

Use of Video Clips of Exemplary Teaching as Representations of Core Practices in a World
Languages Teacher Education Course

by

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Dedication

To pre-service teachers who are ready to advocate for their students, to disrupt forms of oppression, to teach for equity and social justice, and most importantly to teach their students to love and to be loved.

Acknowledgement

First and foremost, I want to thank Dr. Erin Kearney for giving me the opportunity to work with her and learn from her. During my Ph.D. journey with Dr. Kearney, I have learned ways that professional development supports teacher learning. In addition, she has guided me how to navigate life as an international graduate student and novice teacher. Most importantly, Dr. Kearney has shown me that nothing is impossible as long as one believes in it, works on it, and never ever gives up.

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Abstract

In recent years, research in practice-based teacher education has focused on identifying pedagogies that teacher educators (TEs) can employ to prepare teacher candidates (TCs) to teach effectively (e.g., Grossman & McDonald, 2008; Lampert et al., 2013). However, there is not a large amount of research yet that describes the processes occurring in these programs that are supporting better success for new teachers or connecting the practice-rich experiences with a broad range of desirable outcomes (like long-term retention in the profession, higher student achievement once in the field, etc.). This case study contributed to scholarship on teacher education, and especially efforts to enrich preparation programs with more focus on instructional practice, by describing and analyzing ways that novice teachers are professionally socialized through a teacher education course that aimed specifically at engaging pre-service teachers with “core” (Grossman & McDonald, 2008) teaching practices. The research questions that guided the study were: RQ1. How do TCs and their teacher educator TE engage with video segments from a corpus of exemplary world languages teaching as representations of particular core practices (CPs)? RQ2. How do TCs describe whether the use of video of exemplary teaching practices influences their understandings of specific core practices and their broader development as teachers? RQ3. What are the TE’s perceptions with regard to using videos to teach core practices? What are the perceived opportunities and/or challenges of the CP teaching approach?

To address the research questions, this study adopted a qualitative, more specifically a case study approach. The data collection included classroom observation data, field notes, classroom materials, video recordings of class interactions, and interview data with the professor of the teacher education course and the students in the class.

Three cycles of coding on the collected data showed that overall, the TE followed the CP teaching approach which involved cycles of: preparation for deconstructing the representation, viewing the representation (video), deconstructing the representation (decomposition of practice), creating a new representation (modeling), and approximation (micro-teaching/rehearsal). Besides, TCs praised the use of exemplary videos in class. Moreover, the TE found the CP teaching approach to be coherent and practice-oriented which served her purpose of preparing TCs in a way that combined theory and practice.

The findings yielded several implications for teacher educators and teacher preparation programs both in terms of the use of videos as representations and the CP teaching approach. With challenges brought by the COVID-19 pandemic, most schools have switched to online teaching. Using videos as teaching representations to socialize teacher candidates is a convenient method for TCs to simulate being in a classroom to observe teaching since in-person observations could be difficult to do during the pandemic. In terms of the CP teaching approach, the codes and descriptors used to unpack TE and TCs' discussions and to analyze TCs' professional vision could be used as tools for TEs and teacher preparation programs which look to improve TCs' learning experiences. Meanwhile, each teacher preparation program should engage local in-service teachers to collaborate on researching and determining which practices should be deemed core given the local context. Overall, with the danger of falling into using CPs as a checklist in decontextualized ways, WL stakeholders should consider the different ways that CPs could be situated in the classroom environment of the presented representations of practice. Additionally, the CPs must be humanized in the local contexts.

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Glossary of Acronyms

ACTFL—American Council on the Teaching of Foreign Languages

AST—Ambitious Science Teaching project from the University of Washington

CP—Core Practice

CPC—Core Practice Consortium

CSET—Stanford University’s Center to Support Excellence in Teaching

edTPA—Educative Teacher Performance Assessment

ELA—English Language Arts

FL—Foreign Language

HLP—High-Leverage Practice

HLTP—High-Leverage Teaching Practice

IA—Instructional Activity

IM—Instructional Move

LOTE—Languages Other Than English

MP—Micro-Practice

PBTE—Practice-Based Teacher Education

PD—Professional Development

TC—Teacher Candidate

TE—Teacher Educator

TEP—Teacher Education Program

U-ACT—University of Washington’s Accelerated Certification for Teachers program

WL—World Language

1.0 Introduction

How to improve teaching and learning has always been the essential question when it comes to education. The quality of teaching may exert considerable influence on student learning (e.g., Darling-Hammond, 2000). Having well-trained teachers, prepared to teach effectively becomes a critical foundation for student success. This relationship between effective teaching and student learning outcomes sets the goal for teacher education programs, which is to prepare novice teachers for teaching their subject content areas through effective teaching practices. However, the time student teachers spend in such pre-service programs is limited and the quality of that experience can range widely. In the meantime, how we define “effective teaching” also varies.

A typical 15-week methods course in a teacher preparation program presents students with a broad range of content and pedagogy knowledge including second language acquisition theories, an overview of teaching methods, grammar teaching approaches, national and state standards, curriculum planning, classroom management, and assessment. Usually in later stages of a program, student teachers are provided with scaffolded opportunities to connect these theoretical concepts regarding the practice of teaching through classroom observation, videos, micro teaching, and student teaching in K-12 classrooms (e.g., Forzani, 2014; Grossman & McDonald, 2008; McDonald et al., 2013). Therefore, student teachers spend most of their time learning in teacher education about theories of teaching and less time is spent on practicing teaching in a real classroom.

Many pre-service teachers suffer from “practice shock” (Stokking, et al., 2003) when they begin teaching. Since novice teachers struggle applying the theories that they learned in teacher education programs (Cochran-Smith & Zeichner, 2009), according to Lampert and Ball

(1998), novice teachers tend to resort to intuitive theories of teaching and learning. Particularly, they tend to approach teaching with their intuition and fall back on their own learning experiences in school as a guide rather than the research-based knowledge that they learned in teacher education programs. Blomberg et al. (2013) explain that novice teachers' theoretical knowledge remains inert (Whitehead, 1929) and cannot guide their classroom practice (Cochran-Smith, 2003).

Consequently, first-year novice teachers usually feel less prepared to handle the complexities of teaching in a classroom (Fantilli, & McDougall, 2009). For various reasons including a lack of preparation to teach, there is an alarming number of teachers in North America who leave the teaching profession in the first three to five years after graduation from a teacher preparation program (e.g., Fantilli, & McDougall, 2009; Shakrani, 2008). With high levels of attrition among beginning teachers, the cost of teacher attrition also has negative effects on student performance and financial conditions of schools and school districts (Watlington et al., 2010). Hence, university teacher education programs have been critiqued for failing to prepare novice teachers to face the complex work of teaching (Grossman & McDonald, 2008).

1.1 Practice-Based Teacher Education

To respond to this situation, teacher education is undergoing a shift from overvaluing content knowledge and theories of teaching to supporting student teachers in connecting such knowledge with practice (Grossman et al., 2009). Yet, this is not the first time in the history of teacher education that there are calls to return to a focus on teaching practice (Grossman, 2018).

In the late 1960s and 1970s, the competency-based (or performance-based) teacher education reform movement advocated for having novice teachers practice discrete skills and work toward mastery of a long, fine-grained checklist of competencies (Houston & Howsam,

1972). Such checklists of competencies that novice teachers had to fulfill ignored teacher subjectivity and teacher judgment. But teaching is complex and cannot be fully captured in checklists. Reforms in the 1980s centered around teachers' pedagogical thoughts and decisions (Shavelson & Stern, 1981; Shulman, 1986). Although this perception of teaching represented a shift and expansion, there was a gap between learning/talking about teaching in a detached way and gaining first-hand experiences of teaching (Kennedy, 1999). And this gap brings us back to the present push from the 2000s for more clinically rich programs and teacher residencies. To better prepare teachers to understand the work of teaching and to enact high-quality teaching practices before entering classrooms, Grossman and McDonald (2008) and Ball and Forzani (2009) suggested focusing teacher education on "core" instructional practices.

In recent years, research in practice-based teacher education (PBTE) has focused on identifying pedagogies that teacher educators (TEs) can employ to prepare teacher candidates (TCs) to teach effectively (e.g., Ball & Cohen, 1999; Grossman & McDonald, 2008; Lampert et al., 2013; Zeichner, 2012). However, there is not yet a large amount of research that describes the processes occurring in practice-based programs that are supporting better success for new teachers or connecting the practice-rich experiences with a broad range of desirable outcomes (like long-term retention in the profession, higher student achievement once in the field, etc.) (Knight et al., 2014; McDonald et al., 2013). This study aimed to contribute to scholarship on teacher education, and especially efforts to enrich preparation programs with more focus on instructional practice, by describing and analyzing ways that novice teachers were professionally socialized through a teacher education course that aimed specifically at engaging pre-service teachers with exemplary teaching videos as representation of core practices (Grossman & McDonald, 2008).

2.0 Theoretical Framework and Literature Review

This chapter presents a theoretical framework and a synthesis of research that inspired the present study. The aim of the literature review is twofold. First, in the conceptual framing section, professional vision and the core practices teaching cycle are introduced as the theoretical lenses of the present study. Second, empirical studies on core practices development in teacher education and use of videos in teacher education are presented. This literature review establishes the context and need for the current study in a world language teacher preparation program. This chapter is divided into the following sections: (a) conceptual framing—professional vision, core practices, and core practice teaching cycle; (b) review of key empirical research—core practices development, adapting core practices to teacher education, and using video as representation of practice. After synthesizing the research in these areas, limitations of the research on core practices in world language teacher education are identified and a trajectory for further research is suggested in the summary section.

2.1 Conceptual Framing

The purpose of this section is to introduce teacher education from a practices perspective and to present professional vision as a theoretical lens, a theory of core practices, and teaching core practices in teacher education.

2.1.1 Professional Vision

The professional vision framework was developed based on practice theory (Bourdieu, 1977; Chaiklin & Lave, 1993; Lave & Wenger, 1991) and activity theory (Duranti & Goodwin, 1992; Vygotsky, 1978). Goodwin (1994) described professional vision as “ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group” (p. 606). He theorized and illustrates with empirical evidence that the discursive practices used

by the members of a profession shape and create a profession's craft: "the theories, artifacts, and bodies of expertise that distinguish it from other professions" (p. 606).

Goodwin identified three tools that facilitate development of professional vision, or "disciplined perception" of practice (Stevens & Hall, 1998): coding schemes, highlighting, and the production and articulation of material representations. He used two examples from the fields of archeology and law to illustrate how these three practices unfold in both fields in relation to professional vision. In the archeology example, Goodwin showed how a master archaeologist used tools, speech, and gesture to show students how to recognize and interpret important archaeological phenomena in the dirt they examined. In the law example, Goodwin showed how the three practices played an important role in the legal defense of four police officers accused of using excessive force to arrest Rodney King, an African-American motorist stopped for speeding in Los Angeles in 1991. In the first case, professional vision was being developed as an expert and novice engaged together in several practices meaningful to the profession, while on an archeological dig site. In the second case, professional vision is deployed as a legal defense and an attempt to try to bring jurors to view a police officer's actions as professionally justified. Apprenticing others into professional vision, Goodwin shows, can be put to quite different purposes.

Coding is the use of established codes to describe the object of inquiry. In Goodwin's archeology example, archeology students were given a set of categories for describing the color, consistency, and texture of whatever dirt they encountered. In the law example, the jury was provided with a coding scheme that served to divide the episode in question into different periods, with the aim of showing that arresting Rodney King was a legitimate police activity

rather than the brutal beating of a helpless victim. Coding schemes are tools for making sense of the profession's relevant phenomena and domains of interest in particular ways.

