

Perezhivanie in action: A novice teacher's refraction of mediated dramatic events

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Abstract: Analyzing a teacher's *perezhivanie* shows how she both cognitively and emotionally experiences dramatic events and the mediation provided in response to such events, uncovering her professional development. This paper's objective is threefold: (i) to illustrate how a novice English teacher's *perezhivanie* refracts the contradictions she faces when her practice is inquired into by a more experienced peer; (ii) to analyze the quality and character of his mediation in response to these events; and (iii) to trace how the novice teacher's *perezhivanie* shapes her professional development. Nine classroom observations followed by post-observation interviews were conducted. The findings illustrate how the teacher's refraction of dramatic events and the responsive mediation offered allowed her to (re)visit and (re)shape her professional identity and activity.

Keywords: teacher development; dramatic events; cognitive/emotional dissonance; *perezhivanie*; responsive mediation.

Introduction

It is widely known that there is no single formula one should follow for learning how to teach, this being a life-long process that depends on various dimensions which constitute the profession, such as the socialization of schooling, teachers' knowledge and beliefs, teacher education programs, and the activities of teaching itself. When it comes to L2¹ teachers, their involvement in the very practices of L2 teacher education is considered paramount by many researchers (Johnson, 2009; Biehl & Dellagnelo, 2016; Johnson & Golombek, 2016; Dalligna, 2018; Agnoletto, 2019; Agnoletto, Dellagnelo & Moritz, 2020), since such participation is the main driving force in propelling L2 teacher professional development.

Among these practices, novice teachers' interaction with more expert peers (i.e. colleagues and/or teacher educators) is of prime importance. Drawing on Vygotsky's Sociocultural Theory (1978; 1987), Johnson and Golombek (2016) claim that inquiring into how novice teachers experience the activities teacher educators ask them to do may allow teachers to externalize their reasoning, which can then be accessed by teacher educators. Once experienced *others* understand how novice teachers are experiencing these activities, mediation that is *responsive* to their immediate needs can be provided. During this process it

¹ The terms "second language" and "foreign language" are seen as synonyms in the present paper.

is quite common for teachers to express their maturing capabilities “[...] as intensely emotional ‘highs and lows’ [...]” (2016: 43), which may indicate specific aspects of their teaching that deserve attention.

Unfortunately, most of the early educational research that specifically focused on novice teacher emotions was limited to issues around burnout, lack of material and moral support, and work-related stress (Zembylas, 2005). More recent research on the role of emotions in language learning and teaching has gained renewed attention in Applied Linguistics (MLJ, 2019) in general. From a sociopolitical perspective, Benesch’s (2017) notion of emotion labor highlights the role of emotions in relation to issues of power, focusing less on what emotions are or how teachers can control their emotions, but instead on what emotions do socially, and as a tool for teacher agency and collaborative transformation. From a Vygotskian sociocultural perspective, emotion and cognition are understood as a dialectal unity originating in sociocultural activity that with responsive mediation can function as potential growth points for language teacher development (Golombek & Doran, 2014; Johnson & Worden, 2014; Johnson & Golombek, 2016).

Arguing against the secondary role of emotions in human cognitive development, a Vygotskian stance sees intellect and affect as the basic components of human consciousness, the dialectical relationship between them being captured in the concept of *perezhivanie*, which is briefly defined as “[...] how a child becomes aware of, interprets, [and] emotionally relates to a certain event” (Vygotsky, 1934: 345). Vygotsky (1934) claims that everything people experience is refracted through their *perezhivanie*, thus shaping the way they make sense of and feel about what is around them. With a focus on teacher education, it seems appropriate to propose a more nuanced understanding of Lortie’s (1975) notion of the *apprenticeship of observation* as not only the socialization of schooling based on thousands of hours of observation of teachers in action, but as the result of how the process of such socialization is both cognitively interpreted and emotionally felt.

Johnson and Worden (2014) claim that novice teachers’ realization of a contradiction between what they envision and what actually happens in classrooms often leads them to experience moments of instability between their cognition and emotions, expressed through negatively charged lexis, hedging and body posture. These moments of *cognitive/emotional dissonance* have the potential to propel teacher development – if responsive mediation is provided – due to the aforementioned dialectical relationship between intellect and affect. Such moments are characterized by Veresov (2017) as he draws on Vygotsky’s notion of *drama* to state that “[...] the contradiction between two people, a dramatic event [...] is] emotionally and mentally experienced as social drama (on the social plane) [...] so as to later become] intra-psychological” (60). Therefore, it is during these very moments of clash that novice teachers’ *perezhivanie* becomes so important, as they experience – in their own particular ways, on the inter-mental plane – contradictions which can foster intra-mental development.

As Johnson and Golombek (2016) claim, teacher educators must recognize these moments of cognitive/emotional dissonance as they arise so as to provide mediation that is responsive to teachers’ current needs. As these moments may – more often than not – impact teachers negatively, the authors point to a need for teacher educators to mediate these teachers in ways that may allow them to build up their teaching expertise while refracting such moments through the prism of their *perezhivanie*. Moreover, due to the particular ways a specific teacher’s *perezhivanie* refracts what he/she encounters on the inter-mental plane,

analyzing such a unit may help us understand how what is at first external becomes internalized, since "[...] the environment determines the development of the individual through the individual's *perezhivanie* of the environment" (Vygotsky, 1998: 294).

With that being said, the objective of this paper is threefold: (i) to illustrate how a novice English teacher's *perezhivanie* refracts the contradictions she faces when her practice is inquired into by a more experienced peer; (ii) to analyze the quality and character of his mediation in response to these events; and (iii) to trace how the novice teacher's *perezhivanie* shapes her professional development.

