offer New Ways to Make Molly’s Lesson More Collaborative	Other participants reference Darren’s Socratic Seminar activity from the pre-CVA focus group and offer additional ideas on how to include more collaborative structures to Molly’s lesson, focusing on a “writing buddies” idea.

As described in Chapter 5, Molly had planned the lesson to support each student to be able to conduct their own source analysis for their upcoming individual research papers on the 1930’s in the US. Molly’s CVA lesson (see Appendix H) focused on teacher-led modeling of specific language-related sub-skills on a “source analysis organizer” structured around various language-related sub-skills and elements about analyzing historical sources. Molly’s instruction in the first portion of her lesson and her CVA clip followed the Initiate-Respond-Evaluate/ Follow-up (IRE/F) pattern (Cazden, 1986; Mehan, 1979; Sinclair & Coulthard, 1975) with Molly first initiating questions, individual student volunteers responding verbally, and Molly evaluating or asking follow-up questions on each student’s responses. However, unlike other participants whose clips also featured IRE/F exchanges, Molly’s lesson did not include any collaborative participation structures, and all student responses

were directed to Molly. In fact, no student-to-student interaction was observed in the clip or included in her CVA lesson plan. In Molly's clip, she projected the "source analysis organizer" at the front of the class using a document camera and went through each section of the graphic organizer, asking for student volunteers to provide answers for each section of the organizer. Molly would then write the student responses on her copy of the organizer on the document camera, and the rest of the class would do the same on their own organizers.

***Molly CVA Event #1: Molly Shares her Struggles in Planning Interactive***

***Disciplinary Instruction***

Figure 7.7 depicts the first event in this pathway, capturing a moment at the very start of Molly's CVA session where she shared with the group her challenges in planning a collaborative lesson and her hopes that the CVA session would give her some ideas for revising the lesson to include more opportunities for student-to-student interaction.

**Figure 7.7**

*Molly Shares her Struggles in Planning Collaborative Activity and Hopes for the CVA Session*

1	<i>Molly</i>	What I really wanted- what I want- what I really <b>want</b> out of this is- because we
2		were doing a research paper, it's it was very difficult for <b>me</b> to think of ways to do
3		collaborative:group:activity. So this is <b>not that</b> and that falls short of what we
4		should be doing. So I really want you guys to look at this and be like, <b>how could</b>
5		an activity like this could've been done in a way where there's, I don't know, more
6		group work of them ↑together, because it fell into that dynamic of me at the
7		document camera, and trying to get kids to participate, which is not the type of
8		<b>filming</b> we're supposed to be doing for this. It's supposed to be them using talk
9		and together. And I had thought about, you know I wanted to <b>model</b> this for them
10		because its the first time they've ↑done this, and maybe like I could have filmed, I
11		was thinking, <b>them working together</b> with a ↑second source, but I- you know,
12		locating different things, and that's how we could have gotten more student ↑talk.
13		But I couldn't ↑ <b>do that</b> because this is all for their <b>pa:per</b> and they are looking for
14		different <b>things</b> ((gestures both hands apart)). So ↑how would I make this a, you
15		know, (1.0) ((gestures hands back together)) collaborative hh <b>assignment</b> when
16		they have different focuses? So I feel like this really:falls:short of what I had
17		hoped it would be. Again, it just- I wanted it to be more involved. And if you
18		could, like I said, even better, think of a way where it's not even <b>me</b> , it's not
19		supposed to be me up there talking, you know, it's supposed to be <b>them</b> doing this
20		together, and they do interact. So we are going to see students talking and stuff.
21		But that's not- just helping me think of ways to do an assignment like this with a
22		source that could be done with students because the activity <b>is</b> language focused,
23		but it didn't have that student talk element. So that's what I'm really hoping to get
24		out of this.

*Note:* **Bold** indicate some form of emphasis from the speaker, such as changes in pitch and/or amplitude

In this long, impassioned monologue at the start of her CVA session, Molly shared that she had wanted her CVA lesson to be more collaborative but had struggled to envision how to have more collaborative or collective participation

structures that could support students toward completing their more individual and subjective research papers. On lines 9-10, Molly shared that she wanted to “model” how to use the “source analysis organizer” because it was the students’ first time using it. On lines 6-7, Molly negatively characterized her lesson as falling “into that dynamic of me at the document camera and trying to get kids to participate.” Throughout this stretch of discourse, Molly was clear that she believed her lesson and the teacher-led use of the document camera in her clip “fell short” (line 3) of the collaborative, action-based “type of filming” (lines 7-8) and “what we should be doing” in disciplinary instruction. One interpretation of these comments suggests that Molly may be more concerned that her CVA clip did not meet my instructions to choose a clip that featured students engaged in collaborative activity. However, Molly’s comment on lines 3-4 that the clip “falls short of what we should be doing” and her additional pre-CVA comments about her motivation and challenges to incorporate more collaborative participation structures explored in Chapter 5 suggest that the indexical “what we should be doing” on lines 3-4 might instead refer to the broader sociocultural or action-based orientations to instruction and language introduced in the participants’ ELD methods course.

Additionally, Melody’s question on lines 14-16 highlights her main challenge in making the lesson more collaborative. Melody implored the group, “how would I make this a, you know, collaborative assignment when they have different focuses [in their research papers]?” As explored in Chapter 5, Melody clarified that the individual, subjective nature of the research paper constrained her ability to plan more

collaborative structures, because each student was working on a different topic and would need to read and analyze different sources. Finally, Melody clarified multiple times throughout this discourse segment that she hoped that the other CVA participants could help her to think of how preparing students' for their research papers and "an activity like this could've been done in a way where there's, I don't know, more group work of them together." Although Molly's lesson did feature her and selected individual students working together to complete the Source Analysis Organizer, this event suggests that Molly had hoped, but ultimately been unable to plan for more collaborative, interactive disciplinary instruction between students to support them in completing their individual research papers.

***Molly CVA Event #2: Participants Suggest that the Document Camera Scaffolded Student Interaction and Language***

Molly's call for support in re-envisioning more student interaction in Event 1 helped to identify the other events in this pathway where participants either suggested new interactive ways to scaffold the lesson or, as seen in Event 2 below, offered characterizations of existing scaffolds in her lesson. In this event, PST participants suggested that Molly's use of the document camera in the lesson scaffolded both student language and interaction in the CVA clip. Figure 7.8 depicts a moment at the start of this event when Emily highlighted Molly's use of the document camera as "scaffolding their interaction."



### Figure 7.8

#### *Participants Suggest that the Document Camera was Scaffolding Student Interaction and Language*

31	<i>Emily</i>	For someone- like you said, you know, because they were (1.0) brave in doing it,
32		but also the way that you've scaff- like you were scaffolding their interactions
33		((making parallel circular motions with both hands))=
34	<i>Molly</i>	=Forcing them? hh
35	<i>Emily</i>	hhhhh No, not at all. [hhhh But they were- (1.0) it <b>seemed</b> that they were willing
36	<i>Talia &amp; Molly</i>	[hhhh
37	<i>Emily</i>	↑participants. Um, and you ↑did get some responses. And I think that that was
38		really helpful. And then also just like re- reinforcing the things that they said by
39		writing them up on the board where they can see them. [(1.0) Those things, I
40	<i>Talia</i>	[mmhmm ((affirmative))

Emily started this discourse segment by agreeing that the student who shared an example figure of speech was “brave,” and then used the indexical “but” on line 32 to suggest that the student was able to be brave because Molly was “scaffolding their interactions,” likely referring to the IRE/F interactions between the students and the teacher. Molly joked on line 34, re-voicing Emily’s comment that she had instead been “forcing” their interactions. From line 35, Emily laughed and disagreed, clarifying that, by writing the students’ responses on the organizer shown to the class on the document camera, she believed that Molly was “reinforcing the things that they said.” Talia appeared to agree with this characterization of how the document camera scaffolded student responses during the IRE/F exchanges and Emily clarified further on line 41 that writing student responses on the document camera also supported students’ “language use.”

This exchange continued for some time in the CVA discussion, with Darren and other participants also positioning the document camera as a language scaffold because the teacher can “reinforce” student language by writing student responses on the document camera. While the use of a document camera is not inherently counter to action-based orientations to learning, the way Molly (and Lily) had used the document camera together with the IRE/F exchanges captured in their clips essentially funneled student ideas, language, and contributions to the teacher rather than to other students. Students then had access to the teacher revoicing and synthesizing these ideas, but, as Molly pointed out, there were no opportunities for student-to-student interaction. Emily’s comment that using the document camera in this way scaffolds and supports language use is not necessarily incorrect either, but it represents a fairly narrow orientation to how Molly’s lesson scaffolded student language use. Additionally, as Molly recognized in her Video Analysis Organizer and comments at the very start of her CVA session, this language scaffold also does not afford more action-based opportunities for students to collaborate or interact together with one another as they analyze sources or write their research papers.

***Molly CVA Event #3: Melody Suggests the Document Camera Allowed Molly and Her Students to Co-Construct “Disciplinary Expertise”***

Tracing the focus on the document camera throughout the discussion led to identifying Event 3 in this pathway which marked a shift from characterizing Molly’s use of the document camera as “reinforcing” student language to also affording opportunities for Molly and her students to collaboratively develop “disciplinary

expertise”. Figure 7.9 depicts a moment at the start of this event where Melody, the instructor, commented on the open-ended nature of how Molly used the document camera and suggested that Molly and her students had been co-constructing the answers and “disciplinary expertise” together as a group throughout the clip.

**Figure 7.9**

*Melody Suggests that Molly and Her Students were Co-Constructing “Disciplinary Expertise”*

46	<i>Melody(I)</i>	And then also felt very much like (2.0) you were <b>all:doing:this:together</b> ((moves hands forward in a stepping motion)). Like you were all going after the- and
47		taking this document apart ↑ <b>together</b> , it didn't feel like you (1.0) <b>possessed</b> the
48		answers, and they had to read your mind to get ↑them. It felt like- it almost felt
49		like it was the first time <b>you</b> had looked [at the document
50		
51	<i>Molly</i>	[It actually, yeah. We were
52		doing it [together in <b>real time</b> , so it was us versus content
53	<i>Melody(I)</i>	[Perfect. hhh
54	<i>Melody(I)</i>	Yeah. Well, that's interesting, because that's an interesting instructional [reality
55	<i>Ben(R/F)</i>	[yeah
56	<i>Melody(I)</i>	around putting yourself closer to the level of your students is (1.0) what happens
57		when you=
58	<i>Molly</i>	=That was the first time I used that (1.0) too like, so it was all- hhh you know, do
59		it together=
60	<i>Melody(I)</i>	=There you go. So that's <b>interesting</b> , because it makes me think about (1.0) why
61		do we always (1.0) feel like we have to be the experts before the kids come in the
62		↑ <b>room</b> ? What if- what if we're in the process of developing expertise alongside
63		them?
64	<i>Talia</i>	That's a good point
65	<i>Molly</i>	Well, we are doing that.
66	<i>Melody(I)</i>	Yeah, in this case, you were doing that

In this discourse segment, Melody offered a slightly different characterization of Molly's CVA clip, suggesting on lines 46-49 that Molly and her students were “taking this document apart together.” Molly confirmed on lines 51-52 that it had

actually been her first time analyzing the source as well and references a previous comment Melody had made about “teacher plus students versus content” essentially restructuring instruction in History/Social Studies so that the teacher and students were working together to engage with challenging disciplinary content. Melody continued from line 60, noting that the discussion made her reconsider the teacher’s role as “the experts” and mused, “what if we’re in the process of developing expertise alongside [students]?” Although Melody was referencing the same IRE/F exchanges and document camera use in Molly’s CVA clip that Emily and others described as “reinforcing” language use in Event #2, Melody’s characterization in this event offers a different orientation to the clip closer to the action-based orientations. Instead of simply “reinforcing” individual student responses, Melody suggested that the open-ended or unpredictable nature of the activity itself required the students and teacher to “develop disciplinary expertise” together, “in real time.” Molly and Talia appeared receptive to this reorientation to Molly’s activity, with Molly agreeing on line 65 that “well, we are doing that.” Although Melody’s re-characterization of how Molly used the document camera still does not feature any direct student-to-student interaction (as Molly had hoped for), this characterization does represent a shift from an individual orientation to the activity (reinforcing individual student ideas) towards a more collaborative, interactive vision of Molly’s lesson.

***Molly CVA Event #4: Ben Invites Contrasting Ideas about the Document Camera***

Melody’s comments in the previous event refocused the discussion on the qualities of the activity as a collaborative scaffold rather than how the document

camera “reinforced” individual student ideas. However, this new characterization of Molly’s lesson did not quite offer new ideas for structuring more student-to-student interaction as Molly had asked for at the start of her CVA session (see Figure 7.7). Figure 7.10 depicts Event #4 when I invited participants to “play devil’s advocate” and offer contrasting ideas about how the document camera may have impacted student interaction and language use in the lesson. This short event is important to the wider event as it directly led to participants offering new, spontaneous ideas about how to re-structure Molly’s lesson to include more student-to-student interaction in Event #5.

**Figure 7.10**

*Ben Invites Contrasting Ideas about the Document Camera*

80	<i>Ben(R/F)</i>	But for <b>me</b> if we think about, and I'm definitely open to disagreement, but how-
81		who the students were talking to? I would say they were only talking to you=
82	<i>Molly</i>	=Yeah, I agree. Totally
83	<i>Ben(R/F)</i>	But maybe that's- but this activity wasn't necessarily set up for <b>them</b> to talk to
84		each other. But I wonder if the doc cam might have <b>solidified</b> that as like, Okay,
85		this is [(1.0) a teacher and ((points back and forth to Molly and self)) student one
86	<i>Melody(I)</i>	[mmmm ((nodding))
87	<i>Ben(R/F)</i>	on one, take <b>turns</b> kind of conversation. There was a moment~when~you~said,
88		just shout 'em out. And I think they <b>did</b> . But they [were still shouting to <b>you</b>
89	<i>Molly</i>	[They shouted at <b>me</b> hhhh
90	<i>Talia</i>	[Yeah
91	<i>Melody(I)</i>	[hhh yeah
92	<i>Molly</i>	I've never seen it, a teacher <b>use</b> a document cam in a way that <b>wasn't</b> that style.
93		[So maybe even for <b>them</b> , when they see the document camera go <b>on</b> . Like,
94	<i>Melody(I)</i>	[Yeah
95	<i>Talia</i>	[mmm
96	<i>Molly</i>	that's all they've ever known ↑ <b>too</b> . And it's all <b>I've</b> ever used it for as ↑ <b>well</b> . So, I
97		don't hh know how to do that=

In lines 80-87, I suggested that, while Molly's lesson may not have been set up to encourage student-to-student interactions, the document camera may have "solidified" the student-to-teacher interactions observed throughout her clip. On lines 92-97 Molly then shared that because she (and possibly her students) had never seen the document camera used in any other way than the IRE/F exchanges in her lesson, she was unsure how to use the document camera in any other way. Although the CVA discussion included an explicit prompt to "Re-Envision" the lesson, Molly's uncertainty in how to re-envision the document camera to be more interactive at the end of this event provided the impetus for the next and final event, where all participants collaboratively offered new ideas for how to re-envision her activity.