Highlighting includes “methods used to divide a domain of scrutiny into a figure and a ground, so that events relevant to the activity of the moment stand out” (p. 610). For example, in order to make the features visible to students, the archeologist drew on the ground with a trowel to show changes in coloration in the dirt. In the law example, cropped and highlighted still images from a video recording were shown to the jury to draw attention to Rodney King as a dangerous suspect but in fact he was lying face down on the ground most of the time in the recording. Highlighting, then, is an interactional tool or resource, which channels attention, focalizes gaze and generally shapes novices' perception in a directed way.

The third practice is producing and articulating material representations, which is a map of the excavation in the archeology example or how lawyers articulated graphic representations in the Rodney King trial. Graphic representations are also mediational, sense-making tools that professionals use while carrying out the work of their professions, and these are also important tools in socializing newcomers.

2.1.1.1 Teachers' Professional Vision. Ball and Cohen (1999) argued for grounding professional education in practice and putting the work of practitioners—a major component of teachers' professional vision—at the core of teacher education. As a crucial element of teacher expertise, professional vision can be and should be developed in teacher education programs (Goodwin, 1994; Sherin, 2002). For the teaching profession, the phenomena, or what Goodwin (1994) called “ways of seeing and understanding events,” happen in classrooms. A teacher's professional vision thus involves the ability to notice and interpret significant features of

classroom interactions (van Es & Sherin, 2002). Professional vision for teachers then exists at a perceptual level as well as an interpretive.

Two main subprocesses of teachers' professional vision have been identified: 1) noticing, or what some other scholars refer to as "selective attention" (e.g., Kersting, 2008), and 2) knowledge-based reasoning (Blomberg et al., 2011; Sherin, 2001, 2007). Noticing describes the process of how a teacher decides where to pay attention in the complex classroom environment. Specifically, noticing is the "knowledge-guided identification of those classroom situations and events that are relevant to the provision of effective instruction" (Blomberg et al., 2011, p. 1132). Since many things are happening at once during a lesson, a teacher must "choose from among this complexity where to focus his or her attention" (Sherin & van Es, 2009, p. 22) and identify "significant components of teaching and learning with the potential to influence student learning" (Blomberg et al., 2011, p. 1132) positively or negatively. In other words, noticing means filtering critical elements in classroom instruction that foster or constrain learning while ignoring unimportant events. Blomberg and colleagues (2011) give two examples of noticing: "understanding student thinking in a particular subject or understanding the nature of effective instruction in general" (p. 1132).

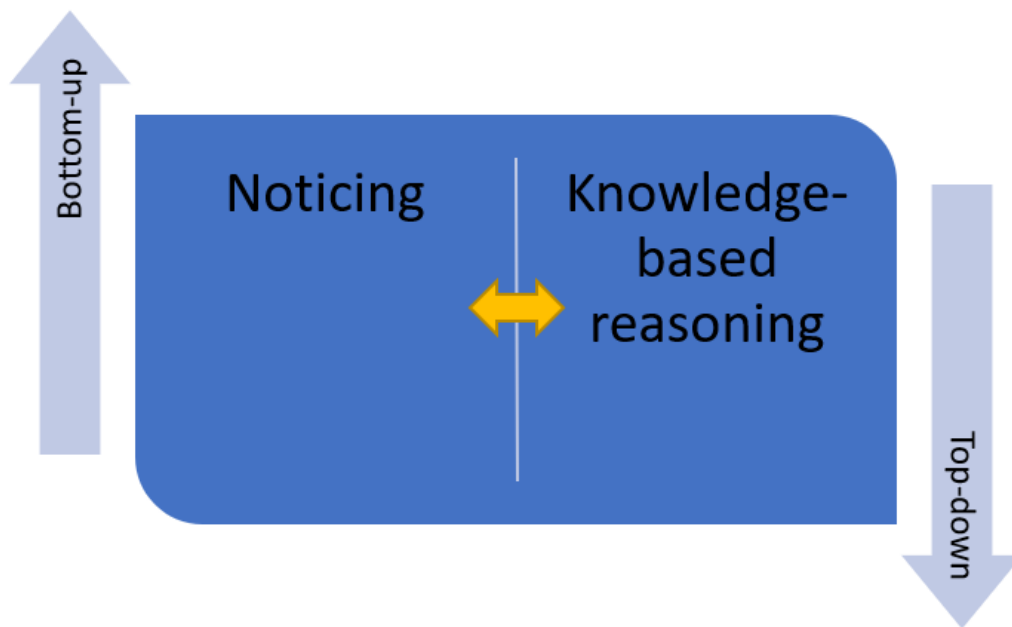
Knowledge-based reasoning refers to the ways that teachers process, interpret, and reason about what is noticed of critical classroom events based on his or her professional knowledge and understanding of teaching and learning (Borko, 2004; Sherin & van Es, 2009; van Es & Sherin, 2002). Sherin and van Es (2009) noted that this process is similar to what Lampert (1985) reported as key factors related to dilemmas she encountered during instruction or Hammer's (1997) reasoning process when he faced unexpected situations while teaching. Sherin and van Es (2009) provided an example of knowledge-based reasoning: "a teacher might reason about a

particular event based on his or her knowledge of the subject matter, knowledge of the curriculum, or knowledge of students' prior comments" (p. 22).

According to Sherin (2007), professional vision "involves perceptual processes, it is not passive, and along with all perceptual processes, professional vision is characterized by bottom-up as well as top-down processes" (p. 384). Noticing and knowledge-based reasoning are two interrelated and "dynamic" processes (Sherin & van Es, 2009) that are best understood as being in "circular interplay" (Blomberg et al., 2011). Further, Sherin and Russ (2014) noted that this interplay relationship "describes the ways in which a teacher's noticing both grows out of and informs his or her knowledge-based reasoning, and vice versa" (p. 5). For instance, in a bottom-up process, teachers notice crucial classroom events that would influence student learning and based on their professional knowledge, a top-down process, they reason what actions need to be taken that would be imperative to student learning in that specific noticed situation. See Figure 1.

Figure 1

Interplay of Teacher's Professional Vision



For students learning to become teachers, a coding scheme could be a list of teaching practices that their teacher educator provides to them. The teacher educator may use highlighting—targeted questions or a purposeful selection of a teaching event/practice—to make teaching practices visible to students. A teaching demonstration could be a teaching representation. Through these practices, a student teacher could be professionally socialized to learn to become a teacher.

Professional vision as a theory of professional socialization focused on discursive practices, tool-mediated interactions and how this productively informs a rigorous analytic approach (a close, systematic analysis of interactional achievement, within situated and meaningful social activities). Therefore, professional vision was chosen as a lens in the current study to unpack the complex interactions that happened in a practice-based teacher education course.

2.1.2 Core Practices

This section defines core practices, introduces some of the well-known core practices identified across disciplines and within the field of world language education, and lastly discusses challenges associated with core practice identification.

2.1.2.1 Definition. Traditionally teacher education has focused more on teaching and learning theories, as well as discrete skills and competencies a teacher should have. Many would argue that this type of teacher preparation represents only “marginal relevance” (Forzani, 2014, p. 357) to what actually happens in the classroom and the actual work of teaching. As Ball et al. (2009) emphasized, “initial teacher preparation must help novices learn how to do instruction, not just hear and talk about it” (p. 73). Different from traditional teacher education, the most current focus on PBTE is inspired by a much more robust and sophisticated notion of practice

than previous periods when practice was a focus. The concept of “core practices” (CPs) has been introduced by scholars and educators (e.g., Grossman & McDonald, 2008; Lampert et al., 2013) precisely to address this gap in supporting teachers to integrate teaching skills, knowledge, and judgment in practice. This concept of CPs first appeared in Franke et al. (2006) and was more recognized in the teacher education field later in Grossman and McDonald (2008). Core practices are defined in this study as:

- practices that occur with high frequency in teaching;
- practices that teachers can enact in classrooms across different curricula or instructional approaches;
- practices that allow teachers to learn more about students and about teaching;
- practices that preserve the integrity and complexity of teaching; and
- practices that are research-based and have potential to improve student achievement.

(Grossman et al., 2009, p. 277)

2.1.2.2 Existing Core Practices. While many scholars and researchers began to identify core practices, a group of researchers and teacher educators from different institutions and across disciplines came together to study and develop core practices. Since 2012, this group has been known as the Core Practice Consortium (CPC). Notably, two sets of core practices were designed by two university teacher preparation programs—also CPC members—to support novice teachers to learn to teach. TeachingWorks, which grew out of the Teacher Education Initiative at the University of Michigan, developed one of the best-known lists of core practices of teaching. The TeachingWorks team, composed of teachers and researchers, identified 19 what they call “high-leverage practices (HLPs)” across disciplines (see Table 1). Another set of non-

discipline specific core practices (see Table 2) came from the University of Washington's Accelerated Certification for Teachers (U-ACT) program (Kavanagh et al., 2017). The two sets of practices yield profound significance in general teacher education.

Table 1

HLPs Identified by Teaching Works (2013)

-
1. Leading a group discussion
 2. Explaining and modeling content, practices, and strategies
 3. Eliciting and interpreting individual students' thinking
 4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain
 5. Implementing norms and routines for classroom discourse and work
 6. Coordinating and adjusting instruction during a lesson
 7. Specifying and reinforcing productive student behavior
 8. Implementing organizational routines
 9. Setting up and managing small group work
 10. Building respectful relationships with students
 11. Talking about a student with parents or other caregivers
 12. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
 13. Setting long- and short-term learning goals for students
 14. Designing single lessons and sequences of lessons
 15. Checking student understanding during and at the conclusion of lessons
 16. Selecting and designing formal assessments of student learning
-

-
17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
 18. Providing oral and written feedback to students
 19. Analyzing instruction for the purpose of improving it
-

Table 2

CPs Identified by U-ACT

1. Creating and maintaining a productive learning environment
 2. Eliciting and responding to student thinking
 3. Teaching towards an instructional goal
 4. Positioning students as competent sensemakers
 5. Orienting students to the content
 6. Orienting students to each other's ideas
 7. Teaching with your students in mind
 8. Teaching with society in mind
 9. Assessing students' understanding
-

Other members of the CPC worked on identifying discipline specific core practices.

Through the Learning In, From, and For Teaching Practice or the LTP project, teacher educators from the University of California, Los Angeles and the University of Michigan redesigned mathematics teacher preparation and development. They focused on designing and structuring instructional activities that can help novices learn to teach ambitiously (Franke et al., 2007).

Teacher educators from Stanford University's Center to Support Excellence in Teaching (CSET) developed core practices particularly for content areas, including the teaching of English

language arts (ELA) (Grossman et al., 2013), and conducted a Delphi study on core practices for teaching history (Fogo, 2014). Another set of core practices that was identified for preparing K–12 science teachers came from the Ambitious Science Teaching (AST) project from the University of Washington. This set of practices focused on supporting teachers to adopt tools into their teaching (Windschitl et al., 2012).

The above teams of researchers and teacher educators came together to form the CPC and aimed at developing core practices—a common set of tools and common language to describe teaching. Notably, these core practices are not checklists of competencies that are divorced from principles and theory as in the teacher education reform of the competency-based teacher education in the 1960s. Rather, these core practices are “central to the daily work of teaching,” “central to supporting student learning,” “fundamental to developing other, more complex practice,” and they “underlie many different curricula or approaches to teaching” (CPC, 2019). Grossman and Dean (2019) explained:

Building shared understanding and common language did not mean standardizing practice or language. Rather, it involved constructing processes that allowed teacher educators to understand the practice of others and grow from that understanding by adopting and modifying tools and concepts so they fit the demands of their own context (p. 157).