Sociocultural Theory, Emotions, and Teacher Education

Vygotsky's (1987) work emphasizes the role of emotions in human mental development, claiming that the formation of one's consciousness cannot be understood without attention to emotions. In his writings, he suggested that emotional life should be displaced from periphery to center, this center being the human mind itself. In the author's words, such displacement

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

Along those lines, Vygotsky (1987: 50) advocated that human cognition and emotions constitute a dialectical unity, every idea containing "[...] some remnant of the individual's affective relationship to that aspect of reality which it represents." As previously mentioned, such a unity is captured in the concept of *perezhivanie* – a prism through which one refracts (i.e. both comes to understand and emotionally relates to) what happens on the interpsychological plane (Vygotsky, 1934), thus being a means to look into the developmental changes one goes through in response to mediation provided by a more expert *other*.

According to Mok (2017), another important Vygotskian concept illustrates the relationships established between the individual and the world around them: the *social situation of development*. In the author's words, the concept captures "a dynamic relation because it defines a set of relations between the child/individual and their environment such that, if either change, then so too, does the social situation of development." (Mok, 2017: 30). Briefly speaking, the social situation of development is established during interaction between the individual – through his/her *perezhivanie* – and the environment (e.g. tools, concepts, other people), which concurs with Vygotsky's (1934) assertion that the external world influences someone to the extent that this person refracts what he/she encounters in this world.

Bridging this discussion to teacher education, one can say that both expert and novice teachers dialectically establish social situations of development during moments of interaction when the former provides *responsive mediation* (Johnson & Golombek, 2016) to the upper levels of the latter's zones of proximal development (ZPDs) who – in turn – refracts this mediation in his/her own particular way. However, this process does not happen in

smooth and linear ways: as studies on teacher development have shown, when having their practice inquired into, teachers often experience dissonance between what they envision and what actually happens when they teach, expressing negative emotions towards both themselves and their professional activity (Johnson & Dellagnelo, 2013; Golombek & Doran, 2014; Johnson & Worden, 2014; Golombek, 2015; Johnson & Golombek, 2016). The instability that arises at these very moments, or what Johnson and Worden (2014) call *cognitive/emotional dissonance*, has the potential to lead teachers to develop in the profession if mediation is responsive to such instances. These moments can also be seen as *growth points* (McNeill, 2005)² in learning to teach, that is to say, as units that capture a thought as it “comes into being” (2005: 104). Such moments can be interpreted as dramatic events (Veresov, 2017) – i.e. moments of social collision that take place on the inter-mental plane between the individual and the environment.

That being said, it becomes essential for teacher educators to embrace teachers’ emotions, such a move having the potential to contribute to their development since what and how they feel about their teaching may impact their understanding of it. Moreover, when seeing intellect and affect as the basic components of human consciousness – as Vygotsky (1986) did – the idea of looking into teachers’ emotions becomes even more plausible, specifically when considering that “[...] teacher education is fundamentally about people [...]” (Johnson & Golombek, 2016: 44). Therefore, being responsive to teachers’ moments of cognitive/emotional dissonance and turning them into a central part of the process of learning to teach embraces their emotions.

Method

The present study follows a microgenetic analysis (Wertsch, 1985) of teacher development, whose aim is to follow specific processes that take place during one’s development, focusing on changes while they occur, since the very “[...] essence of development is change.” (Siegler & Crowley, 1991: 606). Therefore, this analysis adopts a diachronic rather than a synchronic perspective on human development.

This study focused on two participants – an experienced teacher (1st author) and a novice teacher, Laura,³ of English as a foreign language. At the time data were collected, the 1st author was in his final year of his master’s studies and had five years of experience teaching English in three different programs at his home university. He was involved in research on teacher education for two years. Laura was in the final year of her undergraduate program (English Language and Literature) and had been teaching English in a program at the same university for 2 years. The data were collected in Laura’s classroom with a group of 15 beginning level language learners who were a mix of undergraduate and graduate students and whose fields of study varied greatly. In this university, students usually take courses in English with the aim of developing their overall communicative skills. Since the program is based on the principles of communicative language teaching (CLT), all of its courses are designed to focus on functional aspects of language (meaning) over form (grammar).

The textbook series *Interchange* (2017) 5th edition was adopted and teachers were expected to follow the textbook when planning and teaching, however, they were also

² For more information on growth points, see McNeill 2005.

³ “Laura” is used as a pseudonym.

encouraged to use their own supplemental materials in order to enrich the content of the textbook. Each unit of the textbook is composed of different sections that revolve around a general topic (e.g. appearance; food; city problems, etc.) and the units are organized to emphasize functional aspects of language over form⁴.

The data presented here come from a larger study aimed at investigating the influence of mentor-mentee interaction on the development of English as a foreign language novice teachers, vis-à-vis the use of the textbook and the teacher's manual. Data were collected through a questionnaire that aimed at assessing teachers' understandings and perceptions regarding the teaching of English, as well as nine classroom observations followed by post-observation interviews⁵. In the data presented here, as the observations and interviews progressed, the mentor felt the need to focus on Laura's pedagogical choices in terms of teaching grammar. In essence, it became evident that there was a lack of coherence between the precepts of CLT, Laura's stated views on grammar teaching, and what she actually did in during instruction. Therefore, during the interviews, the mentor inquired into the reasoning behind Laura's choices whenever she focused on grammar that was different from the suggestions given in the teacher's manual. It was during these interactions that Laura experienced moments of cognitive/emotional dissonance and thus the mentor attempted to be responsive to her immediate needs.

Due to the importance such moments may have for teacher development, the analysis focused on the dramatic events experienced by Laura during the mentor-mentee interactions. These were moments when she externalized her *perezhivanie*, which were then analyzed to see how she refracted both these dramatic events and the mentor's mediation. The instances of the mentor's mediation were also analyzed in relation to changes in Laura's actions and explanations. These instances appeared to signal development propelled by the dialectical interplay between Laura's *perezhivanie* and the quality of mediation offered by the mentor.