***Molly CVA Event #5: Participants Offer New Ways to Make Molly's Lesson More Collaborative***

Event #5 marked a switch in the discussion where the other participants first shared spontaneous ideas about how Molly could have used the document camera in more action-based, student-to-student, and interactive ways, followed by ideas to re-envision her lesson more broadly to include more student-to-student collaboration. This event started with PSTs sharing different ideas and building off and elaborating on each other's ideas. Talia first suggested that for the "key terms" section of the organizer, rather than individual students identifying and sharing terms for Talia to write on the document camera, students could first work in pairs or groups to identify key terms in the source before sharing to Talia to write on the document camera. Darren elaborated on this collaborative participation structure and noted that Molly

could use the same approach (identify target content in small groups before sharing to the whole) for the “collect relevant quotes” section of the organizer.

More interestingly, Darren further elaborated on Talia’s group-to-whole class participation structure and suggested that students could then “share with the other person, like, what quotes or things they're going to take out of it. And why or like how, how they'll use the source for their research paper.” This is also an important moment in the pathway as this represents the first time in the conversation that the discussion returned to Molly’s original request at the start of the CVA session to help her re-envision preparing students for more individual work on research papers in more collaborative, action-based ways (see Figure 7.7). Melody, the course instructor, then took up this new idea and related it to an accountability system she had used with previous teacher candidates where students were paired with “writing buddies” with different ongoing roles “like an editor or having someone who is sort of your buddy that you periodically check in with and they know well enough what your answer to the task is. And vice versa, that you kind of could cultivate that like special relationship.” Figure 7.11 below depicts the moment that excitement about this developing idea and collaborative approach to essay writing grew among the group.

**Figure 7.11**

*Excitement about “Writing Buddies” Grows Among Participants*

113	<i>Melody(I)</i>	I'm wondering if there's- that would mean a structural change to the <b>whole</b>
114		assignment, but it (2.0) it=
115	<i>Molly</i>	=That's okay. That's what I'm- yeah=
116	<i>Melody(I)</i>	=Right. And it could be an on:going <b>role</b> (1.0) [that kids <b>ha:ve</b> (1.0) they have a
117	<i>Molly</i>	[It would have to- yeah
118	<i>Melody(I)</i>	<b>buddy</b> hhhh you know, for each time they have a summative assessment like that,
119		or something where they have=
120	<i>Talia</i>	=((in a soft singsong voice)) A writing buddy=
121	<i>Molly</i>	=ye:ah [that's a really good idea
122	<i>Darren</i>	[It reminds me of like, (2.0) if you had a like a partner in a socratic
123		seminar [and like you. (2.0) For the <b>skills</b> (1.0)
124	<i>Melody(I)</i>	[Yeah, on the outside of the circle ((gestures in a circle shape))=
125	<i>Darren</i>	= <b>Yeah</b> like the, the circle thing.
126	<i>Melody(I)</i>	Yeah. Yeah. You had something like that in [one of your lessons where they had
127	<i>Darren</i>	[ <b>Yeah</b> , It worked pretty ↑well
128	<i>Melody(I)</i>	an accountability partner Yeah.=
129	<i>Darren</i>	And it worked pretty ↑well. And I think you could totally structure that for an
130		essay.
131	<i>Molly</i>	Yeah, I to:tally agree. So <b>that's</b> how you make this more collaborative. I was like
132		how do you [make a research paper (1.0) more <b>collab↑orative</b> ?
133	<i>Talia</i>	[hhh
134	<i>Talia</i>	That's why we have these ((gestures to the group))=
135	<i>Molly</i>	I know, you guys are freakin' amazing. Blows my mind.

In this last segment of discourse in this pathway, the group was responding to the developing “writing buddies” idea as a collaborative, action-based scaffold for writing research papers. The participants appeared excited throughout this entire stretch of discourse, moving at a much quicker pace than prior moments, evidenced in the frequent latched utterances (marked by “=”) and overlapping discourse (marked by “[”) where participants finished or interrupted each other's sentences. On line 113,



Melody warned Molly that having writing buddies would “mean a structural change to the whole assignment,” but Molly quickly assured her she was “ok” with this idea, adding “that’s what I’m-”. It is unclear exactly what Molly was going to say here, although since she wanted advice on how to revise this assignment, one configuration might suggest that she was going to say “that’s what I’m” looking for, or something similar.

The excitement continued on line 120 with Talia repeating the idea in a happy sing-song voice and Molly agreeing that “writing buddies” was a “really good idea” on line 120. As this exchange of ideas and contributions continued, on line 122, Darren noted that the “writing buddies” idea reminded him of the way he had structured the Socratic Seminar activity that Darren shared at the very start of the study in the pre-CVA PST focus group (see Chapter 5). In this idea, Darren had similarly structured student pairs to keep each other accountable and support each other in both content knowledge and “interpersonal skills” during the Socratic Seminar, likely the same “skills” he referenced on line 123. Darren then noted on line 129 that the accountability buddy idea had worked well in his activity, and that Molly “could totally structure that for an essay.” The exchange ended with Molly enthusiastically agreeing on line 131 (“I to:tally agree”) and, possibly finding the answer to her driving questions at the start of this pathway, she exclaimed: “so **that’s** how you make this more collaborative.” Talia laughed and then, gesturing to the group, remarked, “that’s why we have these,” indexing the CVA sessions.

Talia's comment on line 134 directly linked Molly's epiphany about how to make a more individual assignment like a research paper more collaborative with the ideas shared in this particular moment. Molly agreed on line 135, but the pathway of events that led up to this moment also support the finding that interaction and discourse across this linked pathway in Molly's CVA session supported the participants to re-envision new, more collaborative and action-based participation structures for Molly's lesson. While Molly's plea at the start of her CVA and shared goal toward re-envisioning disciplinary instruction to include more student interaction and action-based orientations throughout all CVA sessions likely focused the discussion in this direction, the collaborative moments across Events 4 and 5 where I invited contrasting ideas about the document camera and PSTs participants spontaneously built off and elaborated on each other's ideas also likely supported participants in generating these new, more collaborative orientations to Molly's otherwise individual approach to disciplinary instruction.

Shortly after the discourse in Figure 7.11, the participants continued to generate even more action-based, collaborative ideas on how to restructure Molly's lesson, including putting students behind the document camera as a "low-tech jamboard" where groups of students would first generate ideas for each section of the "source analysis organizer" on sticky notes and then placed them under the document camera themselves. This idea effectively inverted the teacher-led approach to using the document camera that Molly lamented about at the start of her CVA session (see Figure 7.7). At the end of the session, Molly also acknowledged that simply putting

students together in “writing buddies” would likely be difficult for students, and the group shared additional ideas on how to scaffold the pair work as well including giving students specific roles to encourage more contingent interaction and participation.

Highlighting how ideas and concepts traveled across multiple CVA sessions and interactions, Darren’s Socratic Seminar shared first in the pre-CVA focus group 2 weeks before Molly’s CVA session, also served as a valuable semiotic resource for the group to co-construct new, more collaborative and interactive approaches to Molly’s CVA lesson during Event #5 in this pathway. During the pre-CVA focus group, the PSTs discussed and praised the participation structures that Darren included in this activity, and even Melody (who was not present during the pre-CVA focus group) appeared familiar with the activity, possibly as she might have observed or discussed Darren’s lesson. The various participation structures (like his non-prescriptivist word bank of “interpersonal skills” described in Chapter 5) likely served as valuable resources for Darren to suggest similar approaches for re-structuring Molly’s lesson toward more action-based orientations and student-to-student interaction.

Most interestingly, this pathway of linked events re-envisioning a more action-based orientation to source analysis also extended to Lily’s CVA session weeks later (CVA #6). Lily’s CVA lesson also featured the teacher using the document camera to lead students section by section on a source analysis graphic organizer, and during the Re-Envision portion of the CVA discussion Molly excitedly

shared a new source analysis organizer she had designed after her CVA session. In her new approach to source analysis, Molly abandoned the document camera and put students in groups to analyze a secondary source on WWI. Molly noted that she “focused on making them talk to each other” by only giving each group one copy of the document to share. She then described additional participation routines where the groups of students worked together to read, listen to each other, and collaboratively complete the new source analysis worksheet. In sketching out this particularly illustrative cross-event pathway and collective social action these findings suggest that Darren’s Socratic Seminar idea shared in pre-CVA focus group served as a useful semiotic resource for participants to collectively re-envision Molly’s CVA lesson toward more action-based, collaborative orientations to individual work. These ideas, in turn, supported Molly in designing a more collaborative approach to source analysis in her field placement classroom. Molly then shared this new approach and resource weeks later in Lily’s CVA session which then served as another valuable semiotic resource for participants to co-construct and re-envision new action-based orientations to Lily’s CVA lesson.

### **Collaborative Participation as Language Scaffolding: Lily’s CVA Session**

In addition to co-constructing and re-envisioning new approaches to language scaffolding in their disciplinary instruction, much of the discussion at the start of each CVA session also focused on noticing and analyzing the existing language scaffolds observed in the CVA lesson and clip. In both Lily and Emily’s CVA sessions (CVA #6 and #3), participants highlighted how some of the action-based participation

structures in the two PSTs lessons may have scaffolded student language during the lesson. In Lily’s CVA session, participants highlighted how pair discussion may have scaffolded the rich and diverse student language contributions they noticed throughout her CVA clip. However, this pathway also featured an extended discussion that temporarily focused on and reinforced Lily’s use of scaffolds that were less action-based and more aligned with a behaviorist orientation to language, namely using candy to reward student participation regardless of depth or quality of participation. This pathway (see Table 7.12) highlights how the CVA model serves as a valuable space for PSTs to surface and explore the merits of different approaches and how these counter examples can also serve as valuable mediating tools for reinforcing the *worthy goals* of developing orientations to scaffolding closer to more action-based orientations to language.

**Table 7.12**  
*Summary of Events in Lily’s CVA Session Linked Pathway*

Event	Within-Event Summary
#1: Lily Introduces her Candy Incentive	Lily first suggested that her use of candy to reward student participation may have motivated student contributions in her CVA clip
#2: Lily Reveals Interactive Participation Structures	Other participants highlighted other language scaffolds in Lily’s lesson. Lily revealed that her lesson also included student pair discussion but continued to focus on her candy incentive as the main student motivator.
#3: Other PSTs Praise the Candy Bucket Incentive	Other participants also praised Lily’s candy incentive and Lily and other PSTs offered a potentially apathetic orientation to student language use.
#4: Lily Recognizes the Pair Discussion as a Language Scaffold	After asking Lily if she believed the pair discussion supported student language use, Lily recognized this action-based approach as a potential language scaffold.

As described in chapter 5, Lily provided limited comments on her approach to language scaffolding in her discipline. She shared that her placement had very few EL-classified or MLs and had little experience planning for instruction with this population in mind. In the first segment of Lily’s lesson (see Appendix K), the students read selections from two secondary sources on trench warfare during WWI (*All Quiet on the Western Front* and *Dulce et Decorum Est*). In the second section of her lesson, Lily projected a two-part guiding question at the front of the class (“Judging from sources B, and C, what was it like for the average soldier in the trenches? Explain how you think such experiences affected the average soldiers’ view of the war?”). In segment two of her lesson, students first wrote a response to the question on their own, and then shared their responses with a partner. Lily’s CVA clip captured a portion of her lesson where four student volunteers shared their responses. Throughout the clip, Lily also asked the student volunteers to clarify their responses or to identify relevant information from the two sources and gave each of the student volunteers a piece of candy from a large purple bucket after their responses.

***Lily’s CVA Event #1: Lily First Mentions the Candy Incentive***

Event #1 in this pathway began after watching Lily’s clip when the PST participants and course instructor reported that they noticed “a variety of voices” as well as students “paying attention” and using their written responses to answer the guiding question in Lily’s clip. Figure 7.13 captures a moment in this event when Molly and Melody positively characterized the student language use in the clip and

Lily first suggested that her candy incentive was the motivator for student contributions.

**Figure 7.13**

*Lily Introduces her Candy Incentive*

1	<i>Molly</i>	The first part- the first clip of that, I was like struck by how <b>lo:ng</b> [and well
2	<i>Melody(I)</i>	[Yeah
3	<i>Molly</i>	thought out those- and articulated those answers were=
4	<i>Lily</i>	=((nodding enthusiastically))
5	<i>Melody(I)</i>	[Yeah
6	<i>Talia</i>	[It wasn't just a short answer.=
7	<i>Lily</i>	=It's all <b>the candy</b>
8	<i>Molly</i>	=I was like <b>whoa</b> ((throws head back)) All of em- like, all of them.=
9	<i>Lily</i>	[mmhmm ((affirmative))
10	<i>Ben(R/F)</i>	[((nodding))
11	<i>Melody(I)</i>	Yeah, even the quiet girl. She <b>talked</b> for a long time. [I couldn't hear what she
12	<i>Lily</i>	[mmhmm ((affirmative))
13	<i>Molly</i>	[Yeah
14	<i>Melody(I)</i>	said, but she did have a lot to say. hh

*Note:* Discourse indexing or characterizing the candy incentive in Lily's lesson is highlighted in yellow throughout this pathway

On line 1, Molly shared that she was “struck by how long and well thought out and articulated” the student responses were throughout the clip. Talia, Melody, and Lily all agreed with Molly’s assessment, with Lily nodding enthusiastically on line 4 in response to Melody’s characterization that student responses had been “long” and “articulated.” On line 7, Lily responded “it’s all the candy,” referring to the large purple bucket of candy she had been carrying around and handing out to each student volunteer in the clip. The deictic “it” on line 7 was likely indexing the

other participants' praise, and Lily was suggesting that students were providing "long" and "articulated" responses because they were motivated by her candy incentive. The other participants did not respond to Lily's comment about the candy in this segment, and continued to praise the student contributions they noticed in the video. Discourse referencing or characterizing Lily's candy incentive has been highlighted in yellow throughout in future segments as this indexical is prominent throughout this pathway

***Lily's CVA Event #2: Lily Reveals Interactive Participation Structures***

While Lily first suggested the candy as a motivator for student engagement and language use in her lesson, Event #2 features contributions from other participants that suggested that other elements of Lily's lesson may have also scaffolded students' contributions in the clip. Tracing Lily's continued focus on her candy incentive, Event #2 ends with Lily revealing that her lesson had also included student pair discussion, but again suggesting that her candy incentive was the main scaffold for the student contributions.

Shortly after the exchange in Figure 7.13, Darren suggested that the "loaded, engaging" and "graphic" language in the two sources Lily selected for her lesson had likely motivated students to contribute similarly vivid and descriptive language in their own responses. Molly and Melody then suggested that Lily's choice of open-ended guiding questions had asked the students to "tap into their hearts" and provide richer "freestyle" responses. Signaling some of the sociocultural approaches to scaffolding and unpredictability introduced in their ELD methods course, Darren,



Molly, and Melody highlighted how Lily's choice of materials and open-ended guiding questions may have scaffolded students in producing the varied and lengthy responses they noticed in the video rather than the more behaviorist candy incentive. In Figure 7.14 below, I attempted to continue the focus on additional scaffolds that may have supported student responses in the discussion and re-orient the conversation on the possible activity structures in Lily's wider lesson rather than the behaviorist candy bucket. This prompt led to an important moment where Lily revealed that her lesson had also included an interactive pair discussion between students. Discourse indexing or characterizing more action-based or collaborative scaffolds in Lily's lesson (like the pair discussion) are highlighted in blue for the remainder of this pathway to highlight how the discussion focus shifts between the candy incentive in yellow and participation structures in blue across this pathway.