Grossman and Dean (2019) further explained that the practice of allowing subject area groups to refine CPs that are specifically related to their disciplinary vision of discussion would help open up robust discussions on identifying CPs and teaching them in individual disciplines. CPs have been identified in various fields, such as ELA, mathematics, history, and science. Likewise, CPs have been identified in the field of foreign language teaching.

Since the American Council on the Teaching of Foreign Languages' (ACTFL) initiative in 2012 identified core practice or high-leverage teaching practice (HLTP) as a research priority, scholars and organizations have identified several HLTPs for World Language (WL) teaching. In 2015, the ACTFL identified 6 HLTPs (see Table 3). The ACTFL's HLTPs are anchored in national standards and commonly accepted theories of language learning, yet, they need to be refined to show novices *how* to enact the practices (Glisan & Donato, 2017) and merit further empirical research, as it is a criterion of core practices to be research-based. In 2017, Glisan and Donato identified six HLTPs that are based on second language acquisition theories and research and are situated in the ACTFL/CAEP standards. Later on, Glisan and Donato (2021) identified additional four HLTPs. This set of 10 HLTPs are accompanied by explanation and rubrics detailing micro-practices, which help to suggest how novices might enact the practices (see Table 4). Although CPs are being identified across disciplines, different sets of CPs have different focuses.

Table 3

HLTPs Identified by ACTFL (2015)

-
1. Use the target language as the vehicle and content of instruction.
 2. Design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.
 3. Design lessons and tasks that have functional goals and objectives, to include specifying clearly the language and activities needed to support and meet the communicative objective.
 4. Teach grammar as concept and use in context. Understand the various approaches to grammar instruction and how to select one over the other.
-

-
5. Design and carry out interactive reading and listening comprehension tasks using authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation.
 6. Provide appropriate feedback in speech and writing on various learning tasks (ACTFL, 2015a, 2015b).
-

Table 4

HLTs Identified by Glisan and Donato (2017) and Glisan and Donato (2021)

1. Facilitating Target Language Comprehensibility
 2. Building a Classroom Discourse Community
 3. Guiding Learners to Interpret and Discuss Authentic Texts
 4. Focusing on Form in a Dialogic Context Through PACE
 5. Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context
 6. Providing Oral Corrective Feedback to Improve Learner Performance
 7. Establishing a Meaningful and Purposeful Context for Language Instruction
 8. Planning for Instruction Using an Iterative Process for Backward Design
 9. Engaging Learners in Purposeful Written Communication
 10. Developing Contextualized Performance Assessments
-

2.1.2.3 Challenges and Critiques. This section discusses challenges that core practices face from the various definitions, subject area, grade level contexts, the grain size of a core practice in world language education, and critiques of CPs.

One challenge that is related to CPs is the variations in defining the concept. For instance, the HLTs that TeachingWorks from the University of Michigan proposed focused on a wide

range of teacher activities that include planning, teaching, and professional communication practices, while the U-ACT practices from the University of Washington referred to orchestrating productive classroom talk. The LTP identified core practice as involving a specific kind of activity, the “instructional activity”, yet the Stanford’s CSET program defined CPs as “identifiable components” of teaching (see Table 5 for institutional definitions of CP).

Table 5

Institutional Definitions of Core Practice. (Reprinted from Grossman and Dean (2019))

Institution/Group	Definition of core practice
University of Washington	Routine activities teachers engage in devoted to planning, enactment, or reflection that are intended to support student learning. Practices are characterized by patterns of prototypical talk, tasks, and use of tools.
Learning to Teach Project	We define core practice as ... An Instructional Activity (IA) chosen or designed to be containers for the practices, principles, and mathematical knowledge that novice teachers need to learn. Structured to scaffold teachers to elicit student understanding of mathematics and to make judgments about how to respond in principled, instructive ways. Designed to enable the participation of all students. Designed for the novice to elicit and build upon students' mathematical thinking while working on a range of mathematical ideas.
University of Michigan	We define high-leverage practices as ... tasks and activities that are essential for skillful beginning teachers to understand, take

responsibility for, and be prepared to carry out in order to enact their core instructional responsibilities

Stanford

We define core practices as identifiable components of teaching that teachers enact to support student learning. These components include instructional strategies and the subcomponents of routines and moves. Core practices can include both more generic practices, such as managing time and transitions within classrooms, and subject-specific practices.

In terms of subject areas, the Stanford definition of CPs could move across disciplines and so did the set of CPs from TeachingWorks and U-ACT. The LTP CPs focused on mathematics teaching and so did the HLTPs from ACTFL and Glisan and Donato (2017) which are also discipline-specific. Some tensions also grew from concerns over whether proposed CPs applied across grade levels or instead needed to be tailored. Members of the CPC pointed out that the different contexts of secondary and elementary teacher education supported different conceptions of core practice and addressed that the cognitive development of the students must be considered in determining appropriate goals for the practice (Grossman & Dean 2019).

Another challenge in identifying core practices has to do with the scope of a teaching practice. It is reasonable to expect that practices may seem to come in various shapes and sizes, that is, with some applying in many instructional settings and situations or permeating a great number of instructional activity types and others being quite particular in their focus or applicability to instructional environments. Various scholars in the field discuss this as a matter of “grain-size” in defining a core practice and micro-practice (e.g., Ball & Forzani, 2009, 2011; Glisan & Donato, 2017; Kearney, 2015; Kennedy, 2016). Glisan and Donato (2017) provided an

example of identifying grain size using *leading a discussion* as a large grain size practice which entails a set of smaller grain size practices, for example, situating the discussion topic within a meaningful context, motivating learners to participate, etc. (p. 16).

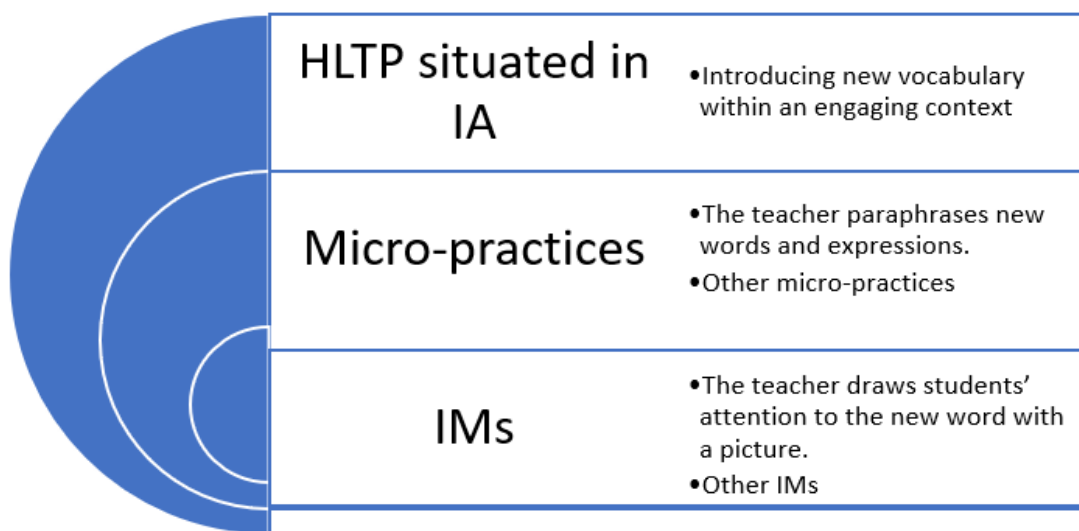
Two other terms are commonly used by scholars in the field to unpack CPs and micro-practices—instructional moves (IMs) (e.g., Glisan & Donato, 2017) and instructional activities (IAs) (e.g., Lampert & Graziani, 2009). Instructional moves show novices *how* they may orchestrate a practice in situated moments of classroom interaction, while instructional activities are the context for teaching practices to be carried out (Troyan et al., 2013). In essence, a focus on instructional moves and activities focuses our attention to the level of interactional achievement of practices in the classroom. This is the most micro-level conception of practice in CP theory and is the level at which we would expect the most unique, context-bound expressions of a practice that is otherwise defined at micro-practice and practice levels in more standardized form. Research has emphasized the need to ground CPs in specific instructional activities, especially those that are high-frequency (e.g. read-alouds in ELA classrooms, information gap speaking activities in world languages classrooms) so that the context of the practice is specified and easier for novices to envision and enact CPs (e.g., Lampert et al., 2013). All practices, of course, are enacted in specific instructional contexts, situations and moments, and CP theory recognizes this conceptually and analytically. As such, CPs are situated within IAs and can be used across multiple IAs.

To illustrate the relationship amongst CPs, IAs, micro-practices, and IMs, an example is presented in Figure 2. The example shows one high-leverage teaching practice (HLTP) identified by Glisan and Donato (2017), which is “Facilitating Target Language Comprehensibility”. This HLTP can be used across different IAs, such as telling a story, engaging learners in discussions,

or introducing new vocabulary. As a result, we might say that it is a relatively large grain sized practice. Hence, the HLTP situated within the two IAs are “telling a story by making it comprehensible and actively involving learners” and “introducing new vocabulary within an engaging context” (Glisan & Donato, 2017, pp. 168). Introducing new vocabulary within an engaging context is chosen here as an example. In order to enact the HLTP, one of the micro-practices can be for the teacher to paraphrase new words and expressions. In addition, to make such micro-practice visible, one of the possible IMs is for teacher to draw students’ attention to new vocabulary through pictures.

Figure 2

HLTP-Related Terms Illustrated with An Example from the Classroom Adapted from Zhai (2019)



While scholars are establishing the “grammar of practice” (Grossman et al., 2009)—common language to describe teaching practices—to clarify the grain size of practices, Kearney (2015) highlighted that “the definition and description of a practice and some consensus on grain size must emerge while still maintaining flexibility in the domain of research and avoiding dogmatic adherence to a fixed sequence of teaching behaviors” (p. 102).

In addition, concerns have been raised that core practice centered PBTE can decontextualize teaching practices and perpetuate the centering of whiteness in teacher education (Daniels & Varghese, 2020; Kidwell et al., 2021; Fredricks & Peercy, 2020; Peercy et al., 2019; Philip et al., 2019). Teaching is complex and certainly cannot be fully captured in checklists or even more flexible lists of MPs. The CPC has highlighted that the enactment of CPs “occurs within the complexities of teaching and thus cannot be decontextualized from the histories and policies of schooling, where teaching occurs, or who students are. Core practices must be grounded in principles for high-quality, equity-centered instruction” (CPC, 2019). While it is crucial to develop a common language to describe and unpack the complexity of the work of teaching, as a CP approach advocates, the complexity of context and human relationships is also crucial, and requires critical dimensions be planned for in PBTE.

The practices that have been proposed by the ACTFL, those proposed in conceptual papers and those that have become central in empirical studies on CPs share certain assumptions about the goals of WL education, which include developing students’ communicative proficiency in a meaningful cultural context. Such CPs need to be taught to pre-service WL teachers. Nevertheless, how to teach these CPs in a way that may be easier for pre-service teachers to perceive and execute should be addressed.