Data analysis and discussion

The first moment of cognitive/emotional dissonance took place in the fourth MMI. This dramatic event resulted from the mentor's inquiry into the way Laura taught grammar, focusing solely on formal aspects of language. Instead of using the conversation to introduce the grammatical topic of the unit (i.e. the use of adjectives for giving advice), Laura went straight to the Grammar Focus Box, which explicitly presents the grammar topic for the unit. During the MMI, the mentor mentioned Laura's earlier response on the questionnaire, making her aware of a contradiction between what she said she did not like doing and what she actually did in class.

Excerpt 1

1-M: [...] **I went back to the questionnaire** you answered, and I just wanna read something you wrote down. The question was "Do you like the Interchange manual? Could you comment on any advantages or disadvantages of it?". When you mentioned the disadvantages you said **"I really don't like the way**

⁴ See Appendix A for an example of a unit

⁵ The interviews are referred to as mentor-mentee interactions (MMIs).

the book focuses on grammar, always presenting tables which call a lot of attention." This caught my attention because **you went straight to the table.**

2-L: **I'm hypocritical.**

3-M: Don't say that/

4-L: **[laughs]**

5-M: And you go along "This doesn't look communicative enough for me, it almost seems like the Snapshots and Conversations are only excuses to get to the grammar focus."

6-L: **That's what I do (!) [laughs]**

Mentor-mentee interaction 4

Laura experienced a dramatic event when the mentor reminded her of her response on the questionnaire, realizing that her criticism of the textbook was not consistent with her practice. The social collision that resulted from the mentor's inquiry made Laura experience a moment of cognitive/emotional dissonance, evidenced by her use of the word "hypocritical" when describing herself, and by her physical reaction (i.e. laughter). It is important to highlight that it was the very mediation offered to Laura which enabled her to realize that what she actually did in class was not consistent with what she said she disliked about the textbook. Thus, the mediation allowed her to become aware of this dissonance and, consequently, emotionally experience it in a negative way.

The excerpt above also provides a glimpse into Laura's *perezhivanie* as she clearly revealed discontent with her instructional activity. This realization signals that she refracted the experience as a teacher who is not fond of pedagogical practices that focus solely on grammar, leading her to experience the dissonance between what she wrote as a response to the questionnaire and her practice in a highly negative way. As advocated by Veresov (2017), emotionally experienced collisions have the potential to change an individual's mind in significant ways, thus the moment of cognitive/emotional dissonance Laura faced was significant, as it was dependent on both the mediation offered and on how she refracted this mediation.

As Laura continued laughing, the mentor finished reading her own words as she seemed surprised and a little in shock, evidenced by nervous gestures and her effusive response "That's what I do(!)", accompanied by laughter. It appears that a growth point "came into being" (Johnson & Worden, 2014) as Laura came to the realization that she was doing what she said she was against. The following interaction further illustrates this point.

Excerpt 2

7-L: [...] It's easy to criticize the manual, and not do something about it. And even the manual says we should connect the conversation with grammar, it's just that **I like to criticize things without understanding them.**

8-M: That's human beings in general.

9-L: YES (!) [effusively]

10-M: We all do that. [laughs]

11-L: [laughs]

Mentor-mentee interaction 4

As Johnson and Golombek (2016: 39) state, growth points that result from moments of cognitive/emotional dissonance such as the ones illustrated above create “[...] the potential for the development of L2 teacher/teaching expertise”. Once again, it becomes essential to point out that the mentor’s move of bringing into their interaction – in a nice, but provocative way – an answer she gave to the questionnaire resulted in a growth point that may foster her professional development if he keeps being responsive to her. The richness of this move is also captured through Laura’s refraction of the dissonance at issue, as she brings to the table the fact she likes “to criticize things without understanding them”, another moment in which she makes negatively charged linguistic choices so as to self-evaluate her teaching persona.

Therefore, it was important for Laura to express how she felt about her teaching to maximize the opportunity to have her better understand her feelings and, consequently, her cognition (i.e. what she envisioned). The following excerpt shows the moment she externalized how she felt about it.

Excerpt 3

12-M: [...] So you did what you said you didn’t like doing.

13-L: Yes.

14-M: How do you feel about it?

15-L: **I feel ashamed** [nervous laughter]. It’s something that... **When I answered the questionnaire I was really sure of myself, I was really “Oh, I’m so communicative”** [in an assertive tone], then I wanted the textbook to give me everything, but I didn’t take the time to read the suggestions, the teacher’s instructions [...]

Mentor-mentee interaction 4

Once again, a sense of Laura’s *perezhivanie* is established as she explicitly mentioned she thought of herself as a “so communicative” teacher, which reveals her imagined teacher persona. The fact that she felt ashamed signals her negative emotions in response to her practical activity as she was not acting in accordance with her imagined persona. By looking at both the mediation offered and Laura’s response to the dramatic event, we can see the interplay between social reality and Laura’s refraction of it, or in Vygotskian terms, the *social situation of development* (Vygotsky, 1998). Putting it differently, at the same time that the external world was exerting influence on Laura’s development, Laura herself refracted the mediation in unique and dynamic ways. She actively reacted to this mediation through her *perezhivanie*, which gave rise to a particular system of relations between her and the social reality she was experiencing, thus illustrating how dialectics shapes social interaction. That being said, it becomes important to look at how the mentor offered mediation in response to the way Laura was experiencing these moments of cognitive/emotional dissonance.