**Figure 7.14**

*Lily Reveals Interactive Participation Structures*

74	<i>Ben(R/F)</i>	Darren's mentioned a little bit that maybe the <b>graphic</b> imagery involved in the
75		actual <b>material</b> , [lead to a more (2.0) kind of graphic and engaging use of
76	<i>Lily</i>	[mmmm ((nodding))
77	<i>Ben(R/F)</i>	language. Is there <b>anything about the actual ↑activity</b> or this, that- especially in
78		that first clip that y'all think might have led to potentially more richer, um diverse
79		language use?
80	<i>Melody(I)</i>	(1.0) Had they <b>processed that with a partner or the group before?</b>
81	<i>Lily</i>	For the (1.0) [warmup?
82	<i>Melody(I)</i>	[For the first one.
83	<i>Lily</i>	Yeah, <b>they talked to each other</b> . And then, which I could have kept, but it was a
84		bunch of like, conversations. I don't know how to- that's- I need to figure that out.
85		Like how to catch one. So I could- so the camera could hear it at least. But yeah,
86		<b>they talked about it first. And then they we opened it up to whoever</b> . And once
87		they see that <b>purple canister</b> , they're like ((mimes being interested))
88	<i>Darren</i>	The [what?
89	<i>Melody(I)</i>	[ <b>Lolipops</b> (2.0) the <b>lolipop canister</b>
90	<i>Molly</i>	[The <b>incentives</b>
91	<i>Talia</i>	[That's <b>s::o</b> funny.
92	<i>Ben(R/F)</i>	[There's <b>candy</b> =
93	<i>Lily</i>	Yeah ((points to Melody))
94	<i>Darren</i>	<b>Oh</b> . I want to say that ↑too. Language is <b>rewarded</b>

*Note:* Discourse indexing or characterizing more action-based or collaborative structures in Lily's lesson is highlighted in blue throughout this pathway. Discourse indexing or characterizing the candy incentive in Lily's lesson is highlighted in yellow.

On line 77, I asked the group “Is there anything about the actual activity [...] that you think might have led to potentially richer, more diverse language use?” drawing attention to the activity structures as a potential scaffold. On line 80, Melody asked if they had met in groups before the IRE/F exchanges we observed in the clip, and Lily revealed that she had allocated time for the students to share their individual

responses in pairs before sharing their responses to the whole class. Although Lily did include this pair talk in her written lesson plan, this was the first time for the other CVA participants to learn about this participation structure as it was not captured in her video, and she had not yet shared her lesson plan with the group. This is particularly important in this pathway as this participation structure also signals features of action-based orientations to language scaffolding as students were potentially co-constructing both language and disciplinary expertise in the open-ended pair discussions. However, Lily did not mention or highlight this part of her lesson as a scaffold until prompted by Melody on line 80. This scaffold became especially useful later in the CVA session to draw the attention away from the behaviorist candy bucket and highlight how this participation structure may also have motivated and supported student contributions. On lines 83-86, Lily clarified that the pair discussion had been long and lively, but she ultimately decided not to use that footage for the CVA clip because it was difficult to make out the student conversations in the recording.

Before the other participants could comment on this new, unseen collaborative participation structure in her lesson, on lines 86-87 Lily again suggested that the candy incentive had likely motivated students to contribute. Lily's tone was playful and may have been joking at this moment, but this marks a shift in the discussion and participants' focus on the candy incentive. On line 94 Darren praised the candy incentive for rewarding student language. Lily's comments and the candy incentive as a scaffold were likely playful and are not inherently counter to action-based

orientations to language, but they do potentially represent some behaviorist notions of giving feedback and valuing student contributions.

***Lily's CVA Event #3: Other PSTs Praise the Candy Bucket Incentive***

Event #3 explores how Lily's focus on the candy incentive as a scaffold was taken up by other PST participants in the CVA discussion. Figure 7.15 depicts a moment when Darren and Talia also praised this behaviorist approach to language scaffolding and potentially apathetic orientation to student language use.

**Figure 7.15**

***Other PSTs praise the Candy Bucket Incentive***

94	Darren	Oh. I want to say that ↑too. Language is rewarded
95	Lily	Yeah, that's [true.=
96	Darren	[That was another thing to be that stuck out. Like, their use of like- if
97	Emily & Talia	=hhhh
98	Darren	they say something [(1.0) it's ↑rewarded. And I think that's interesting too. Like-
99	Lily	[yeah
100	Darren	And maybe that incentivizes- do you feel like it incentivizes them to say
101		something [maybe
102	Lily	[that's the point.
103	Darren	more fruitful?= =Oh no.
104	Lily	
105	Melody(I)	Or bigger [(2.0) to earn their lollipop?
106	Darren	[Or do some of them just say stuff just to get it?= =They could- they could say whatever, and they would- they would just get it.
107	Lily	
108	Darren	I mean, a voice is a voice ((shrugging)=
109	Talia	[=a voice is a voice
110	Molly	[It's like participation, right?
111	Lily	Yeah= =I respect that, actually.
112	Darren	

After Darren’s comment that “language is rewarded” on line 94, Lily agreed and Emily and Talia laughed, possibly also in agreement with Darren’s characterization of the candy incentive rewarding or scaffolding student language use. Potentially pushing back on the behaviorist undertones of this scaffold, Darren asked Lily on lines 100-103 if she believed they candy incentivized “more fruitful” contributions or do students “just say stuff just to get it?.” On line 104, Lily emphatically disagreed that the candy bucket incentivized “more fruitful” contributions and clarified on line 107 that students “could say whatever and [...] they would just get” candy. Darren shrugged and replied, “I respect that actually” and on lines 108-109 he and Talia both agreed that “a voice is a voice.” Event #3 continued in Figure 7.16 depicting the moment when Lily confirmed that it does not matter what students say during the lesson.

**Figure 7.16**

*Lily Clarifies that it Doesn’t Matter What Students Say During the Lesson*

112	Darren	=I respect that, actually.
113	Lily	It's for participation and like- before- I bring that up with second period, a lot,
114		because I like how they're, like always like ↑talking. But the previous day, though
115		their responses to the warm up was, um (1.0) I forgot what that warmup was. But
116		it wasn't like this. It wasn't like super like they could- Oh, it was just a video and
117		they were watching- they were watching video on weapons. And then like what
118		examples are given of technological developments? And they were just like, it's
119		not as like, (1.0) subjective or is not as like, [(1.0) open-ended, I guess as this one.
120	Melody(I)	[yeah, right
121	Lily	But they would just say like a weapon, and I would give it to them. hh like its, just
122		like, not like it matters, [(1.0) what you talk or what you say, Because that
123	Talia	[hh
124	Lily	makes me feel °(bad)°.
125	Melody(I)	Yeah

In lines 113-118, Lily clarified that she gives candy to all students, but especially the class in her CVA clip because they were particularly quiet that day. On line 119, Lily began to reference the “subjective” or “open-ended” guiding questions in her CVA lesson as a potential scaffold (highlighted in blue), but then clarified on line 122 that she gives candy to all students who participate because “it’s not like it matters what you talk or what you say.” Lily’s comments here further align with the apathetic “a voice is a voice” orientation to student language use in the lesson that Darren and Talia suggested on earlier. Potentially confirming her concerns about fairness and equal treatment when differentiating instruction described in Chapter 5, Lily noted quietly (marked with “°” around the quiet dialogue) on line 124, that she would “feel bad” if she didn’t reward every student for contributing.

It is likely that Darren and Talia comments that “a voice is a voice” were meant to affirm Lily’s pedagogical choices and did not represent their wider orientations to student language use. However, this approach to rewarding or scaffolding participation also represents a more behaviorist orientation to scaffolding and student language use that prioritizes behavior (participation) over the quality of student contribution. Lily’s comment that “it’s not like it matters what you talk or what you say” further aligns with this behaviorist orientation to student language use. This orientation could possibly be construed as taking a more inclusive, action-based orientation to student language use, welcoming all student contributions regardless of how closely they align with standard or “academic” language ideologies. These comments could also represent a more inclusive ideological or philosophical stance

toward student language in her classroom that invites a wider range of contributions, especially from students still in early stages of learning English. Another interpretation could be an indifference to student language use in the discipline that could, at worst, reduce student expectations for the quality and depth of the contributions in the discussions. The three PSTs' comments and playful tone throughout this discussion suggested a more indifferent or even apathetic orientation to student language use. Additionally, considering Lily's previous comments and concerns about the perceived lack of community among students in her placement described in Chapter 5, it is more likely that these comments further highlight her exhaustion in trying to encourage her students to participate and a resignation that any student contribution is better than none.

***Lily's CVA Event #4: Lily Recognizes the Pair Discussion as a Language Scaffold***

Event #4 marks the final event in this pathway when Lily shifted her focus away from the candy incentive and eventually recognized the pair discussion as potential language scaffold in her lesson. Figure 7.17 depicts the moment when I attempted to re-orient the discussion to whether the collaborative pair talk portion of the lesson had all contributed to the quality of student language use observed in the clip.

**Figure 7.17**

*Ben Highlights Interactive Participation Structures as Potential Language Scaffolds*

126	<i>Ben(R/F)</i>	So do you think <b>that pair talk beforehand contributed to</b> (1.0) some of their (1.0)
127		((points to screen))=
128	<i>Lily</i>	Oh, <b>definitely</b> . Before- for my classes- like for the warmups, I would walk around
129		to see if they've written something and If they have:n't, I would say <b>talk:to your</b>
130		<b>partner</b> for about a minute. If you don't have anything written, take this time to
131		<b>build something based on your ↑discussion</b> . And they would they would do that.
132		And I think <b>it helps</b> , like a lot, because they're, if they're not willing to ask ↑ <b>me</b> ,
133		<b>they could ask a peer</b> .
134	<i>Melody(I)</i>	Right

Sensing that the discussion was focusing too much on the candy incentive, on line 126 I asked Lily if she believed the collaborative pair talk portion of the lesson had also contributed to the quality of student language use observed in the clip. On lines 128-133, Lily elaborated that she believed these action-based structures “definitely” served as valuable scaffolds and supports for her students, allowing student pairs to “build something based on [their] discussion” and co-construct their understanding of the disciplinary content and practice of source analysis. This final event represents a shift in Lily’s orientation away from the behaviorist candy bucket towards the more action-based, interactive features of her lesson that potentially supported student contributions and language use in her lesson.

This brief focus on Lily’s candy incentive in this pathway was a small portion of the wider CVA discussion, but it does represent a potential concern about participants noticing and valuing approaches to language scaffolding outside of or even contrary to the action-based orientations and *worthy goals* of this study to



develop and broaden participants' orientations to student language use and language scaffolding towards more action-based orientations. In the above pathway, both Melody and I attempted to draw attention to the activity and participation structures as potential language scaffolds for her students. This led to an important reveal in the discussion that Lily had actually included a collaborative pair talk portion of her lesson that was not shown in her CVA clip. However, rather than connecting this collaborative, action-based structure with the quality and depth of her students' contributions in her CVA clip, Lily repeatedly suggested that the behaviorist candy incentive had motivated students to contribute. Lily clarified that her students had been especially quiet the day before filming her CVA clip, and, considering her concerns shared earlier in the study that her students in her placement "don't want to make that mistake of saying the wrong thing," it is likely that candy was an effective (and harmless) incentive to motivate a shy group of students to share their responses with the rest of the class.

Throughout this pathway, PST participants, the course instructor, and I acknowledged that Lily's students had provided thoughtful, developed responses describing soldiers' experiences in WWI that demonstrated a thorough understanding and analysis of the selected historical sources. As Lily revealed in the last event, it was likely that the more action-based participation structures (pair talk, open-ended questions, rich materials) supported students in producing extended and thoughtful answers, rather than just the candy incentive. Lily's comments at the end of Event #4 represent an important shift in Lily's orientation to language scaffolding. As

described in Chapter 5, Lily comments at the start of the study did not suggest an understanding of how collaborative activities in her discipline could scaffold both content and language learning. At the end of this pathway, Lily appeared to recognize how the collaborative participation structures in her own lesson also scaffolded the rich student language use captured in her clip. However, without the purposeful focus (and continued re-focusing) on action-based orientations to scaffolding (via Melody's comment about pair work in Event #2 or my refocusing on these scaffolds in Event #4) it is likely that the discussion would have remained fixed on Lily's candy incentive as the main scaffold. These focusing and refocusing moments in the CVA discussion marked important turning points in this pathway and the wider CVA discussion where the discussion returned to the worthy goals of the CVA session, namely how Lily's open-ended questions, rich material, and participation structures had supported her students in making valuable contributions.

Lily's candy incentive was not mentioned again outside of this short exchange and none of the participants' orientations to language across the study appeared to align with these behaviorist perspectives. Nonetheless, this discursive pathway of events illustrates how ideas contrary or misaligned to the worthy goals of the CVA sessions (such as behaviorist incentives) can be swiftly and collectively accepted during the discussions without intervention and highlights the importance of the facilitator in reinforcing the learning objectives of the CVA sessions. However, this pathway also highlights how the CVA discussions also served as a productive space for participants to surface and explore these ideas which can then, in turn, serve as

mediating tools to reinforce and reintroduce more action-based orientations to student language and language scaffolding in their disciplines.

### **Collaborative Participation as Language Scaffolding: Emily's CVA Session**

Similar to Lily's CVA session, Emily's CVA session (CVA #4) offered a productive space for participants to analyze the collaborative participation structures that she included in her lesson as well as re-evaluate contributions from a ML in her classroom video clip. As described in Chapter 5, Emily began the study motivated to incorporate more collaborative, action-based approaches to disciplinary instruction in her placement, but she expressed a limited understanding of exactly how those collaborative structures could scaffold both language and disciplinary learning for her ML students. Analysis suggests that discourse and interaction in Emily's CVA session supported Emily in recognizing how the collaborative, participation structures in her lesson potentially scaffolded ML's language and disciplinary contributions in her lesson. In this pathway, the group discussion started by focusing on the "complex" disciplinary concepts and activity targeted in Emily's Economics lesson, connecting economic systems with specific social values. Emily then raised concerns about whether a specific ML captured in her clip provided original contributions related to these "complex" disciplinary concepts or simply copied his groupmates' work. The other participants then suggested that the focal student did, in fact, offer original, "complex" contributions in the clip, and highlighted how Emily's collaborative structures in her lesson potentially scaffolded this focal student's contributions. The pathway ended with Emily shifting her orientations to this ML

student and the collaborative participation structures that may have scaffolded his language and disciplinary contributions in her CVA lesson. Table 7.18 offers a summary of the events in this linked pathway.

**Table 7.18**

*Summary of Events in Emily’s CVA Session Linked Pathway*

Event	Within-Event Summary
#1: Connecting Economic Systems and Social Values is “Complex”	Darren praised the focus of Emily’s lesson and described the ways students were connecting economic systems with social values as “complex”
#2: Emily is Worried About the Focal ML Student	Emily shared that she had been especially worried about a particular EL-classified student who spoke in the clip because she believed he typically “doesn’t contribute at all in class” and likely copied his peers’ work in the activity.
#3: Melody Characterizes the Activity as “Highly Intellectualized”	Melody, the course instructor, shifted the discussion from the focal ML student back to the lesson itself, and offers a new characterization of connecting the economic systems and social values as a “highly intellectualized activity.”
#4: Participants Highlight the Participation Structures	Melody highlighted the participation structures that supported the “intellectual activity” in the lesson, and she and other participants note how these participation structures potentially scaffolded the ML’s participation in the activity contributions in CVA clip.
#5: Emily Reevaluates the Focal ML Student’s Contributions	Ben and Melody suggest a more positive characterization of the focal student and the scaffolds in Emily’s lesson. Emily then reevaluated the focal ML student’s contributions in her CVA clip and reflects more deeply on the student’s contribution in her lesson more broadly.