2.1.3 Core Practice Teaching Cycle

Core practices are empirically grounded in PBTE that tries to better support teachers in enacting teaching practices skillfully and knowledgeably in a way that student learning is supported (Ball & Forzani, 2009; Grossman, 2011). This theoretical richness is rooted in professional vision or “disciplined perception” of practice (Stevens & Hall, 1998). Stevens and Hall (1998) studied how newcomers were socialized in school and work settings to develop

disciplined perception which is “a set of coordinated practices through which people perceive and interpret the world in discipline-specific ways” (p. 111). Since teaching is a learned and complex profession (Ball & Forzani, 2009; Grossman & McDonald, 2008; Lampert, 2010; Shulman, 1986) and to effectively “do the teaching” may not be as visible and learnable (Ball & Forzani, 2009; Grossman, 2011; Hlas & Hlas, 2012), in order to help novices develop such professional vision we need a principled approach to unpack and see the complexities of teaching.

Grossman et al. (2009) argued that novice teachers can learn the essential elements of a complex practice by first learning its micro-practices. It is essential as well that novice teachers see the even more fine-grained, situational enactments of these micro-practices in particular interactional moments of real classrooms because it helps to illustrate the many ways that teachers can and do adapt pedagogical practices to the particulars of instructional contexts and their own personal styles. The initial observation phase focused on decomposing practices (i.e. “a pedagogy of inquiry” according to Grossman et al, 2009) is then followed by a cycle of rehearsing these micro-practices (i.e. “a pedagogy of enactment” according to Grossman et al., 2009) until they become part of the individual pre-service teachers’ instructional repertoire. This is intended to be a coached and scaffolded process.

Specifically, Grossman and colleagues’ (2009) article and Grossman’s 2018 book on teaching core practices clearly described and defined such a core practices-focused teacher education pedagogy. Two types of pedagogies are included in this framework—a pedagogy of inquiry and a pedagogy of enactment. Three key concepts were introduced for unpacking these two pedagogies in teacher education. First, representations of practice—foundational to a pedagogy of inquiry—refer to the range of authentic artifacts used in teacher education to carry

out observation and analysis, ranging from video recordings of classroom teaching, to lesson plans, to a simple conversation about struggles in teaching. Selecting various representations of teaching practice can, as Goodwin's theory of professional vision calls for, make certain kinds of noticing, highlighting and perceptual shaping more possible. One common representation of teaching in teacher education programs is modeling. When teacher educators model lessons, complex invisible work of teaching practice can become more visible and pre-service teachers can be engaged in identifying, practicing, and reflecting upon similar instructional moves. Modeling is grounded in a Vygotskyian approach that all learning is social and dialogic (Vygotsky, 1997).

Second, decomposition of practice—also part of the pedagogy of inquiry phase of the core practices cycle (Grossman, 2018)—highlights what to look for in representations of practice and how to interpret what is observed. In order for a teacher educator to teach a particular complex teaching practice, the TE needs lead novices in breaking practice down into its constituent parts in order to make the invisible instructional moves visible to novice teachers. This step is critical because without such assistance to illuminate particular teaching moves broken down from a complex practice, novice teachers may not be able to notice it on their own and may not learn to teach it as a result (Feiman-Nemser & Buchman, 1985). Grossman (2018) also pointed out that decomposition of practice in teacher education can help novices develop professional vision through learning and developing fluency over the language and structure of a teaching practice or what she calls the “grammar of practice”. It is in the decomposition of practice phase that a TE works with novices to develop a common language to describe and analyze practice.

The third concept for teaching core practices is approximation. Approximation, essential to the pedagogy of enactment phase, enables student teachers to enact and experiment with their teaching without being in an actual classroom (Grossman et al., 2009; Grossman, 2018). One way of approximating teaching practice in teacher education is rehearsal. A rehearsal is a shared experience where the teacher educator supports a pre-service teacher to publicly enact a part of a lesson with other pre-service teachers acting as students. The rehearsal usually ends with a class discussion debrief (including, potentially, a new round of decomposition) so it can go beyond the scope of one single rehearsal and provide more support for learning to take place. Both representations and approximations of teaching are essential to the core practices process (see Table 6).

Table 6

Core Practice Teaching Approach from Grossman (2018)

Pedagogy to teach CPs in teacher education	Example
<p>Representation (pedagogy of inquiry):</p> <p>Representations comprise the different ways that practice is represented in professional education and what these various representations make visible to novices (p. 15).</p>	<p>Modeling:</p> <p>Modeling makes complex cognitive work visible so that learners are able to see and begin to take up the thinking and decision making integral to the discipline (p. 37).</p> <p>Using videos as a representation of practice to model:</p>

Different types of representation: videos, transcripts, decompositions of practice, and more

Videos of teaching practices are useful to debrief and decompose focal practices.

Approximation (pedagogy of enactment): Rehearsal:

Approximations represent an opportunity to engage in aspects of practice with additional support and under conditions that are designed for optimal learning (p. 57)

A rehearsal becomes a shared experience for a group of teacher and teacher educator(s) to practice in order to be better positioned to manage the range of complex interactions within a lesson with students (p. 57).

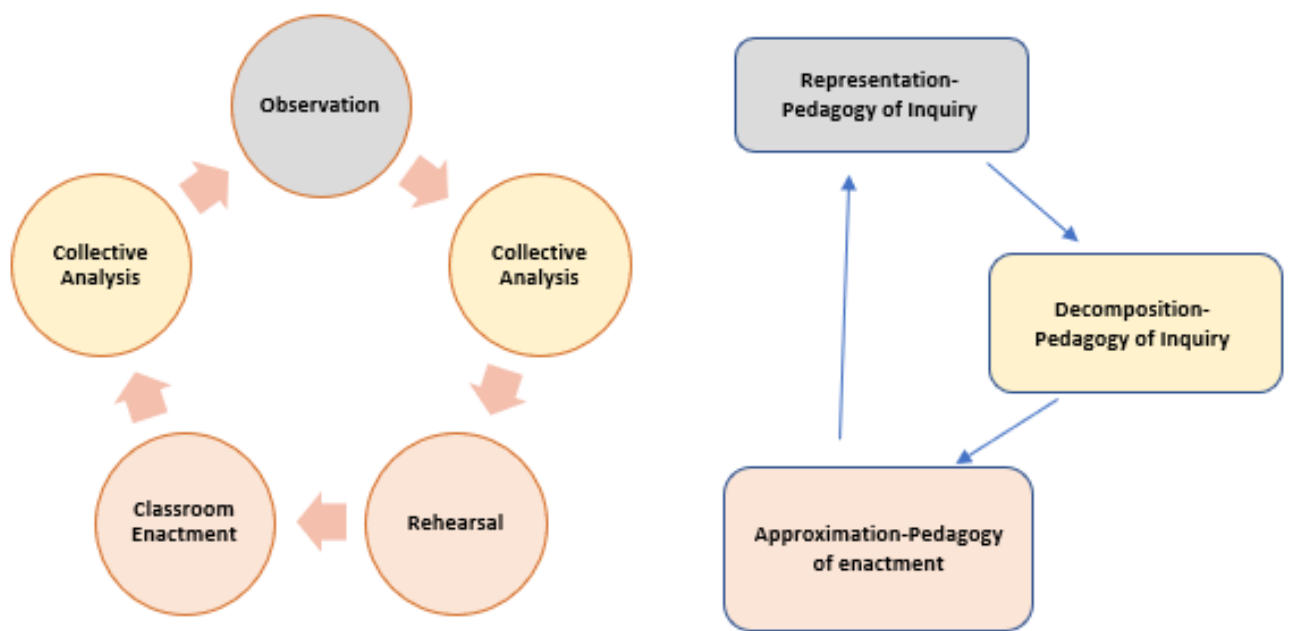
Different types of approximation: role-plays, microteaching, rehearsals, virtual reality simulation and more

Lampert et al. (2013) experimented with early designs for core practice focused teacher education. TEs working in the Learning to Teach in, From, and Through Practice project (Lampert et al., 2013) engaged novices in watching, planning, and teaching routine instructional activities (IAs), which serve as instructional episodes that novices can use to enact a set of practices and principles of ambitious teaching—a practice that attends to the learning of all students—across ethnic, racial, class, and gender categories—and that aims to deepen students’ understanding of ideas as well as their engagement in the solving of complex problems, rather than the more commonplace emphasis on activities and procedural talk (Lampert & Graziani, 2009; Newmann, 1996; Thompson et al., 2013). Lampert and colleagues (2013) called such activities a “cycle of enactment and investigation”. The cycle begins with a class of TCs

observing an enactment of a particular IA in a classroom context through a live situation or on video. The TE then guides the class to analyze the practices that were embedded in the IA that they observed and discuss how the specific elements were integrated to address the particular teaching problems. The next stage in the cycle involves novices preparing to teach the same IA in actual classrooms using the practices and principles they studied in the context of the demonstration. After preparing, TCs publicly rehearse their plans for enacting the activity in front of their peers. Next, novices interact with students, doing the activity they have rehearsed and video record it. The TE then guides another collective analysis but using records of TCs' practice to examine how practices or principles were played out. Lampert et al. (2013) argue that through this cycle of “deliberate practice” TCs build an “iterative and interactive relationship between knowledge and principles...and practical tools” (p. 229). Figure 3 clearly illustrates this complex cycle of enactment and investigation.

Figure 3

Cycle of Enactment and Investigation (Adapted from Lampert et al. (2013) and Grossman (2018))



This dissertation study focused on a certain phase of the core practice cycle – the initial phase, in which novices engage with and interpret representations of teaching, with heavy emphasis on the nature of decomposition for one group of TCs and their TE. This framework was chosen because it “account[s] for the underlying structure of different pedagogies used in professional education, particularly pedagogies that are deeply grounded in practice” (Grossman, 2018, p. 8), thus helps with the decomposition of the teaching and learning of core practices, and understanding of how student teachers learn to teach in a practice-based classroom.

2.2 Review of Key Empirical Research

Building on the conceptual framework, this section reviews key empirical studies on teaching core practices in teacher education and use of video as a representation of practice.

2.2.1 Teaching Core Practices in Teacher Education

Specific core practices were first identified through theory-based proposals and empirical studies across different curricular areas such as mathematics (e.g., Ball et al, 2009), history (e.g., Fogo, 2014), and science (e.g., Windschitl et al, 2012). In the teacher preparation community, various terms and definitions are employed when discussing practice, such as best practices (Daniels et al., 2005; Pufahl et al., 2001; Stone, 2007), core practices (Dutro & Cartun, 2016; McDonald et al., 2013; Windschitl et al, 2012), HLTPs (Davin & Troyan, 2015; Glisan & Donato, 2017; Hlas & Hlas, 2012; Kearney, 2015; Zhai, 2019), and high-leverage practices (Troyan et al., 2013). These terms are not interchangeable and represent varying levels of theoretical and empirical rigor.

In PBTE, Ball and Cohen (1999) addressed that what teachers need to learn must be learned in and from practice. They explained that situating professional learning opportunities in practice requires identifying central activities of instructional practice, creating/selecting

materials that depict the work of teaching, and using such materials to create opportunities for teacher learning. A core practices approach is one method that situates learning opportunities in practice. In this section of the literature review, 14 key empirical studies on the pedagogies of teaching core practices in teacher education programs are discussed in detail below.