Excerpt 4

16-M: Just to wrap up... This idea of **having students go back to the conversation, you'd take grammar from the context, then go through the grammar box.** I'm not saying that you should not go through the grammar box, I'm just saying that maybe **instead of just presenting something that is separate from the conversation, take it from the conversation, maybe using the sentences suggested in the manual, saying "Do you see the function of these things? Of that..."**
Mentor-mentee interaction 4

In short, the mentor wrapped up what they had just discussed right after Laura externalized her feelings. Moreover, he explicitly told her how she could have presented and explained grammar in a more communicative way, providing her with an "ideal form" which "[...] acts as model for that which should be achieved at the end of the developmental period" (Vygotsky, 1934: 8). By doing this, he focused on the idea of using the context to explain the grammar topic, illustrating a way in which Laura could have drawn her students' attention to functional aspects of language, consistent with a more communicative approach to teaching. This moment portrays the highly responsive nature of the mediation offered, as he provided her with ideas that could have allowed her to act in accordance with her stated beliefs. By being responsive to instances of Laura's cognitive/emotional dissonance, the mentor helped her (re)visit her practice and contrast it with an ideal form so as to possibly (re)consider what she did. The importance of such a move lies in the fact that a starting point in the development of Laura's higher mental functions had been established, thus being responsive to instances of cognitive/emotional dissonance that came into being as Laura refracted the social collision faced was paramount. Needless to say, this will depend on how Laura will further refract the mediation offered and as she continues to try to teach more communicatively.

In Class 5, once again Laura's main focus was on formal aspects of language, however, her actions signal an initial attempt to integrate context and grammar.

Excerpt 5

17-M: After working with the conversation, you said "I'll show you some things about grammar, then we'll go back to the text."

18-L: Uhum.

19-M: Can you tell me how you connected grammar and the conversation? What was your intention to say what you said? Why did you tell them you'd later go back to the conversation?

20-L: **So they'd not forget about the text. They'd connect... That was the idea,** it was very rudimentary [laughs]. The idea was that, they didn't just go on **as we have already discussed, I tend to just go for grammar and forget about the conversation.** I wanted them to think "Ok, this is not the focus. We'll go back to the conversation, so maybe there's some connection."

21-M: So you wanted them to keep in mind that there was a connection.

22-L: Yeah. Probably, they would think about it, but **the basic idea was that they didn't forget about the conversation.** Mentor-mentee interaction

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The externalization of Laura's reasoning shows how her *perezhivanie* refracted the moments of interaction with the mentor during MMI4, since she had planned on having her students keep the conversation they were about to listen to in mind while she explained the grammar point – an aspect discussed with the mentor in the previous MMI. This indicates that she was not content with the dissonance between her practice and stated beliefs. Notwithstanding, she once again did not connect the Conversation and the Grammar Focus, the very act of saying "I'll show you some things about grammar, then we'll go back to the text" detaching meaning and form. In response, the mentor inquired into her practice, which resulted in another dramatic event.

Excerpt 6

23-M: Can you think of any ways you could've done it differently, so as to give less attention to the structure?

24-L: Maybe if I... you mean, still going to the grammar focus, explaining, and then coming back?

25-M: Yes. Cause you said "I'll show you some things about grammar, then we'd go back to the text."

26-L: Yes, I divided those things [...] As if they were not connected.

27-M: So, **I wanna know if you can think of any ideas to connect those things, not separating them, like "This is the conversation and this is grammar".**

28-L: Yeah... Maybe not presenting it that... Well, presenting it in relation to the conversation. **Just saying "Oh, can you see that those structures are used in the conversation?".** Something like that. Maybe elaborate a little more on that.

29-M: But **then do you see you'd, again, go to the structure so as to go back to the conversation?**

30-L: Yes. **It's not the conversation that is the focus, again [sighs].** Oh, I'm really bad at it.

Mentor-mentee interaction 5

Further inquiry into Laura's practice led her to come up with an idea that, once again, separated meaning and grammar. When explicitly told by the mentor she had done so, Laura experienced another moment of cognitive/emotional dissonance, which is captured by her physical response (i.e. sighs) and speech – "I'm really bad at it". Her *perezhivanie* indicates

she is frustrated since she was not able to teach communicatively, going against her “so communicative” (Excerpt 3) imagined teaching persona. Her refraction of the social collision she experienced resulted, once again, in a negative appraisal of herself. Although she seems to be consciously aware of presenting grammar in relation to the context of the conversation, she still did not know how to make that happen. Her highly negative emotional responses signals she was at the upper limits of her ZPD, thus in need for mediation that is more explicit.

In response to this, the mentor attempted to guide her beyond her current understanding of a communicative way to teach grammar by providing her with explicit mediation in a rather interesting way.

Excerpt 7

31-M: [...] Stop saying that. So, can I show you the manual's suggestion?

32-L: Uhum.

33-M: **It says “Focus students’ attention on the conversation. Ask ‘how did Mrs. Web ask for things?’ Ask students to underline the examples ‘Could I have some aspirin?’ ‘May I have...’.” What is happening here?**

34-L: **I’m focusing on the function.**

35-M: On the function.

36-L: **Not the structure.**

37-M: Starting from the conversation to go to/

38-L: **Within the context.**

39-M: Uhum...

40-L: **Not taking it out from the context, on the board, and then going back to the text.**

41-M: **So they’d focus on function over form**

42-L: Yeah.

43-M: **Which is one of the principles of the CLT/**

44-L: Yeah.

45-M: **Then they’d notice these things, the functions – when these things are used, then you could go to the grammar box.**

Mentor-mentee interaction 5

By using the manual as a mediational tool to assist Laura in thinking about what she could have done, the mentor explicitly invited her to attribute meaning to the manual's suggestions. More than that, he provided her with an ideal form to be contrasted with her present one, which is essential if one considers that if “[...]this ideal form is not present in the environment, and what we have is interaction between several rudimentary forms, the resulting development has an extremely limited, reduced and impoverished character” (Vygotsky, 1934: 23).