In the first portion of her lesson (see Appendix I), Emily designed an activity where groups of three students were each assigned a role of researcher, reporter, or note-taker. The three group members researched and worked together to compile

specific characteristics about one country's economic system. Emily's CVA clip came from the second segment of her lesson where student reporters from each group verbally shared the information on their country's economic system they had compiled as a group. After each reporter shared, Emily asked probing questions and encouraged reporters to make connections between the characteristics they identified in their group and broader societal values those characteristics represented. Emily noted that she had designed this portion of the lesson specifically because students would need to make the same connections on an upcoming unit assessment. She clarified that she chose the collaborative group activity because "I didn't want it to come from me, I wanted them to like, collaborate and come together. And I've been trying to work on, like, group participation." She also reported concerns that many of her students, especially the EL-classified and Multilingual Learners (MLs) in her placement, were "not connecting with the information." A large portion of Emily's CVA discussion focused on one particular student reporter captured in the clip, whom Emily identified as one of the EL-classified students that she had been "targeting" in planning her lesson. Emily also expressed disappointment and embarrassment at the start of her CVA session because, in addition to reporting out his group's information, this focal student could also be seen secretly watching a soccer game on his computer throughout most of the CVA clip.

***Emily's CVA Event #1: Connecting Economic Systems and Social Values is "Complex"***

The first event in this pathway began at the start of the Narrate portion of Emily's CVA session, where participants narrate the student language use they noticed while watching the clip, Darren commented, "I noticed that the whole lesson [...] revolves around vocabulary, and the application of vocabulary, because like the term 'value' in this context, it's pretty complex, but it seemed like they got it." Focusing instead on the disciplinary task at the end of the lesson connecting economic systems with social values, Melody, the course instructor, and other PSTs praised Emily's lesson and her students' contributions making these throughout the classroom clip as "interesting" and "really cool."

In Figure 7.19 below, Darren offered a more specific comment about Emily's lesson, describing the lesson's focus on connecting economic systems to social values and her students' use of the word "values" as "complex."

**Figure 7.19**

*Darren Describes Connecting Economic Systems and Social Values as “Complex”*

1	<i>Darren</i>	Well, I <b>noticed</b> - the <b>big</b> thing I noticed about it was um, it seemed like- one, I
2		really <b>liked</b> it, and I- like the just the application of (1.0) the concept of values
3		and all [that and like, your personal (1.0) values, and like how that translates to
4	<i>Talia</i>	[mmm ((nodding))
5	<i>Darren</i>	like policy, I~thought~that~was~really interesting. [But I also noticed, like the
6	<i>Talia</i>	[mmhmm ((nodding))
7	<i>Darren</i>	<b>who:le</b> lesson has a <b>strong</b> um (1.0) well, revolves around vo:cab:ulary,
8		[and the application of vocabulary, because like the <b>term ↑value in this context,</b>
9	<i>E/T/Mo/L</i>	[((all nodding))
10	<i>Darren</i>	it's, uh <b>pretty~complex,</b> [but it seemed like they got it.
11	<i>E/T/Mo/L</i>	[((all nodding))

*Note:* Discourse indexing or characterizing the “values” portion of Emily’s lesson is highlighted in yellow throughout this pathway

*E/T/Mo/L* denotes simultaneous contributions from Emily, Talia, Molly, and Lily

In this short discourse segment at the start of the Narrate portion of the discussion, Darren was the first participant to characterize how Emily’s lesson challenged the students to connect specific characteristics of their economic systems with societal values as “complex,” highlighted in yellow above as this characterization travels across most of the other events in this pathway. Darren was likely referring to the portion of Emily’s lesson and clip when she would ask probing questions to each reporter after they shared the characteristics of their economic systems. During this portion of the clip, Emily projected a list of values at the front of the class and would prompt students to connect characteristics of their economic system with specific values. On lines 7-8 Darren noted that the lesson “revolves

around vocabulary and the application of vocabulary,” and characterized the use of the term “value” in Emily’s lesson as “pretty complex.” This portion of the lesson is particularly important to this pathway because reporters were challenged to make connections to the “values” on the spot, beyond what their group had constructed and without any direct support from their group. Darren’s comments praising this portion of the lesson and characterizing the application of the word “values” as “complex” are highlighted in yellow as this focus on the “values” portion of the lesson continues throughout this pathway.

***Emily’s CVA Event #2: Emily is Worried About the Focal ML Student***

Darren and other PSTs’ positive comments about the lesson and different student contributions in the clip eventually led to Event 2 in this pathway, depicted in Figure 7.20 below. In this event, Emily shared that she had been especially worried about one of the MLs students who contributed in the clip because he typically “doesn’t contribute at all in class.” Emily was unsure if the student is EL-classified or RFEP, but his status as a ML made him a focal student for much of Emily’s CVA session. Additionally, this was the only actual ML learner whose contributions were captured or discussed in any of the CVA suggestions, which suggested that additional Narrating events indexing or characterizing this particular student may have provided important cross-event context for understanding Emily and other participants’ orientation to this student and MLs more broadly. As shown by the end of this pathway, cross-event discourse analysis revealed that Emily’s positioning of this student and his contributions shifted by the end of the CVA session. Discourse



indexing or characterizing this focal student is highlighted in red to trace how this student was characterized throughout this pathway.

**Figure 7.20**

*Emily is Worried About the Focal ML Student*

35	<i>Emily</i>	Right? It's, but well, (1.0) and I'll just ↑add <b>that the student who contributed-</b> who
36		was the, the- and I didn't ↑ <b>assign</b> their roles, they assigned them themselves
37		within the groups, so somebody just drew the short end of the stick, you know.
38		(hh) Um, and I was a~little~bit worried about how <b>that</b> would ↑go, because I
39		hadn't thought <b>that</b> piece through and I just kind of let them assign their own
40		ro:les. Um- And he's actually <b>somebody who doesn't contribute at all in class,</b>
41		like, ever ((sweeping gesture with hand)). And so I don't know if it's- I don't
42		know, um. (1.0) I have, I don't know, (1.0) what it ↑is it if like I was thinking like,
43		maybe he's just off task, or I don't know. But he's also very, (1.0) um- in his
44		writing, I can tell that processing might ↑ <b>be</b> somewhat of an i- And like I said,
45		you know, he's one of the students (1.0) um EL, RFEP, I'm not sure=
46	<i>Ben(R/F)</i>	=You're
47		talking in the front group? ((points to projector screen))
48	<i>Emily</i>	The one that was the reporter in that front group. And so that in- in it of itself, like
49		he reported that it and hh((outbreath)) I'm sure it came from a groupma- a gr-
50		<b>another group person,</b> *hh ((inbreath)) but what I was also trying to emphasize is
51		like to ↑ <b>use</b> the resources at hand, [so I kind of bundled up those
52	<i>Melody(I)</i>	[mmm ((nodding)) Right
53	<i>Emily</i>	resources and said, here they are ((gestures placing object with hands)), reporter
54		reader, that's, you know, I mean, researcher, reader. Um and that specific fact or
55		characteristic that he gave up about the ↑ <b>U.S.</b> hh um He was doing some
56		researching. But it ↑ <b>ca:me-</b> it sounded like, exactly- to an activity that he wasn't
57		there for. So <b>it did come from the ↑group</b> ((gesturing with both hands coming
58		together)). And I think that that gave him that support, because <b>he did</b> (1.0)
59		<b>beautifully, like presenting that</b> [he- (2.0) he- so I was (1.0) So I was, I was glad
60	<i>Melody(I)</i>	[He did (3.0) Yeah
61	<i>Ben(R/F)</i>	[((nodding)) Yeah
62	<i>Molly</i>	[((nodding)) (2.0) Yeah
63	<i>Emily</i>	for that part, because <b>he</b> definitely was somebody <b>who I (1.0) was ↑targeting</b> with
64		this whole, like, let's <b>talk: this: through.</b>

*Note:* Discourse indexing or characterizing the focal ML student in Emily's clip is highlighted in red throughout this pathway

Emily's comments on lines 35-38 are important because she praised the focal student in the clip, but this characterization appears to be in contrast to the student's pattern of non-participation rather than the quality of his contribution. While she praised the student's contribution again on lines 58-59 ("he did (1.0) beautifully, like presenting that") her comments throughout most of the discourse before that (lines 48-58) suggested that she believed his contribution ultimately came from information that his groupmates had prepared without him. Her out and inbreaths on lines 15 and 16 suggested that Emily may have felt disappointed that the information he presented "came from another group person" or that his contribution was not a product of his own work. This characterization is peculiar, in that, by her own definition, the student had carried out his role as reporter exactly as she had designed the role and exactly as the other reporters in the video had done, reporting the information gathered by the whole group and responding to Emily's probing questions, but she ultimately doubted the depth of his contribution to the group or possibly his understanding of the material because the student co-constructed the material with his groupmates. To better trace how participants index or characterize this focal ML student, related discourse has been highlighted in red in this pathway.

***Emily's CVA Event #3: Melody Characterizes the Activity as "Highly Intellectualized"***

Event 3 came immediately after Event 2, starting when Emily commented that the focal ML "didn't pause" when speaking in the CVA clip. In this event, Melody, the methods course instructor, shifted the discussion from focusing on the quality of

the focal student's contributions back to the connecting the economic systems with social values first introduced in Event #1. Figure 7.21 depicts a moment when she offers a new characterization of this portion of Emily's lesson as a "highly intellectualized activity." Additionally, the color highlights in the discourse segment in Figure 7.21 below begin to show how the participants brought together these three indexicals during this portion of the discussion (the focal ML student in red, the "intellectualized" activity in blue, and the "values" portion of the lesson in yellow) and impacted participants' noticing, attention, and, as seen at the end of this pathway, Emily's orientation to or appreciation of the focal student's contributions as well as the scaffolds she included in the lesson.

**Figure 7.21**

*Melody Characterizes the Activity as “Highly Intellectualized”*

69	Emily	He did not (1.0) like, <b>he didn't pause</b> . So that was great.
70	Talia	(hhh)
71	Melody(I)	I think um (s.0) like, ((covers and uncovers face with hands)) these are
72		<b>sophomores</b> , these <b>aren't</b> seniors in econ [(hh) and these are sophomores, and
73	Emily	[(smiling and nodding)]
74	Ben(R/F)	[mmm ((nodding))]
75	Melody(I)	that's a (1.0) <b>highly intellectualized activity</b> that [is um (2.0) like, <b>way</b> out:side
76	Talia	[Yeah
77	Lily & Molly	[(nodding)]
78	Melody(I)	(hh) like, what-like (2.0) sort of your mainstream econ class.
79	Talia	[(nodding enthusiastically)] yeah
80	Molly	[(nodding)]
81	Ben(R/F)	In which ways?
82	Melody(I)	In that, like the- even <b>the word "values,"</b> right, when you ((gestures to Darren
83		with hand)) said that, like in this context values can mean totally different things
84		in different [classes. That's like one <b>heck</b> of a word to get the [kids to unpack
85	Emily & Talia	[(nodding)]
86	Ben(R/F)	[Especially in an
87		econ class (hhh)=
88	Melody(I)	=Yeah, <b>right</b> . Exactly. And then tie- <b>Yeah</b> , it can mean different~things <b>in</b>
89		econ:class, and then tie it- be able to tie ↑it to like economic <b>sys↑tems</b> . And then
90		there's another word <b>sys↑tems</b> , it's like, like, it can mean different~things~in~
91		different~places. Like, to ↑ <b>me</b> (1.0) that activity is not:an:easy:one to penetrate
92		for <b>seniors</b> , let alone sophomore. So there's some (1.0) <b>rea:lly intellectual</b>
93		<b>standard</b> that you are teaching toward

*Note:* Discourse indexing or characterizing the “intellectual activity” or scaffolds in Emily’s lesson is highlighted in blue. Discourse indexing or characterizing the focal ML student in Emily’s clip is highlighted in red. Discourse indexing or characterizing the “values” portion of Emily’s lesson is highlighted in yellow.

Immediately after Emily praised the focal student on line 69 for not pausing, Melody suggested that Emily’s 10th grade students in her clip were engaging in 12th

grade work in the discipline. Additionally, her gestures and emphasis on lines 71-72 suggest that Melody was particularly impressed by the students in the clip. Emily and I agreed, and on line 75 Melody characterized Emily's clip as a "**highly** intellectualized activity." Although Melody was not directly referencing the focal student, the timing of these responses suggests that Melody may have been trying to reassure Emily and reposition her lesson and students as engaged in advance, "intellectual" activity beyond the typical "mainstream econ class." After I asked for more specific examples on line 81, Melody highlighted how the students were able to "unpack" the word "values" in challenging ways, gesturing to Darren. This comment is highlighted in yellow in the transcript as it was likely referencing Darren's comments about the "values" portion of the lesson earlier in the CVA discussion described in Event #1. By referencing Darren's initial comment on the "complex" task of connecting economic systems with social "values" (highlighted in yellow), Melody was able to further shift the group's attention from characterizing one individual student's contribution (highlighted in red) back to analyzing the qualities of Emily's lesson and activity (highlighted in blue)..

#### ***Emily's CVA Event #4: Participants Highlight the Participation Structures***

Melody comments in Event #3 brought together the three indexicals (the focal student, the "highly intellectual" activity, and the "values" portion of Emily's lesson) and suggests a configuration that she characterized the student contributions in the clip (including the focal student's) and the values portion of her lesson as reaching toward "highly intellectualized" disciplinary and language standards. In

Event #4, Molly and Darren also offered positive characterizations of the focal student, noting that he appeared “confident” and “focused” in the clip. More importantly, Figure 7.22 depicts the moment shortly after when Melody suggested that participation structures that Emily included in the lesson had potentially scaffolded the focal student’s contributions and participation in the “intellectual activity.”

**Figure 7.22**

*Melody Connects the Focal Student to the “Intellectual Activity”*

98	<i>Melody(I)</i>	And then when you're, you know, in- I think it was <b>wi:se</b> , I think, it sounds like it
99		was wise to anticipate they were going to need to <b>do some↑thing</b> with this before
100		they just dive into the assessment. It'll be interesting for you to see those
101		assessments and see like how, how, what they what they come back with in those
102		but- but you know, then this ac↑tivity, which which was you <b>had a clear structure</b> ,
103		and you had <b>a routine</b> so <b>that kid</b> knew it was coming. (3.0) They still were <b>able to</b>
104		<b>(1.0) play ball in a rela:tively high pressure situation</b> like to- even though they've
105		<b>had</b> some prep time, they had collective group, they had something to look at, all
106		of those things helped to allow them <b>t:o have something substantial to say</b> . <b>And</b>
107		you then press them on most groups, <b>[you press them</b>
108	<i>Molly</i>	[Yes.
109	<i>Melody(I)</i>	on it. And they needed to say <b>more</b> . And they were able to do that. And I think
110		that is like <b>a lot was happening:there to make that all happen</b> .