Overall, the 14 key research studies are listed in Table 7 and categorized by whether they focused on studying teacher educator, teacher candidates, or both, and whether they examined the pedagogy of inquiry or enactment phase of the core practice teaching cycle. The following literature review section is organized by analyzing studies that focused on pedagogy of inquiry and TE (Kazemi et al., 2009; Peercy, 2014; Peercy & Troyan, 2017), pedagogy of enactment and TE (Davis et al., 2017; Ghouseini et al., 2015; Kazemi et al., 2016; Kazemi et al., 2009; Lampert & Graziani, 2009; Lampert et al., 2013), and pedagogy of enactment and TC (Davin & Troyan, 2015; Davis et al., 2017; Ghouseini et al., 2015; Kearney, 2015; Lampert et al., 2013; Reisman et al., 2018; Troyan et al., 2013; Troyan & Peercy, 2016). Bolded studies focused on teacher education in world languages.

Table 7

Key Research with a Focus on TE or TC

	TE	TC
Pedagogy of Inquiry	Kazemi et al. (2009)*—Math; Peercy (2014)—ESOL self-study; Peercy & Troyan (2017)—ESOL self-study	

Pedagogy	Davis et al. (2017)—Science;	Davin & Troyan (2015)—WL;
of	Ghousseini et al. (2015)*—Math;	Davis et al. (2017)—Science;
enactment	Kazemi et al. (2016)—Math;	Ghousseini et al. (2015)—Math;
	Kazemi et al. (2009)—Math;	Kearney (2015)—WL;
	Lampert & Graziani (2009)—WL;	Lampert et al. (2013)—Math
	Lampert et al. (2013)*—Math;	Reisman et al. (2018)— Social studies;
		Troyan et al. (2013)—WL;
		Troyan & Peercy (2016)—ESOL & WL;

*studies appeared more than once in the table.

2.2.1.1 TE at Inquiry Stage. Three studies looked at pedagogy of inquiry and TE. Both Peercy (2014) and Peercy and Troyan (2017) conducted self-studies of TE in ESOL teacher preparation programs. Kazemi et al. (2009) studied the TE’s point of view on designing and teaching TC mathematical activities in a mathematics teacher preparation program.

Kazemi et al. (2009) reported one of the earliest experiments and designs of the core practice teaching cycle. Their study looked at both TE and TC. They examined pedagogies in teacher education to develop novice teachers’ competence in eliciting, responding to, and advancing students’ mathematical thinking. Their study centered on the use of instructional activities as a tool in supporting the learning and doing of ambitious teaching. They highlighted the use of guided, public rehearsal as a pedagogical practice for helping TCs practice the interactive nature of classroom teaching which supported their direct interaction with children. The authors also began to design a model that centered around a small set of instructional

activities. Their model consisted of recurring cycles of planning, rehearsal, enactment and reflection using instructional activities as the focus of teaching. The design of their pedagogies of practice followed the following steps: teacher educator rehearsal, refinement of IA plan and production of protocol, enactment of IA with TCs, rehearsal of IA by TCs, and enactment of IAs in K-5 classrooms. Kazemi et al. (2009) also proposed a list of moves the teacher educator made in enacting a practice-based teacher education pedagogy:

- exhibiting, demonstrating, and naming the elements of an instructional activity;
- situating the activity in theoretical and empirical evidence that it is likely to result in student learning;
- giving novices the opportunity to deliberately practice the elements of the activity that are “routine” with coaching from teacher educators;
- structuring collaborative work on problems of teaching practice so as to attend to the development of novices’ knowledge of important mathematics and their knowledge about how students make sense of that mathematics in ways that are connected with that work;
- scaffolding novices’ preparation for doing the activity with particular elementary level learners in ways that call attention to important mathematics and students’ ways of making sense;
- rehearsing the enactment of the plans for doing the activity so as to provide deliberate practice of its routine elements as well as opportunities to respond in a principled way to the kind of non-routine information that comes from students;
- organizing opportunities for novices to teach using the activity and to record their practice and their students’ work;

- analyzing with novices how an Instructional Activity can maintain its integrity while playing out differently in different classroom contexts;
- assessing the learning of novices around the key practices that are embedded in the activity;
- refining the design of the Instructional Activity in consideration of what elementary mathematics students are able to learn with it (p. 15).

This proposed model for teaching TCs how to enact core practices sheds light on practice-based teacher education and provided a base for research to sprout in designing practice-based teaching models.

Peercy (2014) conducted a self-study to explore the changes in her practices as a teacher educator before and after teaching in a K–12 classroom for one year. She focused on the *how* of teaching core practices. Peercy used a constant comparative method (Strauss & Corbin, 1998) to identify themes that emerged in her teacher education practices both before and after teaching for a year at the secondary school level herself. To explore changes in her teacher education practices, Peercy examined her course syllabi, lesson plans, reflective journals, memos, notes, texts, assignments, and course evaluations. She documented what motivated changes to the focus and organization of the graduate level ESOL course. One of the findings was deliberation about purpose for planning and executing instruction. After one year spent in the K–12 environment, Peercy focused more deliberately on how to do the work of teaching and promoted peer interaction by having TCs give and receive feedback from peers on their unit lesson plans. But based on student evaluations, some of her students did not find meeting in groups and practicing teaching with peers effective. Peercy concluded that engaging teachers in practice-based teaching requires teacher educators to be specific and deliberate in setting their own purposes for the

centrality of practice in their courses and to explain these clearly to students. The findings suggested how TEs' study of their own use of practice-based pedagogy could benefit from using a self-study lens. Further, Percy highlighted the importance of studying how teacher educators implement core practices in their courses and programs. This study shows how one TE planned for and facilitated the inquiry stage for TCs.

Similar to Percy (2014), Percy and Troyan (2017) conducted a collaborative self-study to explore the first author's experience of using core practices to guide her work to prepare English teachers. The authors used interpretive qualitative analysis to iteratively examine the data in this study. Data included emails, course materials, video recorded meetings, meeting notes and agendas, and reflective journaling. The experiences of the first author demonstrated a cyclical relationship between her phronesis (perceptual knowledge) and episteme (conceptual knowledge): reflection on her practice led to a deeper level of her conceptual knowledge and a subsequent re-articulation of her practice. This investigation of the first author's epistemological and practical shifts when seeking to make practice the center of her work was important for understanding the behind-the-scenes work for TEs as they aimed to bridge the theory-practice gap (e.g., Korthagen, 2010) by using practice-based pedagogy as the foundation for their work. Both studies from Percy (2014) and Percy and Troyan (2017) contributed to the understanding of the work of teacher educators enacting the pedagogy of inquiry during their work in practice-based pedagogies and both studies called for greater attention to the pedagogies and development of TEs.

2.2.1.2 TE at Enactment Stage. Besides the three studies that examined TE at the pedagogy of inquiry stage, several studies focused on how TE scaffolded TCs to enact core practices at the enactment stage. Three research studies looked at mathematics teacher education

(Ghousseini et al., 2015; Kazemi et al., 2016; Lampert et al., 2013), one at science teacher education (Davis et al., 2017), and one in world language teaching (Lampert & Graziani, 2009).

Similar to Kazemi et al. (2009), Lampert and Graziani (2009) was one of the first studies to identify and design instructional activities to help TCs enact ambitious teaching in practice-based teacher education. The study took place in an international, school-based program for teachers of Italian as a foreign language. The authors investigated how a carefully chosen set of instructional activities, built out of ambitious teaching, could make it possible for TCs to teach ambitiously and for teacher educators to build knowledge. Specifically, the authors used one activity named “conversation rebuilding” to demonstrate how the educators followed the cycle of “presentation, demonstration, scaffolded planning, coached rehearsal, teaching and debriefing” (p.496) to help TCs learn micro-practices, such as prompting students to form hypotheses and making them public, and identifying the communicative goals. However, it is important to note that this study did not reveal the interactional process that took place, how TEs followed the cycle to teach TCs, which is critical to implementing a practice-based teacher education program.

Three studies in the mathematics field also explored TE at the enactment stage. Lampert et al. (2013) analyzed a particular pedagogy for learning to interact productively with students and subject matter—rehearsal. The authors specified a way in which TEs and TCs could interact around teaching that was both embedded in practice and amenable to analysis. Using quantitative and qualitative methods, the authors characterized how typical rehearsals were structured and what was worked on through the quantitative analyses. Then, the authors looked at one aspect of ambitious teaching—eliciting and responding to students’ performance—using qualitative analyses to study how TEs and TCs worked together to learn to enact the practice during

rehearsal. Lampert et al. (2013) experimented with early designs for core practice focused teacher education. This project helped to illustrate how focusing on a set of core practices potentially facilitated TCs' learning in the broader complexity of teaching.

Another study in math teacher education is Ghouseini et al. (2015). The authors investigated both TE and TC with regard to a particular pedagogy of enactment, which is rehearsal. They argued that less attention was paid to understanding how TCs might learn to use teaching tools adaptively in the context of practice. The authors discussed the value of providing TCs a well-specified question sequence for eliciting student thinking (e.g., What did you get/see? Did anyone see/get anything different? How did you see it/figure it out? Did anyone see it/figure it out in a different way?). TEs provided TCs with multiple opportunities to rehearse the sequence and modified the sequence to address particular classroom scenarios. The findings highlighted how to connect these modifications to ambitious teaching practices such as engaging students as sense-makers.

Similar to Ghouseini et al. (2015), Kazemi and colleagues (2016) also studied rehearsal, and shared insights into how to support TCs' enactment of core practices in rehearsals. The authors shared a set of insights gained from five years of developing, studying, and learning how to support TCs' enactment in rehearsal. They shared the purposeful decisions made by TEs in utilizing the rehearsal structure to build a community of practice on ambitious teaching. The authors analyzed 90 videotaped rehearsals over the span of three years and examined the similarities and differences in the TE's interjections and their decision making in different rehearsals. Three insights were found: 1) rehearsals require supporting a culture of making one's practice public, 2) rehearsals are shaped by the TCs' experience with an IA, and 3) rehearsals are shaped by how closely they are tied in time to enactments with children. For insight one, there

were three aspects of supporting making one's teaching public during rehearsals: establishing explicit norms for TCs' participation in rehearsal, helping them get used to making teaching public, and intervening strategically to provide feedback on their performance. One of the limitations the authors addressed was that the study focused on the reflections from a TE standpoint and did not incorporate TCs' perspectives, which is an important aspect in improving teacher education programs and practices. The study also called for better understanding of the work of teacher educators.

Although initial studies of rehearsal occurred in mathematics education, researchers in multiple domains and disciplines started to explore rehearsals (e.g., Martel, 2021). Davis et al. (2017), for example, explored how three science TEs thought about and used pauses within rehearsals to support secondary science TCs in learning to facilitate sense-making discussions. The most common purposes for TE pausing during a rehearsal was to provide TCs with feedback about the TCs' practice and to problem solve with them. Further, the most common foci were attending to student thinking and attending to the use of language. Interview data indicated that TEs responded to TCs' needs when making decisions about pauses. These findings suggested that rehearsals could provide rich learning opportunities for TCs in ways that were interactive and responsive to students' ideas.

Studies of rehearsal across disciplines have shown how TEs utilize varied moves inside rehearsals to address aspects of practice and build knowledge.

2.2.1.3 TC at Enactment Stage. Besides the research that examined TE and TC at the enactment stage from math and science fields, several studies explored the enactment of TCs in world languages (Davin & Troyan, 2015; Kearney, 2015; Troyan et al., 2013; Troyan & Peercy,

2016) and one recent study (Reisman et al., 2018) that focused on the enactment of TCs in social studies.