The excerpt above also portrays how a new social situation of development is established. This process can be seen as Laura responds to the mentor's inquiry and completes his explanations. In essence, her *perezhivanie* refracts his mediation in a way that seems to have made her realize that the manual's suggestions would enable her to bring

context and grammar together, focusing on functional aspects of language rather than on form – what she had previously tried to do, consistent with her imagined teacher persona. The mentor explicitly mentioned one of CLT’s main principles (i.e. function over form), focusing on the concept of function as an essential aspect of a communicative stance to teaching a foreign language. The highly explicit character of his mediation illustrates how attuned he was to her ZPD, since he was able to capture its ceiling level and mediate her – in a creative and effective way – towards a more robust understanding of the manual’s suggestions. This suggests the potential of responsive mediation in utilizing what Vygotsky calls “symbolic tools” (Johnson & Golombek, 2016). Once more, the dialectical nature of a new social situation of development emerges, as the environment (i.e. mentor) seems to influence Laura to the extent that she appears to refract what is happening around her, illustrating how one’s *perezhivanie* functions as “[...] a prism which determines the role and influence of the environment on [one’s...] psychological development” (Vygotsky, 1934: 8).

Following this moment, the mentor inquired into another aspect of Laura’s practice: although she had separated the Conversation and the Grammar Box, in Excerpt 8 she focused the students’ attention on functional aspects of language.

Excerpt 8

46-M: [...] after explaining grammar, **you had students go back to the conversation and identify the modal verbs, and you said “I want you to tell me if those sentences are requests or suggestions”. This is not in the manual. Why did you do it?**

47-L: **Because then I wanted them to focus on the function.** I did it the other way around [laughs]... It’d be more interesting if we could identify first the idea, the function, and then identify the modal verb, the structure itself. But **that was the idea: to identify how those structures were used in the context... How the same modal verbs are used to make suggestions or requests.**

Mentor-mentee interaction 5

Both Laura’s action and explanation make it clear that she intended to draw her students’ attention to functional aspects of language, possibly echoing her past interactions with the mentor since she did something similar to what was suggested in MMI4 “[... **you could say] Do you see the function of these things? Of that...**”]. It is essential to have in mind that this suggestion was given in response to Laura’s moment of cognitive/emotional dissonance during the fourth MMI. Clearly, the mentor was able to assess her ZPD and intentionally provide her with mediation that was responsive to her immediate needs, illustrating, once again, the powerful role of responsive mediation in moments of dissonance. This also suggests how Laura’s *perezhivanie* refracted the mediation offered during MMI4 when – after coming to the realization she was not teaching communicatively – she externalized a negative appraisal of her pedagogical choices, feeling “ashamed” by the fact that these choices did not concur with her idealized view of herself as a teacher. It appears, then, that Laura refracted this mediation to the extent that it resonated with her imagined teaching persona, thus becoming aware of the mentor’s suggestions allowed her to teach

more communicatively. This movement shows how one's *perezhivanie* unifies his/her emotion, cognition, and environment (Mok, 2017), serving as a unit of analysis for us to better understand human psychological development.

The following excerpt illustrates evidence of the change Laura's practice has gone through, as she seems to have planned her class in order to focus students' attention on functional aspects of language and was able to externalize – in a rather positive emotional way – the reasoning behind what she did. Briefly, students listened to a conversation between a server and a customer at a restaurant. Following the characteristics of formal speech, whenever the customer ordered food he used “would” and “will” (e.g. I'd like some juice; I'll have green salad). The manual suggested writing the sentences from the conversation on the board and substituting “would” and “will” with “want” (characteristic of informal speech) so as to show different levels of formality to students. Instead of doing this, Laura made some slides in which she projected the same conversation students had in their textbooks, but substituting every instance of “will” and “would” with “want”. Moreover, she split the students into small groups so they could discuss the differences between the conversation projected on the board and the one they had in their textbooks. When the mentor inquired into her practice, Laura seemed to be very happy about her pedagogical choices.

Excerpt 9

48-M: **You substituted the modals in the conversation for “want” and you had them discuss what the differences were [...] were you focusing on form?**

49-L: **No, function (!) [laughs - L and R give a high five]. Finally (!) [enthusiastically]**

50-M: **I really liked it. I found it very, very good. I found it very nice because you were able to use the manual's suggestion but you did it on your way, you know?**

51-L: Uhum.

52-M: Can you tell me why you changed the conversation?

53-L: Because they already knew the conversation, like, I showed them, they had it in their books, and why would I take parts of the conversation if I could have the whole thing and they could see how it changed? The interaction, how it sounded. So I used the conversation and the image, the same image, the same situation but using different terms.

54-M: I really like it. So after that, you went back to the original conversation, showed them the differences from the one you changed and the original one, focusing on function... “This is too direct...” etc... “‘Would’ is more formal”... etc. Then you showed the grammar box and said “So, these are the examples in the conversation”.

55-L: Uhum.

56-M: Right?

57-L: Uhum.

58-M: **What did you do in this class that is different from the previous classes?**

59-L: I didn't use the grammar box as a separate thing, I went back to the conversation. It was the center of attention. **I got the conversation to explain the grammar box [enthusiastically]**

60-M: **Are you happy about it?**

61-L: **Yes (!) [enthusiastically]. Really happy.**

Mentor-mentee interaction 6

It is clear that Laura intended to focus on function when she planned the class. Her *perezhivanie* refracted the mediation offered, both her physical reactions (happy laughter) and effusive language (e.g. “finally”) showing her content with the choices she made. Different from the negative emotional responses she previously had during the earlier MMIs, she now experienced the mentor's inquiry positively, indicating her realization that she had finally acted in accordance with the “communicative” teacher she aspires to be.

It is interesting to see the way the mentor praised her for the way she “played” with the manual's suggestions, making it clear that she was able to keep the manual's intention to focus on function in spite of having changed her practice in relation to the manual's suggestions. Since one's cognition and emotions are intrinsically related, and Laura's responses to this moment signaled the enthusiastic ways in which she refracted it, it was important to provide mediation directed at her positive emotions, normalizing her feelings, in order to recognize the effort she has been putting into her professional development. Therefore, the mentor ended up offering mediation at a moment in which Laura seemed to experience fulfillment regarding the decision she had made, thus potentially reinforcing her imagined teaching persona, and in the end, being enacted in class.