*Note:* Discourse indexing or characterizing the “intellectual activity” or scaffolds in Emily’s lesson is highlighted in blue. Discourse indexing or characterizing the focal ML student in Emily’s clip is highlighted in red

Throughout this discourse segment, Melody drew her attention to the “clear structures” and “routine” that Emily had embedded in her lesson, also highlighted in blue. From line 102, she then made the important link between these structures and the focal ML (in red) and suggested that it had been these scaffolds that supported the

focal student's participation in the activity. Offering a bit more praise for this student than Emily in the previous event, on lines 104 and 106-107 Melody positively characterized this student's contribution as "substantial" in an otherwise "high pressure situation," again connecting these contributions on line 110 to the various participation scaffolds that Emily had put in place during the lesson (including group roles, co-constructing information about the economic systems, and the presentation routine). In this segment, the blue and red indexicals coming together illustrate how Melody repositioned the focal ML's contributions more closely to the "intellection activity" and suggested that Emily's participation structures likely supported the quality and ease of his contributions.

***Emily's CVA Event #5: Emily Reevaluates the Focal ML Student's Contribution***

Event #5 captures the final event in this pathway, where the discussion brought all three of indexicals (the focal student, connecting economic systems and social "values," and the "intellectualized activity" and scaffolds in her lesson) together again and led to Emily reevaluating how her participation structures may have scaffolded the focal ML student's contributions in her lesson. Figure 7.23 depicts a moment where Melody and I suggested a more positive characterization of the focal ML student's contributions in the clip and again highlighted the participation structures as scaffolds in Emily's lesson. The event and pathway end with Emily reevaluating the students' contributions in her CVA clip and reflecting more deeply on the student's contributions in her lesson more broadly.

**Figure 7.23**

*Emily Reevaluates the Focal ML Student's Contributions*

111	<i>Melody(I)</i>	And when it when it did come to the group that was nearest their turn, we- we'd
112		been watching these <b>two kids watch soccer games</b> , like I thought, oh, my
113		God~what's~gonna~ happen? [hhhh It was one of those like- I was nervous for
114	<i>Ben(R/F) &amp; Emily</i>	[hhhh
115	<i>Melody</i>	them. And then he just kind of:did it. He knew- <b>he knew where to look, he knew</b>
116		<b>what to say. He said it with confidence</b> , there was- And so (1.0) all of <b>those</b>
117		<b>structures</b> that were <b>really complex</b> , you managed to weave together ((grasping
118		hands together)) into something that they- that <b>they</b> could be <b>successful</b> in in that
119		moment. Yeah.
120	<i>T/M/D</i>	((all nodding))
121	<i>Ben(R/F)</i>	Can I just clarify again, so when they are talking about- <b>when they are assigning</b>
122		<b>the value</b> , that wasn't on the jamboard? Right?
123	<i>Emily</i>	That- I <b>did</b> ask them to include that in the jamboard. That was on the list of
124		instruc↑tions. But I was (2.0) I:felt:like that's <b>that was the most complicated piece</b>
125		of ↑it. [So that's also why I'd noticed that they were not necessarily:doing
126	<i>Melody(I)</i>	[Yeah
127	<i>Emily</i>	[that to begin with. Um (1.0) So that's why I was asking for more
128	<i>Ben(R/F)</i>	[But, yeah
129	<i>Ben(R/F)</i>	And it seemed because you know, because a couple people have mentioned like
130		Oh they read- <b>they~were~reading~from~the~jamboard, but-</b> and that's, that's fine.
131		But I think <b>that moment</b> , that was like a kind of <b>very spontaneous interaction</b> ,
132		[right? It wasn't like- they were, <b>they weren't reading an answer</b> =
133	<i>Melody(I)</i>	[mmhmm ((affirmative))
134	<i>Emily</i>	=Yeah, <b>[that</b> was not on there.
135	<i>Melody(I)</i>	[Yeah, <b>that</b> was not like [in a textbook.
136	<i>Ben(R/F)</i>	[Right? And <b>that's</b> what we're talking about,
137		this intellectual- <b>highly intellectual acti↑vity</b> of like, asking them to assign a value
138		to this system.

*Note:* Discourse indexing or characterizing the “intellectual activity” or scaffolds in Emily’s lesson is highlighted in blue. Discourse indexing or characterizing the focal ML student in Emily’s clip is highlighted in red. Discourse indexing or characterizing the “values” portion of Emily’s lesson is highlighted in yellow



Similar to Event #4, in lines 115-118, Melody continued to link her praise of the focal student (in red) to the “really complex” structures and scaffolds that Emily had included in the lesson. On line 121, I asked whether the information the students (including the focal ML) shared during the “values” portion of the clip was on the jamboard that was co-constructed with the group. From line 123, Emily clarified that she had asked them to work on connecting the “values” in her group, but she noticed that the groups had not made these connections because it was “the most complicated piece” of the lesson. From line 129, I then challenged Emily’s and others’ characterization that the focal student had been simply reading information from the jamboard that their group mates had prepared, and instead suggested that the “values” portion of the clip was more spontaneous. More importantly, I suggested that, despite watching a soccer game throughout most of the clip, this “spontaneous interaction” was proof that the focal student had actually been able to independently and successfully engage in the “highly intellectual” activity, connecting economic systems and societal values that Emily had targeted in her lesson. In contrast to her suggestion that the student had copied information from his groupmates, on line 134 Emily acknowledged that the student had offered an original contribution in the clip beyond the information that his groupmates had compiled on the jamboard.

In this pathway, the CVA discussion led Emily to reflect more deeply on how the participation structures in her lesson may have scaffolded an EL- or formerly EL-classified student’s language and content learning in her lesson as well as take up a more positive appraisal of the MLs’ contributions in her CVA clip. Interaction and

discourse in the CVA discussion appeared support this shifting orientation toward more collaborative or action-based orientations to scaffolding, namely by shifting the focus from the quality of the students' verbal contributions to a focus on how the existing participation structures (group roles and co-constructing knowledge with others) supported the depth and quality of the ML student's contributions. By highlighting how students were participating in "highly intellectualized" disciplinary and language activity and the "complex" participation structures that scaffolded their participation, Emily was able to revise her initial characterization that the student had just been watching a soccer game and copied his groupmates work during the activity, eventually recognizing that the student had, in fact, provided valuable and unique disciplinary contributions. At one point near the end of the CVA discussion, Emily further reevaluated the student's contributions, recalling that had closed the soccer game during the group research portion of the lesson and suggesting that he probably had contributed to the group research after all. This revelation suggests that the CVA discussion may have also helped her to reevaluate her initial noticing when teaching the activity and Narrating the clip in CVA session. Emily also reflected at the end of the CVA session that, "this [lesson] is not something that is natural to them, [...] So this felt like progress" and that "there are a lot of like, very intellectual lessons in this [activity]."

Emily did not mention the focal student in her written reflection after the CVA session, although she did write, "the [CVA] changed my thinking about this activity and helped me better understand how much language is part of all student

interactions.” Similarly, Emily said in the post-CVA focus group that the CVA sessions helped to “reframe [...] how language is happening” and that she now understands that “language is happening all the time” in her classroom instruction. As reported in Chapter 5, Emily orientations to language scaffolding at the beginning of the study focused mostly on providing translated materials and instructions in the students’ home language and demonstrated a limited understanding of how the collaborative structures could also scaffold language and participation for EL-classified or MLs. The pathway of linked events described above suggests that Emily’s orientations to scaffolding shifted toward more action-based orientations, as discourse and interaction across her CVA session supported her in recognizing how the collaborative participation structures in her CVA lesson likely scaffolded the focal students’ rich language and disciplinary contributions in her CVA clip.

### **Shifting Orientations in the CVA Sessions**

One of the more powerful aspects of the CVA sessions in this study is the ability to create a collaborative, reflective space for PSTs to co-construct new orientations and ideas about student language use and language scaffolding in their disciplinary practice toward the worthy goals of effective and equitable action-based orientations. The five pathways presented above, and Chapter 6 illustrate how the CVA sessions supported shifting PSTs’ orientations to student language use and scaffolding toward action-based orientations in three ways. First, the pathways that emerged in Talia and Darren’s CVA sessions demonstrated how collaborative discussion and analysis of student language in the CVA clip contributed to shifting

PSTs' (and possibly the course instructor's) orientations to language from a focus on students using specific linguistic *forms* to a broader focus on the ways students were using language to *participate* in disciplinary practices or activities like source analysis or negotiation. Molly's pathway demonstrated how more action-based examples shared before her CVA session (Darren's Socratic Seminar) mediated a shift from planning more individual activities to more collaborative, interactive approaches to disciplinary activity and scaffolds. Additionally, the action-based ideas and orientations co-constructed in Molly's CVA session later served as a mediating tool for generating additional action-based ideas and approaches in Lily's CVA session. Finally, pathways in Lily and Emily's CVA sessions demonstrated how collaborative discussion and analysis of existing scaffolds and structures in their lessons (pair talk and group roles) shifted the two PSTs' orientations to scaffolding away from more behaviorist or formalist visions of scaffolding toward more action-based visions of scaffolding and recognizing how the existing collaborative participation structures in their CVA lessons likely scaffolded students' the rich language and disciplinary contributions captured in their CVA clips. These three themes are explored in more detail in the Discussion chapter (Chapter 8) below, and they demonstrate the potential for CVA as a valuable tool for supporting teacher thinking and learning about language and scaffolding for EL-classified and MLs in their disciplinary instruction. However, despite the shifts toward action-based orientations to language and scaffolding described above, Chapter 8 also presents post-CVA data suggesting that PSTs left the CVA sessions with remaining challenges

and misunderstandings in how to take up these orientations in their disciplinary instruction.

## **Chapter 8**

### **Discussion and Implications**

Based on the results of this study, I argue that structured Collaborative Video Analysis (CVA) sessions focused on noticing student language and re-envisioning disciplinary instruction supported PSTs in developing and shifting their expressed orientations to student language use and scaffolding toward action-based orientations in their disciplinary instruction. In these CVA sessions, teacher candidates, their methods course instructor, and I as the facilitator, language expert, and additional teacher educator analyzed, discussed, and re-envisioned videos of PSTs' own classroom practice with a focus on integrating and imagining action-based orientations to language and scaffolding. This chapter explores the three themes evident in how participants' orientations shifted during and across the CVA sessions described in Chapters 6 and 7, wider teacher learning across the CVA sessions, and remaining challenges and misunderstandings among participants. The chapter ends with discussing the pedagogical and methodological implications for teacher educators and educational researchers, outlining the affordances, constraints, and future possibilities for the approach to collaborative video-embedded learning and cross-event analysis explored in this dissertation.

#### **Shifting Orientations in Collaborative Video Analysis**

As described in Chapters 6 and 7, cross-event analysis suggests that interaction and discourse in the CVA sessions supported participants in shifting their orientations to language and scaffolding in three ways. Talia, Darren, and possibly

Melody expressed a shift from a focus on students using specific linguistic forms to a broader focus on the ways students were using language to participate in disciplinary practices or activity. Molly and Lily's approaches to disciplinary instruction shifted from focusing on more individual student activities to planning more collaborative approaches to disciplinary instruction that centered student interaction. Emily and Lily's orientations to scaffoldings shifted from articulating more behaviorist and formalist visions of language support to arguing for more action-based orientations that position collaborative participation as effective language scaffolds. These three themes reflect the broader patterns of teacher learning that emerged across the CVA sessions as well as many tenets of the action-based orientations to language targeted in this study. Additionally, these themes echo Sherin's (2004) assertion that video-embedded learning affords the "opportunity to develop a different kind of knowledge for teaching—knowledge not of what to do next, but rather knowledge of how to interpret and reflect on classroom practices" (p. 14). Although similar studies of language-focused video-embedded teacher learning are rare (see Daniel et al., 2020; Estapa et al., 2016; Jackson, 2021; Jackson & Cho, 2018) the findings presented in this dissertation reflect similar themes in this emerging body of work.

### ***Shifting Orientations to Language: Forms to Participation***

Talia and Darren's shifts from focusing on forms to participation described above aligns with the inclusive, action-based orientations to language outlined in Chapter 2. A focus on participation in disciplinary practices or activity represents an orientation to language and instruction beyond simply learning and retaining specific

disciplinary terms or “academic” forms of language. Rather, Talia and Darren’s new articulations about student language in their CVA clips positioned language as participation and action--something that students do or will do in situated, communicative disciplinary practices or activity with others to actively construct meaning and expertise (Kibler et al., 2021; Lantolf & Thorne, 2006; van Lier, 2004; Valdés et al., 2014; Walqui & van Lier, 2012). As described in detail in Chapter 5, the five PSTs came into the CVAs articulating a range of orientations to language and scaffolding in their respective disciplines. For participants who entered the study with orientations closer to these action-based orientations or teaching in a field placement classroom that reinforced these orientations (like Darren), participation in the CVA sessions created a space to reaffirm, clarify, or reevaluate these beliefs. For others who started the CVA sessions discussing less action-based orientations to language or more challenging field placement contexts, the CVA sessions provided a productive context to unpack, analyze, and shift their orientations to language and scaffolding for MLs in their disciplines.

### ***Shifting Orientations to Disciplinary Instruction: Individual to Collaborative***

Molly and Lily’s shifts from more individual to collaborative orientations to disciplinary instruction reflect many tenets of the sociocultural (Lantolf & Thorne, 2006; Rogoff, 2003; Tomasello, 2003; Vygotsky, 1978; Wertsch, 1991) and ecological (Gibson & Pick, 2000; van Lier, 2004) theories of language and learning explored in Chapter 2. These new orientations to disciplinary instruction posit that language and disciplinary learning develop together through collaboration and



discussion, where learners work together to co-construct new knowledge through participation in collaborative activities such as peer-editing research papers or collaboratively analyzing historical sources side-by-side with others. Molly and Lily's shifts towards new understandings and approaches to their disciplinary instruction echo Daniel et al.'s (2020) findings that teachers participating in CVA "made sense of instructional interactions in ways that afforded new insights into their instruction and new opportunities to think about instructional alternatives" (Daniel et al., 2020, p. 11). Like Molly taking up ideas generated in her CVA session, Estapa et al. (2016) also found teachers who participated in video analysis to support noticing related to teaching and learning math for EL-classified learners "experienced a shift in their noticing including insight to pedagogical changes necessary for future interactions with ELLs [sic]" (p. 99).

### ***Shifting Orientations to Scaffolding: Collaborative Participation as Language Scaffolding***

Emily and Lily's articulated shifts from a more behaviorist or formalist visions of scaffolding to scaffolding as collaborative participation also aligns with action-based perspectives on scaffolding explored in Chapter 2. These orientations suggest that collaborative, dialogic, and interactive learning can serve as powerful scaffolds for both disciplinary and language learning (Bunch & Lang, 2022; Gibbons, 2015; Walqui & Schmida, 2022; Walqui & van Lier, 2010). Like Lily and Emily's reflections and new orientations to their collaborative participation structures as language scaffolding, Daniel et al.' (2020) study of language-focused videotaped

lesson analysis for elementary in-service teachers found that participating in CVA “provided teachers with a mirror to their instruction, which allowed them to notice how and when students were able to contribute or interact during their lessons” (p. 7). Furthermore, Emily’s shifting orientation and more positive evaluation to the ML’s contributions in her CVA clip reflect findings in similar studies that participation in language-focused CVA sessions “prioritized and facilitated teacher focus on ELLs” (Estapa et al., 2016, p. 100) and afforded teacher noticing of “the rich capabilities of their [ML] students” (Daniel et al., 2020, p. 1).