Troyan et al. (2013) was one of the first studies in WL that described the implementation of a practice-based approach to foreign language teacher preparation. Three HLTPs were chosen to teach in the teacher preparation course: (a) using the target language comprehensibly during instruction; (b) questioning for building and assessing student understanding; and (c) teaching grammar using an inductive approach followed by co-constructed explanations of form-meaning relationships. Each of the three HLTPs were given five weeks of instruction, for a total of 15 weeks. The instructional procedures included four phases: deconstruction, demonstration, rehearsal and coaching, and implementation/feedback. Course activities included introduction to the HLTP, discussion of structured observations in the field site, analysis of videos featuring the HLTP, in-class rehearsal and coaching, and in-class presentation of videotaped implementation. The authors highlighted recommendations for WL teacher preparation. One of the recommendations is for TEs to identify and select a limited number of useful practices and have reasonable expectations for TCs that are developmentally appropriate to their level of experience and abilities.

In WL teacher education, a few studies focused on the enactment phase of core practice cycle exploring in a way which TCs enacting certain CPs. For instance, Davin and Troyan (2015) used a multiple case study design to examine four TCs' ability to implement two high-leverage teaching practices in K–12 foreign language classrooms after a practice-based methodology course: *increasing interaction and target language comprehensibility* and *questioning to build and assess student understanding*. Findings revealed that TCs could enact some aspects of the two HLTPs in the field site more successfully than others. Further, TCs were

able to enact planned and practiced aspects of practices but had trouble maneuvering around deviations from their lesson plans or making in-the-moment decisions. TCs struggled the most with aspects of practice that involved sustaining meaningful interaction with students. Findings also suggested that TEs must consider “both the difficulty of a practice and the importance of that practice both for the development of learners' proficiency across K–12 instructional settings and to the specific context of the field site” (p. 138). Davin and Troyan (2015) also provided a figure showing a sample continuum of difficulty and importance for increasing interaction and target language comprehensibility. In their example, TCs scored the least in *use of meaningful and purposeful context* and the most in *use of visuals and props*, suggesting that TEs devote more time to engaging TCs in work on *use of meaningful and purposeful context* in the future. But Davin and Troyan also cautioned that teachers’ concept development is gradual and complex (Vygotsky, 1987), some aspects of teaching can only develop over time and through extensive practice (Johnson, 2009).

Kearney (2015) adopted micro-ethnographic techniques and explored how two high-performing novice world language teachers, one in Spanish and one in Latin, implemented a high-leverage teaching practice—*leading an open-ended group discussion*. The aim of the study was to generate, through empirical means, a set of research-based micro-practices that would be close to what TCs could reasonably approximate. Classroom observational data revealed several constituent micro-practices, e.g., providing tools to guide students’ participation in the discussion during pre-discussion, and eliciting student contributions through focused questioning during discussion. The study offered examples illustrating the ways in which the practices were achieved and also captured the impact of such practices on classroom discourse. This was one of the few studies that explored classroom discourse in WL practice-based teacher education.

Besides studying TCs' enactment of core practices, there were a few studies that looked at TCs' perceptions of such an enactment stage. Troyan and Peercy (2016) explored two TCs' perceptions of lesson rehearsal and its role in developing their ability to support meaningful interaction with students. The analysis examined two focal TCs from different second language methods instructional contexts—a methods course in a TESOL licensure program and a methods course in a WL licensure program. The authors used the constant comparative method as well as guidelines for interpretive inquiry to analyze collected data: interviews, videotaped rehearsals, self-analyses, and reflection papers. Findings indicated that the focal TCs experienced rehearsal as an important opportunity for externalization of core practices, which was facilitated by dialogic mediation. This instructional cycle scaffolded TCs' understanding of a core practice through the following steps: examination of definitions and examples of the core practice, rehearsal of the core practice in teacher education courses with fellow TCs and the TE in preparation for later implementation in the field, implementation of the core practice in a lesson with K–12 learners, and analysis of lesson implementation through the use of video records.

Reisman et al. (2018) also used videos to examine two social studies methods course assignments in which TCs recorded themselves facilitating whole-class discussions with K–12 students about historical sources. The authors proposed a framework—engaging students as sense-makers, orienting students to the text, orienting students to the discipline, and orienting students to each other—for TEs to prepare social studies TCs to facilitate text-based, whole-class discussion and also to identify where TCs appear to struggle. In this study, TEs used multiple representations of teaching practices—modeling, videos, decomposition of practices, and classroom transcripts. However, because the focus of the study was on TCs' enactment and not on the inquiry stage, how the TEs engaged TCs to carried out this inquiry stage, the classroom

interaction, and TCs' perceptions of core practices were missing but would be imperative to explore further.

While studies have been conducted on the enactment phase of the core practices cycle in WL teacher education, *how* a TE uses representations of practice to engage TCs in decomposing core practices in WL still needs to be unpacked. Stark (2000) and Martin et al. (2000) found that university faculty members' disciplinary beliefs about knowledge in their disciplines and their expectations of how and why students should learn had the strongest influence on their teaching approaches, even within a tightly defined subject matter context. Accordingly, to produce high teaching quality in teachers, one needs to first study what takes place in teacher education. Furthermore, in order to provide more insight into the field of WL teacher education on teaching core practices, it is crucial to illuminate the work of TEs by examining what they use as representations of core teaching practices and how they decompose such practices with TCs to make the complexities and fine detail of teaching practice more visible and to work with TCs to identify constituent parts of CPs.

2.2.2 Using Video as Representation of Practice in Teacher Education

This section describes benefits and limitations for TCs of viewing video as well as recommendations for effective viewing, objectives of video watching in teacher education, and what empirical studies have discovered regarding video watching in teacher education and the development of TCs' professional vision.

2.2.2.1 Benefits and Limitations of Video Watching. Grossman (2018) highlighted that modeling as a pedagogy to teach core practices must be combined with different representations, opportunities for decomposition, and chances to practice (p.54). One of the representations of practice is video. Compared to other types, videos make teaching more visible and can be viewed

multiple times (see Table 8). Thus, using videos as a representation of practice to model teaching can be an efficient way to introduce and decompose a teaching practice.

Table 8

Aspects of Practice Made Visible in Representations from Grossman (2018)

	Planning	Transcript	Video
	Template and Lesson Plan		
Children’s thinking		X	X
Classroom dialogue		X	X
Classroom management			X
Context			
In-the-moment decision making			X
Lesson components	X		X
Lesson objectives & alignment	X		X
Non-verbal interactions			X
Specific teacher language	X	X	X
Teacher elicitations	X	X	X
Teacher’s internal decision making	X		
Teacher pacing			X
Teacher tone			X

Note. Aspects of practice made visible in representations. Reprinted from *Teaching Core Practices in Teacher Education*. (p. 31), by P. Grossman, 2018, Cambridge, MA: Harvard Education Press. Copyright 2018 by the President and Fellows of Harvard College.

Increasingly, teacher education and professional development has used videos to train novice and in-service teachers (e.g., Borko et al., 2011; McVee et al., 2017; Sherin & van Es, 2005). Viewing videos of classroom teaching enables teachers to have access to the everyday classroom experience without being physically present in the classroom. Videos of classroom teaching provide teachers an opportunity to collaboratively examine and study other teachers' instructional practices and reflect on their own teaching. Most importantly, watching teaching videos helps bring the central practices of teaching into the training setting (Ball & Cohen, 1999; Borko et al., 2011; Sherin & van Es, 2005).

Several researchers have argued that video watching is beneficial to pre-service teachers. Particularly, they argued that several features of video are imperative to meaningful learning in teacher education. Blomberg and colleagues (2013) summarized several beneficial features of video watching and these features may guide pre-service teachers to activate and apply knowledge in a meaningful way (e.g., Brophy, 2004). The first feature is the accessibility of teaching practices. Practices are made accessible in smaller chunks as videos can be paused and pre-service teachers can see how a teaching practice is enacted step by step in a more manageable manner, instead of observing someone's continuous teaching in real time. In these cases of in-person observation, one cannot simply interrupt the lesson and ask the teacher to redo a teaching practice. In this way, video watching offers pre-service teachers an opportunity to study teaching practices in a more targeted fashion. The second feature is that watching teaching videos provides a vivid experience that is motivating and compelling for pre-service teachers (Lampert & Ball, 1998; Miller & Zhou, 2007). Most importantly, Blomberg et al. (2013) highlighted that watching teaching videos helps pre-service teachers bridge the gap between theory and practice. Most studies underlined the many benefits of video watching (Calandra &

Brantley-Dias, 2010; Hughes, Packard, & Pearson, 2000; Sherin & van Es, 2009; Tripp & Rich, 2012; Wang & Hartley, 2003).

Hughes and colleagues (2000) found that pre-service teachers deepened their understanding of teaching and learning from a video-based framework. The results indicated that they successfully built connection to theories learned at school and teaching during their internships. Llinares and Valls (2009) (citing Wells, 2002) noted that watching teaching videos encourages “not just the development of the learner's meaning potential, conceived as the construction of discipline-based knowledge, but the development of the resources of action, speech, and thinking that enable the learner to participate effectively and creatively in further practical, social and intellectual activity” (p. 268). Video watching has many benefits and is used for slightly different purposes in teacher education programs too.

In Gaudin and Chalies’s (2015) literature review of video watching in teacher education and professional development, they reviewed 255 articles and categorized these articles according to four aspects: teachers' activity as they view a classroom video, the objectives of video viewing, the types of videos viewed, and the effects of video viewing on teacher education and professional development. The authors summarized six objectives of video viewing in teacher education and professional development: 1) show examples of good teaching practices, 2) show characteristic professional situations, 3) analyze the diversity of classroom practices from different perspectives, 4) stimulate personal reflection, 5) guide/coach teaching, and 6) evaluate competencies (p. 47). Although video watching has many benefits in teacher education programs, there are inevitably several limitations too.

Gaudin and Chalies (2015) summarized three limitations of using videos in teacher education. First, pre-service teachers could be overwhelmed by the rich information content

presented in videos. This is a similar cognitive load that pre-service teachers may experience as they observe a lesson taking place in a regular classroom. Another limitation is that videos only present one aspect of classroom reality. In other words, since videos are shot from a particular angle of the classroom, it may be difficult for viewers to interpret classroom events and gather more information as would be possible during a real-time, in-person class observation (Krammer et al., 2006; Sherin, 2004). In addition, the teacher and students in the video most likely were aware of being filmed, which could potentially affect how realistic a representation of everyday classroom interaction the video presents. The third limitation is that video watching may not be used effectively if it is for the sake of simply using it in a teacher education course. Video watching should avoid being in an unfocused, open-ended way. Flandin and Ria (2012) noted that if the activity is just to see someone else's teaching, teacher educator could have pre-service teachers observe a peer do a teaching demonstration in the class rather than watching someone else's teaching video. To address these three limitations, Gaudin and Chalies (2015) provided some solutions from studies that addressed each issue.

With regard to the first limitation, Brunvand (2010) suggested using short clips with onscreen subtitles embedded in the video to section off the rich information that's presented in videos. To address the second limitation, Gaudin and Chalies (2015) cited Miller and Zhou's (2007) study. They suggested providing viewers with background information of the video and to provide a specific filter or frame to viewers before having them watch videos to compensate for the "keyhole effect" (van Es & Sherin, 2002) and the necessarily limited vantage point created by filming interaction from a fixed perspective. Third, videos should be wisely chosen to cultivate a particular skill set in pre-service teacher's professional knowledge building. Pre-

service teachers' video watching activity should be guided and scaffolded (Erickson, 2007; van Es et al., 2014).