In sum, Laura has gone through a process of learning how to focus on functional aspects of language when teaching grammar. During these moments on the inter-mental plane, Laura experienced dramatic events which were characterized by her realization of inconsistencies between her idealized view of herself as a teacher and what she actually did in class. These instances were refracted through her *perezhivanie* in rather negative ways, leading her to experience moments of cognitive/emotional dissonance to which the mentor provided responsive mediation. As Laura's *perezhivanie* further refracted the mentor's inquiry, as well as the ideal forms presented by him, she was able to confront these forms with her current ones, actively establishing – together with the mentor – social situations of development that allowed the inter-mental to become intra-mental. As advocated by Veresov (2017),

[...] an emotionally experienced collision might bring radical changes to the individual's mind, and therefore it is a sort of act of development of mental functions—the individual becomes different, he rises higher and above his own behaviour [...] Drama (social collision) and *perezhivanie* are essential for understanding how [...] the social becomes the individual. (Veresov, 2017: 60-61)

Final remarks

Overall, the results point to the importance of embracing teacher's emotions during teacher education practices, showing the dialectical relation between human cognition and emotions Vygotsky (1987) advocated for. Dialectics is also portrayed in the ways both the novice teacher and the more experienced other were actively engaged in establishing the sort of social interaction that could propel the teacher's development, each of them informing one another's actions.

Analyzing the interactions between Laura and the mentor allows us to see how a teacher's *perezhivanie* can be used as a unit of analysis that captures the relationship between the individual and the environment. The way social reality (i.e. social dramatic events and mediation) and Laura's refraction of it shaped her professional development concurs with Vygotsky's (1934) claim that *perezhivanie* represents the unity of personal and situational characteristics, the establishment of the social situation of development pointing to the notion that it is not the environment per se that matters, but the relationship between this environment and a specific individual (Veresov, 2017). This two-way street highlights how development originates on the external plane through social interaction, so as to later on become internal through the dynamic and essential interplay between what is individual and what is social. This adds to the body of research that argues for the importance of teacher education programs to provide teachers with opportunities to (re)visit what they do, externalize the reasoning behind it, imbue it with meaning, and (re)conceptualize their understandings of themselves as teachers and the profession itself (Johnson, 2015; Johnson & Golombek, 2016; Agnoletto, 2019; Agnoletto, Dellagnelo & Moritz, 2020).

This study also shows that it is essential for teacher educators to be sensitive to how novice teachers tend to negatively self-evaluate their teaching persona while experiencing moments of cognitive/emotional dissonance. In this vein, expert others can offer support to novice teachers and at the same time responsively mediate them – through scientific knowledge – so as to help them move beyond such negative refraction. Likewise, such interactions have the potential to promote the development of teachers' emotional self-regulation. In this way, novice teachers may start operating in the world through the 'ideal forms' that will enable them to successfully enact their professional activity. What matters is not the objective reality in itself, but rather the way that a subject transforms such a reality in a subjective image. Without a doubt, this further instantiates the powerful role of *perezhivanie* in shaping how teachers come to understand and feel about the specificities of the profession.

In teacher education, understanding the concept of *perezhivanie* is among the most relevant avenues in transcending the comprehension of social influence as determinant to learning and development. Such an understanding may allow us to go beyond Lortie's (1975) notion of the *apprenticeship of observation* since it highlights the importance of teachers' *perezhivanie* in constantly refracting what they experience in the external world, thus shaping their developmental paths. The notion of *perezhivanie* helps explain why different learners react in distinct ways to a situation, and the main argument is that "the crux of the matter is that whatever the situation, its influence depends not only on the nature of the situation itself, but also on the extent of the child's understanding and awareness of the situation" (Vygotsky, 1994: 343–344). In other words, the influence that the environment exerts on the learner is determined by the meaning that he/she conveys to the situation. Moreover, rather than recognizing the more general notion of the *apprenticeship of observation* per se when

studying teacher development, the concept of *perezhivanie* offers a more nuanced understanding of the active role of teachers in shaping their social situations of development.

Consistent with Vygotsky's claim that "a child at different stages of his development does not generalize to the same extent, and consequently, he interprets and imagines the surrounding reality and environment in a different way" (Vygotsky, 1994: 345–346), we conclude that the ZPDs of teachers also shape how they understand mediation in qualitatively different ways as a result of differing *perezhivaniya*. In the same way that "one and the same event occurring at different ages of the child, is reflected in his consciousness in a completely different manner and has an entirely different meaning for the child" (Vygotsky, 1994: 345), one and the same event – a given instruction – occurring through different ZPDs will reflect in teachers' consciousness in different ways. This reminds us that one's *perezhivaniya* are closely tied to his/her ZPDs. And once the ZPDs are brought into the picture, responsive mediation must recognize one's *perezhivanie* and be responsive to immediate need, a scenario that foregrounds the importance of teacher educators to be cognizant of teachers' *perezhivaniya* as they help them work through and learn from their mediational activities.

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Appendix A

13



COVID-19 2020

What would you like?

- ▶ Agree and disagree about food preferences
- ▶ Order food in a restaurant

1 SNAPSHOT

Favorite Foods			
 <p style="font-weight: bold; margin: 5px 0;">apple pie</p> <p style="font-size: 0.8em;">❑ brought to North America from Europe in the 17th century</p>	 <p style="font-weight: bold; margin: 5px 0;">chocolate</p> <p style="font-size: 0.8em;">❑ originally prepared as a drink by the Olmec people in Mexico over 3,000 years ago</p>	 <p style="font-weight: bold; margin: 5px 0;">french fries</p> <p style="font-size: 0.8em;">❑ first made in Belgium around 1680</p>	 <p style="font-weight: bold; margin: 5px 0;">hamburger</p> <p style="font-size: 0.8em;">❑ created around 1900 in the U.S. as a quick and inexpensive meal</p>
 <p style="font-weight: bold; margin: 5px 0;">ice-cream cone</p> <p style="font-size: 0.8em;">❑ created at the 1904 World's Fair in the U.S. by a Syrian chef, Ernest Hamwi</p>	 <p style="font-weight: bold; margin: 5px 0;">pasta</p> <p style="font-size: 0.8em;">❑ first written about in a Greek recipe from the 1st century CE</p>	 <p style="font-weight: bold; margin: 5px 0;">the sandwich</p> <p style="font-size: 0.8em;">❑ named for the English Earl of Sandwich in the 1760s</p>	 <p style="font-weight: bold; margin: 5px 0;">sushi</p> <p style="font-size: 0.8em;">❑ modern style sushi first made in Japan in the 1820s</p>

What are these foods made of? Put the foods in order from your favorite (1) to your least favorite (8). What are three other foods you enjoy? Which have you eaten recently?