As discussed in Chapter 2, I argue that instruction informed by these action-based orientations is better suited to address the linguistic, academic, and sociopolitical imperatives facing EL-classified and MLs in the US. The CVA sessions in this study provided a productive, collaborative space for the teacher candidates to explore action-based orientations, re-envision their disciplinary instruction toward these orientations, and potentially prepare them to provide their future students with more opportunities to engage in rich, collaborative disciplinary learning.

Additionally, the inclusive and action-based orientations to student language targeted and developed in these CVA sessions challenge the linguistic classroom norms that have historically limited EL-classified or MLs’ opportunities to participate in and contribute to rich disciplinary learning (Rosa & Flores, 2017; Walqui, 2007).

Although nearly all of the participants had limited or no prior experience working with EL-classified or MLs in their placements, the CVA discussions explicitly challenged the participants to center these students’ potential experiences in their

classrooms and re-envision an approach to disciplinary instruction that invites a wider range of student contributions beyond the traditional “standard language” ideologies in their disciplines. It is also important to note that the CVA sessions also included moments where PSTs and even the course instructor suggested or reified formalist or prescriptivist orientations. The findings suggest that the discussion helped unpack those orientations and, in some cases, suggest more action-based alternatives.

### **Learning Across Participants’ Teacher Learning Ecosystems**

Sociocultural and ecological scholars insist that teachers and their full range of activities and decision making are situated in social, cultural, historical, and personal contexts, and that any learning can only be understood within a larger system (Greeno, 2006; Russ, Sherin, & Sherin, 2016). Therefore, it is important to situate these brief CVA sessions within the PSTs wider teacher learning ecosystems. The five PST participants in this study were enrolled in a rigorous, tradition university-based Master’s and credential program that included coursework centered on challenging and socioculturally-informed theories of learning, pedagogy, and language in their respective disciplines as well as field placement experiences observing and teaching in local classrooms. Education research has argued for some time that there often exists a “theory-practice gap” in many traditional, university-based teacher preparation programs, where theory and knowledge presented in university courses is often presented without much connection to practice (Feiman-Nemser, 2012; Korthagen & Kessels, 1999; Korthagen & Russell, 1995; Ziechner, 2010). Lucas (2011) argues that the gap is potentially even larger for preparing

teachers to work with EL-classified learners, because teacher education programs typically separate preparation for disciplinary instruction from preparation for MLs, leaving new teachers to integrate this learning with little mediation.

Outside of the CVA sessions in this study, the five teacher candidates in this study participated in additional activities in their university coursework and field placement classrooms that likely supported them in bridging the theory-practice gap. However, the analyses presented in Chapters 6 and 7 suggest that interaction and discourse in the CVA sessions in this study also mediated links between theory and practice for working with MLs in their disciplines. In line with previous research on video-embedded teacher learning, the CVA sessions afforded shifting participants' attention and reasoning toward more elaborate descriptions and analyses of classroom interactions and student thinking and language (Sherin and Han 2004; Borko et al. 2008; Santagata et al. 2007). Research has shown CVA to be a productive space for teachers to hear, challenge, and consider each other's ideas and, in turn, increase teachers' ability to attend to and reason about student thinking (Borko et al. 2008; Jacobs et al., 2010; König et al., 2022; Sherin & van Es, 2009; Sherin & Han 2004). Similarly, the PSTs in this study were documented considering, taking up, and even challenging each other's ideas and noticing related to student language use in the CVA clips, leading to the three shifting orientations to student language use and scaffolding toward action-based orientations discussed above.

### **Remaining Challenges and Constraints to Implementing Action-Based Orientations**

The analyses presented in Chapter 6 and 7 extend beyond a “micro” analysis of individual moments or events in the study and demonstrate social action such as PSTs’ orientations to student language and scaffolding shifting closer to action-based orientations in their disciplines during the CVA sessions. Despite robust pathways demonstrating shifts toward action-based orientations in and across all 5 of the participants’ data, the individual participants also expressed a range of continued challenges and constraints in their thinking about and taking up these action-based orientations.

### ***Remaining Prescriptivist Orientations to Language Scaffolding***

As an example, multiple participants described using “sentence frames” or “sentence starters” as a language scaffold near the start of study in the pre-CVA focus group and Talia’s CVA session (CVA #2). As described in Darren’s pathway in Chapter 7, scaffolds like sentence frames or word banks are often associated with more prescriptivist orientations that run counter to sociocultural or action-based orientations because this approach to language scaffolding dictates what particular language or linguistic forms (often those associated with “standard” or dominant varieties of language) should be valued in disciplinary activities (Alvarez, Capitelli, & Valdés, 2023). By the end of the 6 CVA sessions, most participants had moved away from suggesting sentence frames as a language scaffold, possibly due to me frequently challenging the utility of this approach during the CVA sessions.

However, when asked during the post-CVA focus group what approaches to language scaffolding the participants were most excited to implement after the CVA

sessions, Lily shared, “I don't know who said it, but someone said like, like scaffolding talking, providing, like sentence frames. I keep meaning to do that.” Lily continued that, because she believed her students were reluctant to participate in group work, she wanted to use sentence frames to build students' confidence when speaking aloud. Lily may be describing using sentence frames similarly to how Darren used the scaffold as a “worst case scenario” for students who were hesitant to speak” in his Socratic Seminar. However, Lily highlighted this potentially prescriptivist support as one of her main take-aways from the CVA sessions which may indicate she had a limited understanding about action-based orientations to language scaffolding after the CVA sessions. Additionally, Lily was also the least active in the CVA sessions, for various reasons described in Chapter 5, so this limited perspective may also be the result of her limited participation in the CVA sessions.

***Remaining Questions and Insecurity about Implementing Action-Based Orientations***

Although Molly and Emily both appeared to have left the study with more action-based orientations to language and new ideas for implementing these orientations in the classroom, they both shared that they had remaining questions and concerns about how best to support EL-classified learners in their future classroom. Emily shared that she would love to try an idea similar to the “peer review” shared in Molly's CVA session, but that implementing this approach “would take a lot of planning and structuring. And that's just- I'm not there.” She also described her planning for more collaborative activities with her MLs as “a work in progress” and

that, while she had been trying to incorporate more group work in her placement she still depended heavily on providing home language supports and translations for many of her EL-classified students. Providing home language support does not run counter to action-based orientations, but Emily's comments here suggest that, even after 6 CVA sessions, she still had considerable challenges to also incorporate more action-based, collaborative language scaffolds for her students.

Molly shared excitement to implement her new action-based orientations but expressed similar challenges to implementing these orientations in her placement classroom. She noted how the ELD methods course provided "theories and ideas [...] but there was never really, like a solution or an answer to how to deal with it." Molly continued, "we've been given a lot of information about the importance of supporting language learners, but really how to do that, like solidly how to do that. I feel like there still hasn't been, like, an answer provided. And again, I think that's because everyone's still trying to figure it out."

Although Molly's comments above were likely characterizing her experience in her TEP program more broadly rather than the CVA sessions on their own, Molly, Emily, and Lily's challenges in taking up more action-orientations highlight some remaining concerns about this study. First, these comments could suggest that the CVA sessions in this study were not sufficient for these participants to completely bridge the "theory-practice" gap. However, the range of other post-CVA data and reflections presented in this chapter suggests that the participants overall found the

CVA sessions useful and reported that they felt more confident and successful in taking up more action-based orientations in their practice.

### ***Continued Field Placement Constraints***

Recent scholarship in education research continues to highlight the field placement as an important but complicated site of learning in the teacher learning ecosystem (Bullough et al., 2003; Capraro et al., 2010; Ronfeldt & Reiningger, 2012; Tang, 2003). As explored in Chapter 5, the 5 PST's often cited various constraints from their field placement classroom on their ability to apply and experiment with more action-based orientations to scaffolding and disciplinary instruction from their ELD methods course. All PST participants except Darren also noted that their field placement contexts continued to constrain their ability to put into practice some of the action-based orientations to scaffolding and instruction that they explored in the 6 CVA sessions. Among other constraints, PSTs noted that limited schedules, pending student graduation, and extended school closings due to a recent natural disaster all made it difficult for them to implement some of the action-based orientations. Emily noted that many of the frustrations she had with her CTs at the start of the student (see Chapter 5) had not improved, and she was still being pressured to focus her support and scaffolding on providing translated materials and instruction rather than the more collaborative structures generated in the CVA sessions. Additionally, all participants, aside from Darren, noted that, although they felt more comfortable to structure collaborative activities, they still perceived that their students had a "lack of



community” and were often reluctant to participate in more collaborative, interactive group work.

### *Continued Challenges in University and Personal Life*

The five participants also cited a range of challenges in their university coursework that constrained their ability to put some of the action-based ideas from the CVA sessions into practice. At the time of this study, the PST participants were at the midway point of their Teacher Education Program. In addition to taking multiple challenging university courses and a seminar during the study, the PSTs were also preparing for the edTPA, a lengthy and time-consuming performance assessment that required the participants to create additional lesson plans and classroom videos. As the CVA sessions ended just before the spring academic quarter, the five PSTs were also busy searching and applying for jobs and preparing for their final quarter in the program. Participants cited these demands as negatively impacting their focus during and after the CVA sessions as well as their motivation and energy to implement some of the new ideas from their discussions.

The PSTs’ remaining challenges, misunderstandings, and constraints across their teacher learning ecosystems highlight how daunting it can be for new teachers to try and bridge the “theory-practice” gap and put the action-based orientations to language into practice. Although the CVA sessions provided opportunities for sustained, collaborative inquiry focused on re-envisioning and co-constructing new ideas for classroom practice with disciplinary and language experts, it would be unrealistic to expect six 45-minute CVA sessions to fully bridge the challenging

learning in their university coursework to the more practical teaching concerns in their field placement classroom. I also do not wish to suggest that participating in these six CVA sessions completely alleviated all the participants' concerns or insecurities about how best to support EL-classified students or MLs. Especially considering these participants' limited access to working with this population of students, these CVA sessions likely provided an important space for the novice teachers to collaboratively explore and imagine how challenging new theories and pedagogies could fit into the immediate context of their field placement classrooms as well as their future practice as a classroom teacher. As Jacobs et al. (2010) remind us, "what teachers do and do not attend to in classroom lessons is foundational for future instruction" (p. 171), and the social action described in Chapters 6 and 7 and the PSTs' post-CVA reflections are powerful indicators of their continued learning and developing orientations toward the action-based orientations to learning targeted in this study.

### **Limitations**

While the purpose of this study was to analyze how interaction and discourse during CVA sessions afforded or constrained the PST participants' orientations to language and scaffolding in their disciplines, I recognize that the PSTs' learning and orientations were likely impacted by additional affordances and constraints across their wider teacher learning ecosystem. It is the goal of any teacher learning activity to effect lasting change or improvement, but it is beyond the scope of this dissertation to claim that any participant's orientations or shift in orientation persisted after this

study, and this study does not aim to generalize findings beyond the 5 PST participants and six CVA sessions and focus groups during the study. In a study about PSTs' thinking about disciplinary instruction, it could have been advantageous to include post-CVA class observations or a second round of CVA to examine how the PSTs were taking up the developing action-based orientations from their CVA sessions. However, as described above, additional CVA work would likely place considerable demands on the PSTs' already rigorous schedules as they finished their coursework, submitted edTPA materials, and began the job search process for the next school year. Future iterations of this study would benefit from follow-up interviews, class observations, or even additional CVA sessions to follow the continuing trajectories and pathways of these important ideas.

### **Pedagogical Implications**

This dissertation study adds to the growing body of research on language-focused video embedded learning to support PST noticing and re-envisioning student language use and disciplinary instruction for EL-classified learners and MLs. This study offers some important implications and considerations for teacher educators wanting to take up CVA as part of larger efforts to prepare novice teachers to work with EL-classified and MLs.

First, The Narrate, Re-Narrate, and Re-Envision CVA discussion stages and guiding questions and prompts (see Table 4.1) likely provided important structure to the CVA discussions that focused teacher noticing and discussion on, language, language scaffolding, and MLs. Although the purpose of this study was not to design

a scalable, “plug and play” approach to language-focused CVA, these three stages and most of the prompts are not limited to the action-based orientations in this study and could be easily adapted to focus on other orientations to language or learning objectives.

It is also important to also emphasize that discussions and imagination during the CVAs were collective and collaborative between all PSTs, the course instructor, and me, with all emergent ideas and contributions available to everyone across all six CVA sessions. Although teacher educators may need to consider and evaluate individual contributions during or after CVA sessions, they should not underestimate how collaboration and collective imagination mediate learning and co-constructing new ideas during these discussions

Teacher educators should also not underestimate their own importance and influence during the CVA sessions. Likewise, teacher educators wishing to take up this approach to CVA in larger classes will likely be unable to participate in all CVA sessions. The CVA sessions in this study featured two teacher educators: a disciplinary expert (Melody) and language expert (me). Melody and I both also had years of experience working as Teacher Supervisors which frequently informed our comments and discussion. Multiple PSTs identified both Melody and me as important affordances during the CVA sessions that helped “reframe” their thinking or “validate” their ideas shared in the discussion. At multiple times during the CVA sessions, Melody provided her disciplinary expertise to highlight the disciplinary value of both the PSTs’ CVA lessons or characterize student language use in the

CVA clips. In Emily’s CVA session, for example, Melody characterized the content and structure of Emily’s CVA lesson and the students' contributions in her clip as reaching a “highly intellectual standard.” As elaborated in Chapter 7, this characterization was taken up by other participants, and led Emily to re-evaluate and appreciate one EL-classified learner whose contributions she had initially dismissed. Inversely, in more than one CVA session, Melody suggested orientations to student language use that ran counter to action-based orientations which were similarly taken up by the PST participants with little to no resistance or critique. Teacher Educators with larger classes might consider conducting model CVA sessions to highlight both the protocols and worthy goals of this pedagogical approach before asking PSTs to conduct CVA sessions on their own. Despite the challenges Teacher Educators will likely face in participating in multiple CVA sessions in larger classes, these findings emphasize the importance of the course instructor/disciplinary expert and how easily their contributions can be taken up during CVA discussions.

My roles as language expert, teacher educator, and CVA facilitator also seemed to provide important affordances across the CVA sessions, especially in refocusing on the learning objectives and worthy goals of action-based orientations to language and learning for MLs in their disciplines. Kang and van Es (2019) describe facilitating conversations among CVA participants as a “critical process of productive video use” (p. 244). Kang and van Es (2019) elaborate that one of the main goals for the facilitator then is to “move conversations from oversimplified judgments to identifying noteworthy features of classroom interactions, describing those events in

detail for the purposes of understanding them” (p. 244). Throughout nearly all of the pathways described in Chapters 6 and 7, I frequently highlighted noteworthy features of student language use, classroom interactions, and collaborative participation structures, as well as pushed back on “oversimplified judgements” of student language use or language scaffolds observed in the clips. However, this is not to say that the facilitator is responsible for completely managing and guiding learning in the CVA sessions. As demonstrated in all of the pathways in Chapters 6 and 7, contributions from Melody the course instructor and, more importantly, the PST participants themselves also highlighted noteworthy features of the lessons and challenged oversimplified judgements of students in the clip towards these worthy goals.