In addition to the aforementioned limitations and recommendations for effective video viewing, when chosen wisely and used strategically, instructional video viewing supports pre-service teachers' learning and helps bridge the gap between theory and practice. Gaudin and Chalies (2015) also found that most studies underlined the many benefits of video viewing, among which were "heightened motivation, optimized selective attention and knowledge-based reasoning, and improved classroom practice" (p. 53). As discussed before in relation to professional vision, selective attention, or noticing, and knowledge-based reasoning are two important subprocesses for pre-service teachers to develop their professional knowledge. The section below reviews empirical studies that examined video viewing in teacher education and noticing and knowledge-based reasoning.

2.2.2.2 Noticing and Knowledge-Based Reasoning. As discussed previously, professional vision in the context of education refers to a teacher's ability to observe what is happening in a classroom, interpret relevant classroom events from a professional perspective, and make instructional decisions based on those interpretations (Blomberg et al., 2011; Sherin, 2001). Professional vision has two main processes: noticing and knowledge-based reasoning. Noticing for teachers means focusing attention on classroom events that could foster or constrain student learning. Knowledge-based reasoning is to reason about noticed events based on one's professional knowledge of teaching and learning.

For noticing, many authors argued that the main process involved when watching a classroom video is noticing (Fadde & Sullivan, 2013; Kersting, 2008; Miller & Zhou, 2007; Sherin & van Es, 2009). As part of the development of professional vision, it is crucial for pre-

service teachers to develop the ability to identify certain classroom events when they watch a classroom video. Studies have found that experienced teachers are better able to notice and interpret classroom situations than novice teachers (e.g., Konig & Kramer, 2016; Seidel & Prenzel, 2007) as they may have a deeper level of professional vision than novices. Pre-service teachers tend to focus on superficial aspects of classroom events. Castro et al. (2005) found that pre-service teachers without preparation tend “to focus on superficial matters such as teacher and student characteristics, fleeting classroom management issues and global judgments of lesson effectiveness” (p. 11). Whereas, more experienced teachers could distribute their attention evenly across the classroom and monitor consistently (e.g., Cortina et al., 2015).

Some researchers argued that pre-service teachers struggle to notice and filter crucial classroom events that are imperative to student learning as they watch video because they lack knowledge about teaching and subject specific knowledge to identify them (Gaudin & Chalies, 2015; Sherin & van Es, 2005; Stürmer et al., 2014). Blomberg et al. (2011) studied subject specific and generic knowledge of 88 pre-service teachers’ professional vision across various subjects through video viewing. One of the findings is that pre-service teachers fail to identify or notice the most relevant events in the videos when they lack the necessary knowledge to do so. They deemed noticing as the “process of subject-specific socialization in teacher education programs that involves the acquisition of knowledge (generic and subject-specific) and specific norms and beliefs about teaching a subject matter” (p. 1139). Fadde and Sullivan (2013) suggested that to develop noticing, pre-service teachers should learn first what is worth attending to that is critical to student learning. Most researchers in teacher education agree that noticing should be an objective for pre-service teacher development (Baecher et al., 2014; Sherin & van Es, 2005).

For knowledge-based reasoning in video viewing, many researchers identified that this reasoning process encompasses: 1) describing, 2) explaining, and 3) predicting (e.g., Seidel & Sturmer, 2014; Seidel et al., 2011; van Es & Sherin, 2002). Van Es and Sherin (2002) studied pre-service teachers discussing videotaped classroom situations during a video club and coded these teachers' discussions based on these three components of knowledge-based reasoning. Seidel et al. (2011) further elaborated the three components. Describing is the ability to describe what teachers identified during classroom video watching. Explaining is the ability to interpret the noticed classroom event in the video with a justification. Predicting is the ability to imagine the consequences of their identified event.

Most studies that looked at teachers' noticing and knowledge-based reasoning are in the field of mathematics teacher education and professional development (e.g., Borko et al., 2008; Sherin, 2007; Sherin & van Es, 2005, 2009; van Es & Sherin, 2002, 2008). One of the key studies was Sherin and van Es's (2009) study that investigated mathematics teacher learning in video clubs and the resulting changes to their professional vision. They coded noticing and knowledge-based reasoning as the two components of professional vision. Actor (student, teacher, and other) and topic (management, climate, pedagogy, and math thinking) were identified as dimension of analysis of noticing. Knowledge-based reasoning also had two dimensions of analysis: stance (describe, evaluate, and interpret) and strategy used to explore student math thinking (restate student ideas, investigate meaning of student idea, generalize and synthesize across student ideas). Through comparing the idea units coded for noticing and knowledge-based reasoning, the authors found that both teachers' noticing and knowledge-based reasoning skills developed. Throughout the video club, teachers' noticing shifted from the teacher in the videos to students, and shifted from topics such as classroom climate and

pedagogy to students' math thinking skills. Teachers' reasoning also shifted from describing and evaluating classroom events to interpreting and investigating students' ideas from the videos.

For pre-service teachers, noticing key aspects of teaching is a skill that requires mentoring and support (Baecher et al., 2014), and so is knowledge-based reasoning. Learning to teach and learning to reflect are scaffolded processes (McVee et al., 2017). Yet, the literature review did not find any studies on the interactional process of how teacher educator and teacher candidates engage with videos in a practice-based world language teacher education program. It is necessary to study this complex process to further our understanding of how pre-service teachers watch teaching videos and develop professional vision particularly in world languages.

2.3 Summary and Research Questions

It is evident from my literature review that the exploration of content-specific core practices is still in its early stages (e.g., Ball & Forzani, 2011; Kazemi et al., 2016; Thompson et al., 2013). Further, work on core practices for world language education is still emerging (e.g., Glisan & Donato, 2017; Hlas & Hlas, 2012; Kearney, 2015; Troyan et al., 2013; Davin and Troyan, 2015). One approach for grounding learning in practice has been the use of video in pre-service teacher education (Santagata et al., 2005). Additionally, we still know very little about the work TEs must do to use videos as representation of practices and to design and implement teacher education pedagogy that supports deconstruction, which are central to the development of TCs' professional vision (Goodwin, 1994) and shaping TCs' perspectives on such practices. In this study, I focused on the use of video clips as a type of representation of practice in teacher education, a means to highlight teaching practices, as well as the pedagogy of deconstruction a TE and TCs engaged in. This study, situated within the limited practice-based work in WL teacher education (e.g., Davin & Troyan, 2015; Hlas & Hlas, 2012; Kearney, 2015; Peercy &

Troyan, 2015; Reisman et al. 2018; Troyan et al., 2013; Troyan & Peercy, 2016), was guided by three research questions:

RQ1. How do TCs and their TE engage with video segments from a corpus of exemplary world languages teaching as representations of particular core practices?

RQ2. How do TCs describe whether the use of video of exemplary teaching practices influences their understandings of specific core practices and their broader development as teachers?

RQ3. What are the TE's perceptions with regard to using videos to teach core practices? What are the perceived opportunities and/or challenges of the CP teaching approach?

3.0 Methodology

The previous chapter outlined empirical and theoretical literature that is directly pertinent to this study. The following section discusses the design of the study in terms of overarching research design, research site, participants, data collection and data analysis and addresses issues of trustworthiness of the analysis, researcher role and positionality.

3.1 Overarching Research Design

I adopted a qualitative, more specifically a case study approach to collect a variety of data that aims to answer my research questions. The data collection included classroom observation data, field notes, classroom materials, video recordings of class interactions, and interview data with the students in the class and the professor of the course. The following section will discuss the rationale of why the aforementioned data collection took place and how these data sources helped answer the research questions.

As Creswell (2014) notes:

Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. (p. 23)

The focal study is a single case study of teacher candidates' experience engaging in viewing and discussing videos of exemplary teaching to learn core practices in a world languages teacher education course.

The data set (see Table 9) was analyzed and used to answer the research questions for this study. As mentioned above, the bulk of the data set included video recorded classroom

interactions as the fine-grained analysis of instructional practice in this line of inquiry is only possible through collection of extensive video data (Creswell, 2014). I also took detailed field notes in each class session to document elements of the classroom interactions further. In order to investigate pre-service teachers' evolving understandings of language teaching pedagogy and the process of becoming a teacher, individual interviews were conducted at the end of the course. Lastly, an interview with the professor of the course was conducted to find out how the course was designed using the core practice teaching approach and whether there were challenges and/or opportunities in using this approach.

Table 9

Methodological Alignment between Research Questions and Data

Research Question	Data Used in Analysis
RQ1. How do TCs and their TE engage with video segments from a corpus of exemplary world languages teaching as representations of particular core practices?	<ul style="list-style-type: none"> • Identified episodes in video recordings and transcription of classroom interactions around the deconstruction of CP • Field notes
RQ2. How do TCs describe whether the use of video of exemplary teaching practices influences their understandings of specific core practices and their broader development as teachers?	<ul style="list-style-type: none"> • Field notes • Interviews with TCs

RQ3. What are the TE's perceptions with regard to using videos to teach core practices? What are the perceived opportunities and/or challenges of the CP teaching approach?

Through the collection of data, I was able to create a record of the course, including both verbal and non-verbal elements of teacher learning, which was then available for the data analysis step. At the data analysis stage, open coding was conducted on the identified episodes of video footage followed by application of categorizing codes adapted from Sherin and van Es (2009) and Seidel and Sturmer (2014), and theming. These steps were used to answer RQ1. For RQ 2 and 3, I used thematic analysis to analyze the TE's and TCs' interview data. The rest of this chapter will present the research design in detail.

3.2 Research Site

This section introduces the research site and the focal teacher education course of this study. The research site for this study was at a public university in the Northeast of the United States. The Teacher Education Program (TEP) at the university's Graduate School of Education offered three paths to certification in Languages Other Than English (LOTE) programs. These included certification in French, Latin, Spanish, and Chinese. The state has stages of certification and students enrolled at the focal university can pursue initial-only, initial/permanent or permanent-only tracks (if they already hold initial certification). The state requires that all teachers earn a Master's degree, and consequently, students in the focal program earn this degree in the two pathways that include permanent certification. There is a range in duration of program and some differences in terms of program coursework across the three pathways. Besides the successful completion of the program and recommendation from the university, for initial

certification, there were other requirements by the state which included fingerprinting, workshops and a set of state teacher certification exams: Educating All Students Test, Content Specialty Test, and Educative Teacher Performance Assessment (edTPA).

In order to successfully complete the program and receive recommendation for state initial teacher certification, students are required to complete 18 credits of courses that focused on both pedagogical and content foundations and 15 credits of field experience and student teaching courses. Usually the student teaching courses were placed in the last semester of the certification programs. The course that this study took place in was the 3-credit Teaching World Languages Grade 7–12 course, which was a required teaching methods course for initial certification and initial/permanent tracks. Students in this class generally were pre-service teachers enrolled in the LOTE K–12 certification program at the university. Occasionally, non-matriculated students, who were uncertified but already employed as teachers, joined the class in order to meet requirements to pursue certification through alternate routes offered by the state. After they became certified teachers, they may teach Spanish, French, Latin, or Chinese in public schools in this state.