2 CONVERSATION I'm tired of shopping.

• A Listen and practice.

Simon: Hey, do you want to get something to eat?

Kristin: Sure. I'm tired of shopping.

Simon: So am I. What do you think of Thai food?

Kristin: I love it, but I'm not really in the mood for it today.

Simon: Yeah. I'm not either, I guess. It's a bit spicy.

Kristin: What about Japanese food?

Simon: Fine by me! I love Japanese food.

Kristin: So do I. There's a great restaurant on the first floor. It's called Kyoto Garden.

Simon: Perfect. Let's go try it.



• B Listen to the rest of the conversation. What do they decide to do after eating? Is there something they don't want to do?

3 GRAMMAR FOCUS

COV-19 2020

► So, too, neither, either

I'm crazy about Italian food.
I can eat really spicy food.
I like Japanese food a lot.
I'm not in the mood for Indian food.
I can't stand fast food.
I don't like salty food.

Agree
So am I./I am, too.
So can I./I can, too.
So do I./I do, too.
Neither am I./I'm not either.
Neither can I./I can't either.
Neither do I./I don't either.

Disagree
Oh, I'm not.
Really? I can't.
Oh, I don't (like it very much).
Really? I am.
Oh, I love it!
Oh, I like it a lot.

GRAMMAR PLUS see page 144



bland



delicious



greasy



healthy



rich



salty



spicy

A Write responses to show agreement with these statements.

Then compare with a partner.

1. I'm not crazy about Italian food. _____
2. I can eat any kind of food. _____
3. I think Indian food is delicious. _____
4. I can't stand greasy food. _____
5. I don't like salty food. _____
6. I'm in the mood for something spicy. _____
7. I'm tired of fast food. _____
8. I don't enjoy rich food very much. _____
9. I always eat healthy food. _____
10. I can't eat bland food. _____

B PAIR WORK Take turns responding to the statements in part A again.

Give your own opinion when responding.

C Write statements about these things. (You will use the statements in Exercise 4.)

1. two kinds of food you like
2. two kinds of food you can't stand
3. two kinds of food you would like to eat today

4 PRONUNCIATION Stress in responses

- A Listen and practice. Notice how the last word of each response is stressed.

I do, too.
I am, too.
I can, too.

So do I.
So am I.
So can I.

I don't either.
I'm not either.
I can't either.

Neither do I.
Neither am I.
Neither can I.

- B **PAIR WORK** Read and respond to the statements your partner wrote for Exercise 3, part C. Pay attention to the stress in your responses.

5 WORD POWER Food categories

- A Complete the chart. Then add one more word to each category.

bread fish mangoes peas shrimp
chicken grapes octopus potatoes strawberries
corn lamb pasta rice turkey

Fruit	Vegetables	Grains	Meat	Seafood

- B **GROUP WORK** What's your favorite food in each category?
Are there any you haven't tried?

6 CONVERSATION May I take your order?

- A Listen and practice.

Server May I take your order?
Customer Yes, please. I'd like the veggie burger.
Server All right. And would you like soup or salad with your burger?
Customer What's the soup of the day?
Server It's chicken soup. We also have cream of potato soup and onion soup.
Customer I'll have the onion soup, please.
Server And would you like anything to drink?
Customer Yes, I'd like a lemonade, please.

- B Listen to the server talk to the next customer.
What does he order?

Today's Specials
soup of the day
chicken curry and mango salad
veggie burger with soup or salad
red bean chili and chips



7 GRAMMAR FOCUS

COV-19 2020

Modal verbs *would* and *will* for requests

What <i>would</i> you like?	I'd <i>like</i> the veggie burger.	Contractions I'll = I will I'd = I would
	I'll <i>have</i> a mango salad.	
What kind of soup <i>would</i> you like?	I'd <i>like</i> onion soup, please.	
	I'll <i>have</i> the soup of the day.	
What <i>would</i> you like to drink?	I'd <i>like</i> a lemonade.	
	I'll <i>have</i> a large orange juice.	
Would you like anything else?	Yes, please. I'd <i>like</i> some coffee.	
	That's all, thanks.	

GRAMMAR PLUS see page 144

Complete this conversation. Then practice with a partner.

Server: What _____ you like to order?
 Customer: I _____ have the spicy fish.
 Server: _____ you like salad or potatoes?
 Customer: I _____ like potatoes, please.
 Server: OK. And _____ you like anything to drink?
 Customer: I _____ just have a glass of water.
 Server: Would you _____ anything else?
 Customer: No, that's all for now, thanks.



Later

Server: Would you _____ dessert?
 Customer: Yes, I _____ like ice cream.
 Server: What flavor _____ you like?
 Customer: Hmm. I _____ have mint chocolate chip, please.

8 ROLE PLAY At a coffee shop

Student A: You are a customer at a coffee shop. Order what you want for lunch.

Student B: You are the server. Take your customer's order.