Dobie and Anderson (2015) suggest that expressing contrasting ideas and attaching ideas to individual participants in open discussion is particularly helpful in supporting teacher learning in CVA. Across the various pathways described above, I often encouraged participants to explore contrasting ideas more directly (such as playing “devil’s advocate” to using the document camera in Molly’s lesson), but other times, participants offered contrasting ideas more spontaneously (such as Emily’s story of her bilingual mother in Talia’s CVA discussion). Additionally, I frequently used “we” when exploring particularly challenging or contrasting ideas and assigned specific ideas or examples to the PSTs to invoke a shared sense of reflection and collaborative discussion. Similar to Dobie and Anderson’s (2015) findings, offering contrasting ideas and attaching ideas to individual participants

provided a “critical resource” for shifting the conversations and orientations in many of the pathways in Chapters 6 and 7 toward more action-based orientations to the CVA clip or lesson (p. 238).

Selecting the video clip for the CVA session created some challenges for productive discussion about student language and scaffolding during the CVA sessions. Multiple studies have highlighted video selection as an essential component of video-embedded learning (e.g. Goldsmith & Seago, 2011; Sherin et al., 2009). But, as Kang and van Es (2019) remind us, “identifying the right video is challenging because what is ‘right’ largely depends on situations and the learners (preservice teachers)” (p. 243). Although the PSTs were asked to bring videos of students engaged in collaborative, dialogic activity, all participants except Talia brought clips that depicted teacher-led IRE/F exchanges where they stood at the front of the class and fielded and evaluated student responses to questions. At first glance, the selected CVA clips might suggest that, like Molly, the participants struggled to plan for more student-to-student interaction in their lessons. However, Emily, Darren, and Lily’s CVA lesson plans all included some form of student-to-student interaction or collaboration that was not presented in their CVA clip. Multiple participants reported that they had filmed these interactive portions of the lesson, but decided not to use that portion of their lesson for CVA because it was difficult to make out student conversations in the video. While the self-selected and self-recorded videos were productive for the CVA sessions in this study, teacher educators should be mindful of providing teacher educators with adequate tools (such as multidirectional

microphones for recording small group talk) and setting clear expectations in selecting a video for their CVA sessions.

### **Program Design Implications**

This dissertation study also offers some important implications and considerations for implementing CVA as part of wider teacher education programs efforts to prepare novice teachers to work with EL-classified and MLs. However, CVA is only one of many spaces where novice teachers think and learn about instruction for MLs across their learning ecosystems. CVA sessions alone will likely not meet PSTs' complex learning needs in bridging theory and practice when working with MLs, and teacher educators and administrators should consider how this approach to video-embedded learning fits with wider efforts across the teacher education program to prepare novice teachers to work with this population of learners across the curriculum.

The action-based orientations centered in these CVA sessions were likely more accessible to the PSTs because they were designed to closely align with the theoretical orientations to language and learning presented in their ELD methods course prior to the study as well as the wider socioculturally-informed visions of learning embedded across many of the courses in the PSTs' Teacher Education Program. Additionally, participants noted several aspects of their field placement, university coursework and personal lives that impacted their ability to take up and experiment with the target orientations in this study. When designing similar approaches to video-embedded teacher learning, program designers should take time



to consider how well the goals and learning objectives of the CVA sessions align with broader orientations to learning and other affordances and constraints across their PSTs' learning ecosystems.

Additionally, situating the CVA sessions within the disciplinary methods course together with the methods course instructor likely afforded opportunities for PSTs and their instructor to incorporate the candidates' developing disciplinary expertise and pedagogical content knowledge more readily during the CVA sessions. However, it is unlikely that the CVA discussions would have been as productive toward meeting the goals without the additional language expert and facilitator, and teacher education programs may find it difficult to have both a disciplinary and language expert available during these CVA sessions. Instead, this approach might be better considered as part of an ELD methods or similar course that specifically targets PST learning and instruction for working with EL-classified or MLs. Ideally, this course would take place while (or shortly after) PSTs are also developing expertise in specific content areas. The CVA sessions would then serve as a collaborative space for PSTs to adapt the emerging theoretical perspectives and orientations to language and scaffolding for MLs targeted in the ELD methods course to their developing disciplinary expertise. Situating the CVA sessions in the same methods course where PSTs are introduced to the target orientations to language and instruction for MLs could improve both the immediacy of these important concepts and access to language-expert faculty for facilitating the discussions.

Teacher Education Program designers might also consider ways to incorporate Cooperating Teachers (CTs, also called Master Teachers in some programs) into the CVA sessions. CTs would likely bring additional contextual information, practical knowledge, and experience to the discussions that could be useful at any stage of CVA session. However, as Cochran-Smith and Villegas (2014) remind us, efforts to restructure the field placement experience and teacher learning to encourage more collaboration with CTs, peers, and supervisors remains a challenge for many TEPs due to a number of constraints including conflicting schedules, costs, professional development for CTs, and disconnect between theory and practice in the university field placement classrooms. Like many other studies of video-embedded learning, this study highlights ways TEPs can use CVA to work around these constraints and work towards better incorporating novice teachers' university and field placement experiences in a collaborative, university classroom context.

Kang and van Es (2019) also suggest that the timing of video-embedded learning in PSTs' wider program may also be an important factor as different experiences and responsibilities at different stages of the program enable teacher educators to highlight different learning goals. In fact, the CVA sessions in this study happened at a time when the PST participants had recently taken more teaching responsibility in a new field placement classroom. Additionally, the PSTs had just finished challenging coursework exploring sociocultural approaches to language and scaffolding in their ELD methods. As evidenced by the various self-reported challenges and constraints described in Chapter 5, it is likely that the CVA sessions

occurred at an opportune time when participants were faced with more practical concerns of bridging the “theory-practice” gap in their placement.” Although some research has shown how video-embedded learning can be productive near the start of a teacher education program, the developed relationships between the PSTs and increased responsibility in the field placement classroom at the time of the study likely made for more productive CVA discussion.

### **Methodological Implications**

For education researchers, this study’s findings illustrate how Wortham and Reyes’ (2015) approach cross-event discourse analysis can be a powerful analytic tool to examine collaborative teacher learning within video-embedded professional development. While within-event discourse analysis is commonly used to examine individual teacher learning during video-embedded teacher learning data (see Kim & Silver, 2016; Wagner & Lewis, 2021; Waring, 2013, 2014), and Barnes and Falter (2019) recently employed Conversation Analysis to look more specifically at PSTs’ interaction and discursive moves within video analysis sessions and other video, to date, there are no studies of video-embedded teacher learning that employ Wortham and Reyes’ (2015) cross-event approach to discourse analysis explored in this study. This analytic approach offers important methodological contributions to better understanding how interaction and discourse across events afford or constrain teacher learning in a collaborative video-embedded context.

Through this cross-event approach to discourse analysis, I was able to not only attend to what the PSTs and other participants said explicitly in key events

during the Collaborative Video Analysis sessions, but also, configure how these key events linked together in cross-event pathways. By tracing how indexicals, utterances, and ideas traveled across these pathways, this approach allowed me to examine how interaction and discourse between participants within and across the 6 CVA sessions contributed to shifts and changes in PSTs' noticing, positioning, and orientations to student language use and scaffolding. As Wortham and Reyes (2015) argue, "No matter how sophisticated our analyses of discrete events, we cannot offer empirically adequate analyses of processes like learning and socialization unless we study pathways across linked events, because such processes are inherently cross-event" (p. 1). While there is a large body of research that makes use of discourse analysis to examine teacher learning in video-embedded contexts, many studies instead rely on individual teacher reflection after participating in the collaborative activities as evidence of learning. While a more individual approach to data collection and analysis is certainly useful and less time consuming than cross-event discourse, I argue that this individual approach to data collection and analysis represents a narrow vision of learning or development in these collaborative activities. Limiting evidence of teacher learning to individual reflections after participating in the video analysis activities, or worse, treating the video analysis activities as a kind of impenetrable "black box" potentially neglects the rich interaction and discourse that mediate teacher learning during these collaborative activities. Sociocultural and ecological orientations to learning insist that teacher learning extends beyond individual participant's reported cognitive shifts or evolutions and is instead situated within and

across the collaborative, interactive activities themselves. Although cross-event discourse analysis places considerable time and labor demands on the researcher in transcribing and tracing potential pathways, I argue that this approach to data collection and analysis affords a more nuanced and comprehensive understanding of how individual and collective teacher learning emerges (or not) in these collaborative activities.

In researching video-embedded teacher learning, teacher educators and researchers may find it useful to apply this analytic approach to examine or document recurring patterns of interaction and discourse that lead to productive teacher learning in these collaborative learning contexts. These patterns could then support teacher educators and researchers in how best to support novice and experienced teachers to better engage in reflection, collaboration, and bridging the “theory-practice” gap with challenging theoretical perspectives and imperatives during CVA. This approach could also be applied to collaborative, dialogic teacher learning outside of video-embedded contexts such as small group discussions in methods courses or meetings between PSTs and their teacher supervisors and mentor teachers. Finally, this approach to cross-event analysis highlights the power of action-based perspectives of the CVA sessions themselves, as PST learning similarly developed through carefully *scaffolded* and *collaborative* learning opportunities with members across the PSTs’ teacher learning ecosystem that emphasized *learner agency* and *interaction* embedded in the participants’ different learning *contexts* and *environments*.

## Appendix A

### Adapted Version of Gail Jefferson's (2004) Transcription Conventions for Conversation Analysis

-	A dash marks a cut-off in sound or an interruption.
<b>WORD</b>	Bold indicate some form of emphasis, such as changes in pitch and/or amplitude.
◦	Small circles indicate dialogue that was spoken quietly or under the speaker's breath
[	A left bracket marks where there is overlapping or simultaneous talk.
:	Colons indicate that the sound immediately preceding has been noticeably lengthened.
.	A period indicates a falling intonation.
?	A question mark indicates a rising intonation.
,	A comma indicates a falling-rising intonation.
↑	An up arrow indicates rising inflection on a word
=	An equal sign marks where an utterance is "latched;" there is no interval between the end of a prior turn and the start of the next turn of talk.
*h	A series of h's preceded by an asterisk marks an inbreath.
h	A series of h's (without an asterisk) marks an outbreath
~	Tildes indicate rapid speech.
(( ))	Double parentheses enclose material that is not part of the talk being transcribed, ex: comment from the transcriber which describes talk or other nonverbal action.
(0.0)	Numbers in parenthesis mark silence in seconds and tenths of seconds.
( )	Material in parenthesis indicates that the transcriber was uncertain about what they were hearing.
(h)	An h in parenthesis indicates plosive aspiration from laughter.

## Appendix B

### Pre-Service Teacher Pre-CVA Focus Group Interview Protocol

1. Introduction/check in
  - a. I'll start by asking you to introduce yourself and letting us know where you are currently student teaching and what courses you are teaching and/or observing or assisting in your placement.
  - b. How are things at your current placement going? (One thing that is going well and one frustration.)
  - c. So, tell us about the current class demographics in terms of Multilingual learners or students classified as English Learners?
2. EDUC 204, Action-Based Orientation constructs, and EL-classified students
  - a. So, I understand you spent a lot of time on scaffolding and structuring learning for EL-classified students in Educ 204. You hopefully remember your group projects where you designed a scaffolding activity (in class or video), the reading by Walqui and van Lier ("Scaffolding Reframed"), and the notion of structure and process (like in "peekaboo"). So, I'd like us to talk a little bit about scaffolding and language in your current placement now.
  - b. Are you doing scaffolding or seeing any scaffolding in your placements?
    - i. For students in general or EL-classified students?
    - ii. Are there any examples in your current placement that are similar to those examples you did or saw in class?
  - c. What do you see as the role of language in the class/content area you are currently teaching?
  - d. What does student interaction look like in your current placement?
    - i. For EL-classified students?
  - e. What kinds of scaffolding or activities would you like to be doing in your placement or future classrooms that you have otherwise been unable to do?
    - i. What might help you do those kinds of scaffolding?
    - ii. What do you see as the barriers preventing you from doing those kinds of scaffolding?
3. Wrap-up
  - a. Well before we wrap up, is there anything else you would like to add about your experience in your placement so far?
  - b. Anything else about your work with Multilingual Learners/English Learners/Emergent Bilinguals?
  - c. Thank you so much for your help and participation!

## Appendix C

### Pre-Service Teacher Post-CVA Focus Group Interview Protocol

1. Introduction/check-in
  - a. How are things at your current placement going? (One thing that is going well and one frustration.)
  - b. Has anything changed about your placement since the first time we spoke as a group?
2. Collaborative Video Analysis
  - a. So now I'd like us to talk a little bit about your experience in the collaborative video analysis activities we participated in your EDUC 233 course.
  - b. What was your experience like participating in the collaborative video discussions?
  - c. What was most helpful about the collaborative video discussions?
    - i. Interaction/Collaboration/Discussion with other PSTs? Teacher Supervisor?
    - ii. Using videos?
  - d. What was most challenging about the collaborative video discussions?
3. Action-Based Orientations to language and EL-classified learner support
  - a. How (if at all) did these video discussions change your thinking about language in your specific content area?
  - b. How (if at all) did these discussions change your thinking about what EL-classified or Multilingual learners can do in your specific content area?
  - c. Are you using any of the ideas we discussed in the collaborative video analysis sessions in your placements?
    - i. For students in general or EL-classified students?
    - ii. Are there any examples in your current placement that are similar to those examples you did or saw in class?
  - d. After our collaborative video discussions, what kinds of activities would you like to be doing in your placement or future classrooms that you have otherwise been unable to do?
    - i. What might help you do those kinds of activities?
    - ii. What do you see as the barriers preventing you from doing those kinds of activities?
4. Wrap-up
  - a. Well before we wrap up, is there anything else you would like to add about your experience doing collaborative video analysis?
  - b. Anything else about your work with Multilingual Learners/English Learners/Emergent Bilinguals?
  - c. Thank you so much for your help and participation!



## Appendix D

### Initial Teacher Supervisor/Instructor Pre-CVA Interview Protocol

1. Introduction/check-in
  - a. I'll start by asking you to introduce yourself and letting me know about your various roles in the university and what courses you are teaching.
  - b. So, tell me a little about the current cohort of teacher candidates.
2. History-Social Science Supervision and Language
  - a. So first I'd like to talk a little bit about your experience as a teacher supervisor for candidates pursuing a History-Social Science credential, first a bit more general and then specifically related to language. What do you enjoy most about supervising teacher candidates pursuing a History-Social Science credential?
  - b. What do you see as your biggest challenges in supervising teacher candidates pursuing a History-Social Science credential?
  - c. What do you see as the candidates' biggest challenges in pursuing a History-Social Science credential?
    - i. In their placement? In their coursework? TPA? Other areas?
    - ii. What about for supporting EL-classified students?
  - d. How do you support (if at all) teacher candidates teaching for or thinking about language development in their field placements?
  - e. What kinds of support or guidance related to language or working with EL-classified students would you like to be giving your teacher candidates that you have otherwise been unable to do?
    - i. What might help you provide that kind of support or guidance?
    - ii. What do you see as the barriers preventing you from providing that kind of support or guidance.?
3. EDUC 233 Social Sciences Methods Course, Language, and Collaborative Video Analysis
  - a. So now I would like to shift to thinking about your role as an instructor for the EDUC 233 methods course. If you had to choose three, what would you say your top 3 goals are for this course?
  - b. What are you excited about for this course?
  - c. What challenges are you anticipating for this course (if any)?
  - d. What role does language have in this course (if any)?
  - e. Do you have any prior experience using video analysis with teachers?
    - i. Tell me more about that experience. Challenges? Successes?
  - f. How are you feeling about the use of collaborative video analysis in this course?
4. Wrap-up
  - a. Well before we wrap up, is there anything else you would like to add about your experience as a supervisor or instructor?