TODAY'S LUNCH SPECIALS			
Cheeseburger with onion rings		Lamb curry and potatoes	
Spicy shrimp and rice		Sushi plate with miso soup	
Chicken salad sandwich		Vegetarian pizza and salad	
Drinks		Desserts	
Coffee	Fresh juice	Ice cream	Lemon pie
Tea	Sparkling water	Chocolate cake	Fresh fruit salad
Soda			

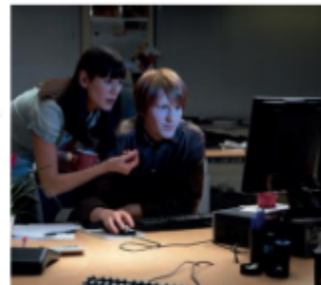
Change roles and try the role play again.

9 LISTENING Working late

COVID-19 2020

- A Steven and Sarah are working late. Listen as their boss asks what they would like for dinner. What do they order? Fill in their choices.

Steven	Sarah
_____ pizza	_____ pizza
Salad with _____	Salad with _____ dressing
Drink: _____ with _____	Drink: _____ with _____
Dessert: a piece of _____	Dessert: a slice of _____



- B Listen to their conversation after the food arrives. Choose the two items that are missing from the order.

10 INTERCHANGE 13 Planning a food festival

Create a menu to offer at a food festival. Go to Interchange 13 on page 128.

11 WRITING A restaurant review

- A Have you eaten out recently? Write a review of a restaurant, café, or food truck. Choose at least five questions from the list. Answer these questions and add ideas of your own.

What's the name of the place?
 When did you go there?
 What time did you go?
 Who did you go with?
 What did you have to eat?
 What did you have to drink?
 Did you order dessert?
 What did you like about the place?
 What didn't you like about it?
 Would you recommend it? Why?
 Why not?

- B **GROUP WORK** Take turns reading your reviews. Which place would you like to try?

USER REVIEW

Last Saturday, my sister and I tried Burger To Go, a new restaurant in our town. I had a classic cheeseburger and fries. The burger wasn't very big, but it was delicious. The fries were hot and crispy but a little too salty. For dessert, I had apple pie. It wasn't bad, but I've had better. I would recommend Burger To Go for their burgers and their very friendly service. I hope they improve with time!
 — Emilia

12 READING

COV-19 2020

- A Scan the article. In which country do people usually leave a 15–20% tip on food?
In which country is tipping unnecessary?

TO TIP OR NOT TO TIP?

WHAT'S A TIP?

The verb to tip means to give money, and the noun tip is the money that you give to someone. It's a slang word from Old English. Around the world, many people give tips to people who provide a service for them. It's a way of saying thank you. But did you know that tipping customs around the world vary a lot?

WHO AND WHERE TO TIP

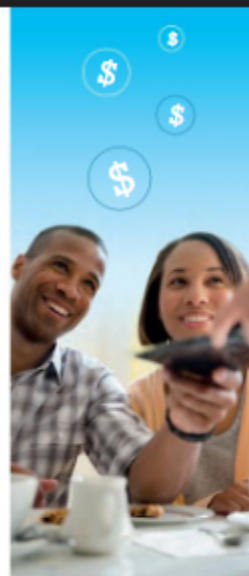
In some countries, like the United States, it's common to give a tip in a lot of different places. Almost everybody gives tips to servers in restaurants and cafés. Servers rely on those tips to add to the low wages they get paid for their jobs. People also tip taxi drivers and hairstylists. If an airport worker or a hotel bellhop helps you with a heavy suitcase, you tip them as well. In Japan, though, it's a very different story. In Japan, tipping isn't part of the culture, so it rarely happens. In fact, a tip might be confusing to the server. And in France, a "service charge" is included on all restaurant checks, so in fact, you've already tipped your server.

HOW MUCH TO TIP?

The amount people tip in the United States varies between 15 and 20% on restaurant checks. So, for example, if a restaurant total is \$40, people give the server around \$6–8. That seems like a lot of money for some visitors who come from countries where tipping isn't customary. According to one news source, the average tip in a New York restaurant is 19.1% of the total, but in London it's 11.8%. That's a big difference.

WHO'S THE BEST TIPPER?

A millionaire named Benjamin Olewine probably wins the prize for giving the world's most generous tip. Mr. Olewine paid for his server's nursing school fees as a tip! The waitress, Melissa, was working in a restaurant to save money for school. One day, she served breakfast to Mr. Olewine. The check was \$3.45. The tip was more than \$20,000!



- B Read the article. Find the words in *italics*, then check (✓) the correct meaning of each word.

- | | | | |
|-------------------|--|---------------------|--|
| 1. <i>vary</i> | <input type="checkbox"/> change | 4. <i>confusing</i> | <input type="checkbox"/> unnecessary |
| | <input type="checkbox"/> stay the same | | <input type="checkbox"/> difficult to understand |
| 2. <i>rely on</i> | <input type="checkbox"/> ask for | 5. <i>customary</i> | <input type="checkbox"/> usual |
| | <input type="checkbox"/> need | | <input type="checkbox"/> unusual |
| 3. <i>wages</i> | <input type="checkbox"/> regular pay for a job | 6. <i>generous</i> | <input type="checkbox"/> very rich |
| | <input type="checkbox"/> tips received for a job | | <input type="checkbox"/> giving more than enough |

- C Check (✓) the statements that describe correct tipping behavior.
For the items you don't check, what is acceptable?

- ☐ 1. You're eating at a restaurant in London. You leave a 25% tip.
☐ 2. You give your New York server a 15% tip.
☐ 3. You give a large tip after your meal in Tokyo.
☐ 4. Your bellhop in Chicago helps you carry your suitcase. You give him a tip.
☐ 5. You pay your check in Paris and don't leave a tip.

- D **GROUP WORK** Is tipping customary in your country? If it is, who do you tip and how much? If it isn't, what do you think about tipping?

What would you like? 91

Appendix B

Transcript conventions

<u>Codes</u>	<u>Explanation</u>
M	- Mentor
L	- Laura
...	- Short hesitation/pause
(...)	- M or L continues to develop an idea after being interrupted
[...]	- Omitted information
[]	- Words added by the researchers
/	- Interruption
(!)	- Counter-expectation (e.g. surprise)