- b. Anything else about how you see the role of language in History-Social Sciences?
- c. Thank you so much for your help and participation!

## Appendix E

### Teacher Supervisor/Instructor Post-CVA Interview Protocol

1. Introduction/check-in
  - a. How are things with your supervision? (One thing that is going well and one frustration.)
  - b. Has anything changed about the cohort since the last time we spoke?
2. Collaborative Video Analysis
  - a. So now I'd like us to talk a little bit about your experience in the collaborative video analysis activities we participated in your EDUC 233 course. What was your experience like using collaborative video discussions in your course?
  - b. What was your experience like participating in the collaborative video discussions?
  - c. What did you find most helpful about the collaborative video discussions as an instructor or supervisor?
    - i. Interaction/Collaboration/Discussion with PSTs?
    - ii. Using videos?
  - d. What was most challenging about the collaborative video discussions?
  - e. What do you think the candidates found most helpful or challenging about the collaborative video discussions?
3. Action-Based Orientations to language and EL-classified learner support
  - a. How (if at all) did these video discussions change your own thinking about language in History-Social Science?
    - i. What about for the candidates?
  - b. How (if at all) did these discussions change your thinking about what EL-classified or Multilingual learners can do in your specific content area?
    - i. What about for the candidates?
  - c. After our collaborative video discussions, what kinds of activities would you like to see candidates doing in their placements or future classrooms?
    - i. What might help them do those kinds of activities?
    - ii. What do you see as the barriers preventing them from doing those kinds of activities?
4. Wrap-up
  - a. Well before we wrap up, is there anything else you would like to add about your experience doing collaborative video analysis or the course in general?
  - b. Anything else about how you see the role of language in History-Social Sciences?
  - c. Thank you so much for your help and participation!

## Appendix F

### Summary of Talia’s CVA Lesson Plan and Clip for CVA #2

<b>Talia - Lesson Plan and CVA Clip</b>		
<b>Grade-Title</b>	<b>12th Grade Economics - International Trade Simulation</b>	
<b>Content Learning Outcomes</b>	<p>Students will know “a rough idea of how countries participate and work together in the global financial market”</p> <p>Students will be able to “practice what they have learned through past lectures and worksheets.”</p>	
<b>Language Acquisition Outcomes</b>	<p>Students will know “a bit more on how to put Economic language and ideas to use”</p> <p>Students will be able to “work together as a team to collaborate in a trade simulation”</p>	
<b>Lesson Plan Summary</b>		<b>Language Scaffolds</b>
<b>Lesson Segment 1</b>	Talia welcomes students and explains the purpose and rules of the trade simulation.	None Required
<b>Lesson Segment 2</b>	Groups of students are given different materials and resources and tasked with trading with other student groups to produce and sell “products” for profit.	None required
<b>Lesson Segment 3</b>	Talia facilitates a whole group reflective discussion on the activity, closing with each student submitting an individual written reflection on the activity as an “exit ticket”	None required
<b>CVA Clip Summary</b>		
<p>The 9-minute clip used in Talia’s CVA session came from a moment during Segment 2 of the lesson when the students and Talia were engaged in a dispute about a “resource” (a pair of scissors) that was stolen from one group and sold to another. First, various students attempted to explain the situation. Next, Talia prompted the class to discuss possible resolutions and various students offered ideas, speaking directly to each other and to Talia. Finally, Talia brokered an agreement among the affected groups that the scissors and “money” used to purchase the stolen resource were to be returned to the respective groups.</p>		

### Appendix G:

#### Summary of Talia’s Second (Un-filmed) Lesson Plan

<b>Talia - Lesson Plan 2</b>		
<b>Grade-Title</b>	<b>12th Grade Economics - Economic Scenario Infographic</b>	
<b>Content Learning Outcomes:</b>	<p>Students will know “how to play out the economic value of supply and demand through another learning activity (2/3rds of class)”</p> <p>Students will be able to “use the online platform Canva to visually convey their understanding (2/3rds of class)”</p>	
<b>Language Acquisition Outcomes:</b>	<p>Students will know “more examples of using economic language/frameworks in everyday understandings (2/3rds of class)”</p> <p>Students will be able to “access their tech, language, and content skills in one roll (with the help of each other)”</p>	
<b>Lesson Plan Summary</b>		<b>Language Scaffolds</b>
<b>Lesson Segment 1</b>	Talia plays a video and reads a New York Times (NYT) article about a current event. Individual students complete a graphic organizer about the article and discuss their answers with a partner	<ul style="list-style-type: none"> <li>- Reading the NYT article aloud</li> <li>-The layout of the graphic organizer will “help them format their thoughts.”</li> </ul>
<b>Lesson Segment 2</b>	Talia reads aloud an “economic scenario” about supply and demand. Next, Talia reviews six “economic terms”: Supply and demand, Equilibrium, Scarcity, Capitalism/Free Market, Cost Benefit Analysis, and Price. Finally, Talia shows students how to use Canva (infographic design software)	<ul style="list-style-type: none"> <li>-Review how to use Canva</li> <li>- “going over the economic terms they have to use as a class, helping students remember and retain the information before asking them to apply it concretely.”</li> </ul>
<b>Lesson Segment 3</b>	Students choose their own groups of 3-5 and work together to design a solution to the	None required

	supply and demand scenario and create a visual infographic illustrating their solution. Talia walks around the room to help and encourage students. Talia ends the lesson with general class announcements.	
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**Appendix H**  
Summary of Molly’s CVA Lesson Plan and Clip for CVA #3

<b>Molly - Lesson Plan and CVA Clip</b>		
<b>Grade-Title</b>	<b>11th Grade US History - Source Analysis</b>	
<b>Content Learning Outcomes</b>	<p>Students will understand how to identify key features of sources they will be using in their research papers</p> <p>Students will be able to use evidence from sources to construct a research paper</p>	
<b>Language Acquisition Outcomes</b>	Students will be able to deconstruct a source in a way conducive for using it for research, including identifying unfamiliar vocab/concepts, core message/argument, keywords, and relevant quotes	
<b>Lesson Plan Summary</b>		<b>Language Scaffolds</b>
<b>Lesson Segment 1</b>	Molly presents students with a Source Analysis Worksheet graphic organizer for the lesson. Molly models how to use the organizer for analyzing one source (“The Henderson Letter”), showing how to locate and record relevant information.	<p>-The layout of the graphic organizer “visually separates important pieces of information”</p> <p>-Teacher modeling of how to use the organizer</p>
<b>Lesson Segment 2</b>	Students are given access to a variety of digital sources through the class learning management system. Students then complete another copy of the organizer independently with a new source.	None required
<b>Lesson Segment 3</b>	Students type up their research papers, using their outlines from the previous week and new source information gathered in segments 1 & 2.	None required
<b>CVA Clip Summary</b>		
The 6-minute clip used in Molly’s CVA session came from Segment 1 of her lesson where she modeled how to use the Source Analysis graphic organizer to analyze a historical document, “The Henderson Letter.” Her instruction during the clip		

followed the Initiate-Response-Evaluate (IRE) format, with Molly initiating questions about what information should go in different sections of the organizer, individual students responding verbally, and Molly evaluating or acknowledging each response. In the clip, Molly first initiated student answers for the “Background,” “Form,” “Date,” and “Audience” sections of the organizer. Students responded verbally with short 1-3 word answers which Molly acknowledged and recorded in the graphic organizer displayed on the document camera. Students then copied each answer into their own organizers. Next, Molly read aloud a portion of the source and asked the class to identify key words and phrases. Three students offered single word answers, “torture,” “confusion,” and “bitter.” Finally, Molly asked the class to explain the phrase “figure of speech.” This prompt led to a short exchange with one student who offered an explanation and example of a figure of speech (“break a leg”). Molly evaluated the response as “really good.”



### Appendix I

#### Summary of Emily's CVA Lesson Plan and Clip for CVA #4

<b>Emily - Lesson Plan and CVA Clip</b>		
<b>Grade-Title</b>	<b>10th Grade Economics - Economic Systems and Values</b>	
<b>Content Learning Outcomes</b>	Provide the opportunity to review economic systems as a group and give them the opportunity to have a collective source to refer back to when completing an end of unit assessment on economic systems.	
<b>Language Acquisition Outcomes</b>	<p>Students will practice language in their communication with each other in order to come up with the information to populate their slides, and information that the “reporter” student would share out loud with the class.</p> <p>The students will use language as they put their findings in writing, both in personal notes for the group and on the slides for the jamboard.</p>	
<b>Lesson Plan Summary</b>		<b>Language Scaffolds</b>
<b>Lesson Segment 1</b>	Groups of 3 students research and report out on the economic system of either the US, Sweden, or Cuba. Each student in the group is assigned a role of either researcher, reporter, or note taker. Group members work together to research and record characteristics of their country’s economic system and related values on a Google Jamboard	<ul style="list-style-type: none"> <li>-sentence starters to help in the communication with each other</li> <li>-student talk in groups to keep them accountable to the collective work.</li> </ul>
<b>Lesson Segment 2</b>	Students in the reporter role in each group share out the characteristics and values of their assigned country’s economic system. Emily projects a PowerPoint slide with a list of economic “values” and asks probing questions about each system and its associated values	<ul style="list-style-type: none"> <li>-visual references to the values and other terms associated w/ this unit assessment</li> </ul>
<b>Lesson Segment 3</b>	Individual students complete a written, end-of-unit assessment on economic systems and values	None listed
<b>CVA Clip Summary</b>		

The 5-minute clip used in Emily’s CVA session came from Segment 2 of her lesson where students assigned the “reporter” role in each group shared 2 characteristics and values related to their assigned economic system. Her instruction during the clip followed the Initiate-Response-Evaluate (IRE) format, with Emily initiating questions about each system, individual “reporters” responding verbally to Emily, and Emily evaluating or acknowledging each response. In the clip, Emily asked 5 “reporters” to verbally share the characteristics and associated values for each group. Emily projected a list of the economic “values” and prompted each reporter to connect their system with one of the values.

## Appendix J

### Summary of Darren's CVA Lesson Plan and Clip for CVA #5

<b>Darren - Lesson Plan and CVA Clip</b>		
<b>Grade-Title</b>	<b>10th Grade World History - Source Analysis</b>	
<b>Content Learning Outcomes</b>	<p>Students will know the ways in which the French colonizers created inequality in Vietnam.</p> <p>Students will be able to understand the causes and effects of French imperialism as it relates to the political, economic, and social sphere of Vietnam</p>	
<b>Language Acquisition Outcomes</b>	<p>Students will know what political, economic, and social aspects of society are and the language associated with them</p> <p>Students will be able to articulate how the given sources tie back into the language of what is considered political, economic, and/or social</p>	
<b>Lesson Plan Summary</b>		<b>Language Scaffolds</b>
<b>Lesson Segment 1</b>	<p>Darren presents three historical postcards from the French colonization of Vietnam. Students write responses to three prompts (what is the purpose of a postcard, 2 differences in how the Vietnamese and French are presented in the cards, and how the cards may have affected how people in France thought about Vietnam and the Vietnamese) Selected students then share their responses aloud.</p>	None required
<b>Lesson Segment 2</b>	<p>Darren plays a video record of the streets of Vietnam during French colonization. Students take notes and answer questions on a worksheet about what is happening in the video. Students discuss answers with a partner before sharing in a group discussion.</p>	None required
<b>Lesson Segment 3</b>	<p>Students continue reading a graphic novel on colonial Vietnam and complete a reading guide on the novel emphasizing the political,</p>	Modified version of the reading guide with questions

	economic, and social impacts inequities they observed in the story.	focusing on observation rather than reading comprehension.
<b>CVA Clip Summary</b>		
<p>The 6.5-minute clip used in Darren’s CVA session came from the end of Segment 1 of his lesson while students volunteered to verbally share their responses to the three prompts. His instruction during the clip followed the Initiate-Response-Evaluate (IRE) format. In the clip, Darren gestured to the three postcards projected at the front of the class and asked the three prompts one at a time. Individual students then replied with one word or extended answers. After each student response, Darren would evaluate, expand, or connect student responses to the French colonization of Vietnam. Darren also asked follow-up questions, prompting students to explain their responses or connect their comments to other course ideas like “inequality.”</p>		

**Appendix K**  
Summary of Lily's CVA Lesson Plan and Clip for CVA #6

<b>Lily - Lesson Plan and CVA Clip</b>		
<b>Grade-Title</b>	<b>10th Grade World History - Source Analysis</b>	
<b>Content Learning Outcomes</b>	<p>Students will know the battlefield tactics (trench warfare) affected the experiences and lives of soldiers in World War I.</p> <p>Students will be able to complete a document analysis (warmup), a trench warfare lecture, and begin a document analysis for the battle of Somme</p>	
<b>Language Acquisition Outcomes</b>	<p>Students will know what political, economic, and social aspects of society are and the language associated with them</p> <p>Students will be able to articulate how the given sources tie back into the language of what is considered political, economic, and/or social</p>	
<b>Lesson Plan Summary</b>		<b>Language Scaffolds</b>
<b>Lesson Segment 1</b>	Students take turns to “popcorn read” aloud excerpts from two pieces of literature about trench warfare during WWI: <i>All Quiet on the Western Front</i> and <i>Dulce et Decorum Est</i> .	None required
<b>Lesson Segment 2</b>	Lily projects questions at the front of class: “Judging from the Sources B and C, what was it like for the average soldier in the trenches?” and “Explain how you think such experiences affected the average soldier’s view of the war.” Individual students write responses, share their responses in pairs and then volunteers share their responses to the whole class.	None required
<b>Lesson Segment 3</b>	Lily presents students with a source analysis graphic organizer. Lily models how to use the organizer for analyzing sources from the Battle of Somme, showing how to locate relevant information in the source and record information in the organizer.	None required
<b>CVA Clip Summary</b>		

The 5.5-minute video used in Lily's CVA session consisted of two separate clips. The first clip came from Segment 2 of her lesson plan where students responded to questions about two sources on WWI trench warfare. Her instruction followed the Initiate-Response-Evaluate/Follow-Up (IRE/F) format, with Lily initiating selected questions about the two documents, four students responding verbally, and Lily evaluating or acknowledging each response. The second clip came from Segment 3 of her lesson plan where she modeled how to use the source analysis graphic organizer to analyze documents from the Battle of Somme. Her instruction during this clip also followed the IRE/F format, asking questions about when the document was made, the type of document, the author, and the author's perspective on the war. Students responded verbally with 1-3 word answers which Lily acknowledged and recorded in the graphic organizer displayed on the document camera, occasionally asking students to identify where they found the information in the document. All students copied each answer into their own organizers. Next, Lily read aloud a portion of the source and asked volunteers to identify the target audience for the source, evaluating the student responses and asking where they found specific information in the source.

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