This methods course was typically offered every fall semester. The class met face-to-face once a week on university campus for about three hours from 4:10pm to 6:50pm. Particularly, the focal class meetings began on 8/29/18 and ended on 12/5/18. This course intended to acquaint students with methods and instructional techniques for teaching adolescents in world languages in alignment with national and state standards. In addition, this course adopted a practice-based approach to learning how to teach world languages and aimed to help TCs develop the ability to see and enact core practices. As highlighted in the course syllabus, this course was designed for TCs to engage in a robust cycle of analyzing, rehearsing, and enacting

language teaching core practices. In other words, this course was designed to use a core practices teaching approach advocated by scholars such as Pam Grossman. The syllabus also detailed: Through the course students would clarify language teaching terms, learn the language of language teaching, grow our professional identities and visit some local classrooms, and above all, develop the ability to see and enact effective teaching practices... This is what some have called the development of professional vision (Goodwin, 1994). (Course Syllabus, p. 1). By the end of the course, students would have engaged with theory and research through readings and discussions and also have accumulated tangible teaching tools to take to their future classrooms. Required course readings included:

1. Shrum, J. & Glisan, E. (2016). *Teacher's handbook: Contextualized language instruction, 5th edition*. Boston: Cengage.
2. VanPatten, B. (2017). *While we're on the topic: BVP in language, acquisition and classroom practice*. Alexandria, VA: ACTFL.
3. Glisan, E. & Donato, R. (2017). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL.
4. Grahn, L. & McAlpine, D. (2017). *The keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: ACTFL.
5. Clementi, D. & Terrill, L. (2017). *The keys to planning for learning: Effective curriculum, unit and lesson design, 2nd edition*. Alexandria, VA: ACTFL.
6. Additional readings were available online on Blackboard. (Course Syllabus, p. 1).

Specifically, according to the course syllabus, this course began with an introduction to world language education and standards as well as professional vision and core practices. The semester-long course was organized around three main categories: planning, instruction, and

assessment practices. During the planning phase, practices of how to plan lessons and design assessments were discussed, such as backward design and 3-column lesson planning. The instructional phase focused on three CPs: creating opportunities for interpersonal communication, presenting grammar as concept and use in context, and creating opportunities for interpretation of cultural texts. Lastly, at the assessment practice stage, a practice was discussed which was providing corrective feedback during oral interpersonal communication.

TCs were graded based on the following criteria:

Attendance and In-Class Participation	10%
Discussion Board Posts (7 total)	10%
Lesson plans	20%
Mini-lesson presentations	30%
Commentaries	20%
Final Presentation of Work Sample	10% (Course Syllabus, p. 2).

There were several reasons why I selected this course for my study. First, this course was a methods course for WL teaching in a large teacher education program. The profile and description of the course, particularly the use of exemplar videos and the core practices teaching approach adopted by the professor, fit the research purpose of the current study. Second, the professor of the course, Dr. Johnson (pseudonym), was an associate professor at the university and an expert in WL teaching and teacher education. Besides, Dr. Johnson was also an advocate in promoting practice-based teacher education and had an extensive research background in core practices. In addition, I had known Dr. Johnson for several years. After I talked to Dr. Johnson about my research interest, she welcomed me to observe and videotape her Teaching World

Languages Grade 7–12 course in Fall 2018. Therefore, this study had a purposeful and convenience sampling for participants.

3.3 Participants

This section introduces background information of participants of the focal study. The information below came from individual interviews with the participants. The participants of this study included the professor of the Teaching Foreign Languages Grade 7–12 course in Fall 2018—Dr. Johnson—and a group of TCs who took this course. The sampling of this study was convenient and purposeful (Creswell, 2013).

3.3.1 Teacher Educator

As mentioned in the previous section, Dr. Johnson was an associate professor and teacher educator in the foreign and second language education program at the university. She was a French language instructor at the university level for about eight years. When hired as a tenure line faculty member at the focal university, Dr. Johnson began mentoring and teaching TCs in language teacher education. About 60 to 70% of Dr. Johnson’s teaching was with future K–12 and other types of teachers and then 30–40% with future educational researchers enrolled in a Ph.D. program. It was evident that Dr. Johnson was not only a very seasoned teacher educator but a seasoned core practices scholar. Particularly, Dr. Johnson was an advocate for research on core practices and pedagogies to teach TCs core practices. She had published research articles and presented talks at various language education related conferences both nationally and regionally. Additionally, from the syllabus that Dr. Johnson designed for the focal course, it was clear that Dr. Johnson was fully embracing the concept of core practices as she highlighted not only the content of teaching core practices in her syllabus, but the course design followed the core practices teaching approach—analyzing, rehearsing, and enacting language teaching core

practices. Because of Dr. Johnson’s expertise in core practices research, she and her class were chosen for the focal study.

3.3.2 Teacher Candidates

Through a brief chat with Dr. Johnson prior to the study taking place, it became clear that this course in the past usually had a mix of TCs from diverse language backgrounds. Although rare it did sometimes occur that some of the students enrolled in the course were already language teachers teaching at K–12 schools in the U.S. Given this, as long as their teaching experience was within a couple of years, they were still considered as novice teachers for this study and were recruited to become the participants for this study.

The number of TCs expected for this course was usually between five and ten. For Fall 2018, there were seven TCs who enrolled in this course. Five out of the seven TCs agreed to participate in the study. These five TCs were from different backgrounds and pursuing different certification tracks. TCs were assigned pseudonyms and data were de-identified to protect their confidentiality. See Table 10 for more participant information.

Table 10

Participant Information

Name (pseudonym)	Gender	Major	Teach What Language	Learning Experience	Teaching Experience
Angela	F	Spanish	Spanish	Began learning Spanish in 5 th grade; minored in Spanish for	No previous teaching experience

				undergraduate study	
Chen	F	Chinese Education: Adolescence, Initial/Prof	Chinese	Native speaker of Chinese	Part-time teaching assistant for university Chinese courses for two years; briefly taught at Chinese language summer camp and weekend school
Madison	F	Spanish Education: Adolescence, Initial/Prof	Spanish	Began learning Spanish in 9 th grade; studied abroad in Spain for one semester	Volunteered teaching English during study abroad in Spain for four months; began teaching beginning level Spanish at a public middle school at the time of the course

Matt	M	Spanish	Spanish	Began learning Spanish in 7 th grade; majored in Spanish for undergraduate study; studied abroad in Spain for one semester	Taught Spanish and English briefly during study abroad in Spain
Shawn	M	Spanish	Spanish	Began learning Spanish in 7 th grade; majored in Spanish for undergraduate study; studied abroad in Spain for one semester	No previous teaching experience

3.4 Data Collection

3.4.1 Classroom Observation

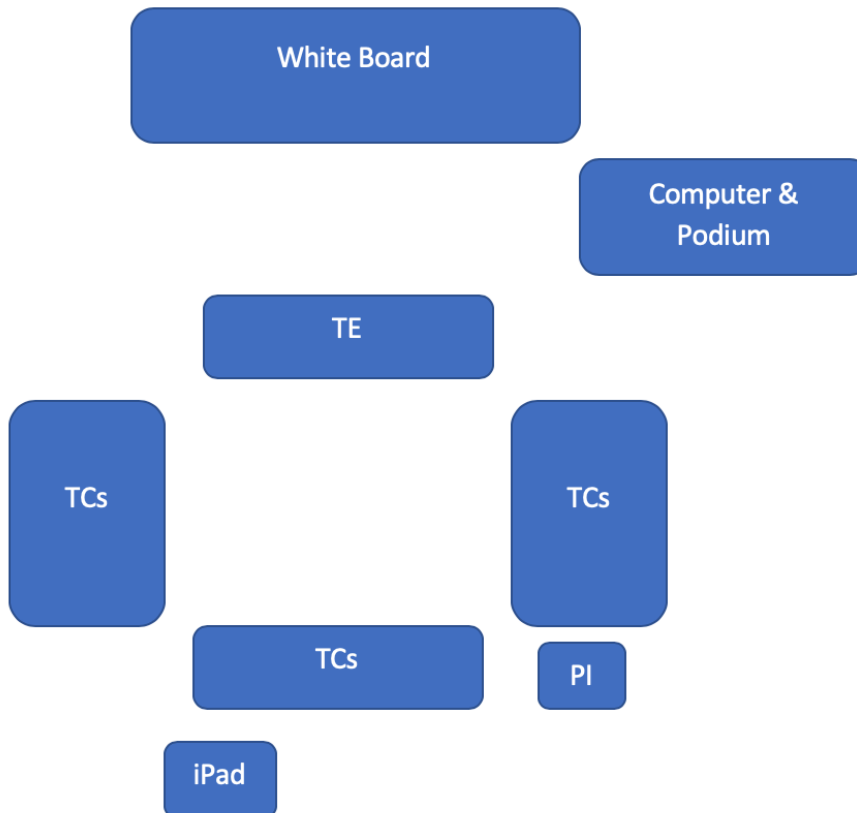
I conducted classroom observation in order to answer my first research question—*RQ1*. *How do TCs and their TE engage with video segments from a corpus of exemplary world languages teaching as representations of particular core practices?* After I obtained the observation permission from Dr. Johnson before the fall semester began, I joined almost all of

the class meetings of the focal course. In total, I observed and took notes of 11 weekly class meetings. After my IRB was exempted for the study, I began videotaping the classes and obtained footage for seven whole-class sessions.

3.4.1.1 Video Data. For video recordings, the purpose was to collect a continuous record of classroom interactions from which core practices and, specifically, deconstruction of practice interactions could be drawn for deeper analysis (Erickson, 2006). To ensure successful documentation of the class meetings, I prepared two recording devices, an iPad for videotaping and an audio recorder as a backup voice recording option. During each observation, I had both devices on to ensure successful audio collection. With regards to the filming of the class, I positioned an iPad at the back of the class facing Dr. Johnson and the white board. This way, I was able to capture how Dr. Johnson and TCs engaged with exemplar videos and such interactions that took place in the class. See Figure 4 for the classroom layout and position of camera. I positioned my video recording device in a position that was not intrusive or distracting for the students. One TC did not want to be included in the filming, so I positioned the iPad a certain way to protect that TC's confidentiality. My hope was that the others in the room would feel more comfortable over time with my presence in the room as a researcher and also feel comfortable to be filmed.

Figure 4

Classroom Setting



3.4.1.2 Field Notes. For field notes, I took extensive notes for each class meeting.

Particularly, I took notes on the structure of each class which was announced usually at the beginning of the class by Dr. Johnson. Discussions around core practices and specifically around the exemplar videos were documented. In addition, whenever references were made either by Dr. Johnson or TCs regarding core practices or videos were noted as well. In other words, I took notes of the gist of everyone's participation in the conversation around these topics and also left my comments in the margin of my raw notes of points I deemed as important. For example, when one TC made comments about how he thought the heritage students in one of the exemplar videos seemed uncomfortable, I noted it in my field notes because it was a rare perspective to be brought up in the focal class discussions. Last, my field notes also included the notes of deconstruction of core practices that Dr. Johnson wrote on the white board. In these ways, fieldnotes functioned to document the interactions I was observing in a way that was different

from the video record and served as a place for nascent analytic insights to be captured as they emerged in the moment in the margins of my notes. These would later form the basis for my data analysis.

3.4.2 Interviews

Interviews with TCs were conducted to answer my second research question—*RQ2. How do TCs describe whether the use of video of exemplary teaching practices influences their understandings of specific core practices and their broader development as teachers?*

Interviewing is appropriate to use here because the intent is to understand TCs' lived experience and the meaning they make of that experience (Seidman, 2006, p. 9). In order to find out at the end of the course how these pre-service teachers' perceptions of learning core practices and their development as teachers might be, a 30- to 60-minute individual interview was conducted with every participant—five TCs. Interview procedures are described in more detail below.

The two inclusion criteria for participants in my study were 1) TCs who enrolled in the focal methods course and 2) novice teachers with fewer than five years of teaching experience (Kim & Roth, 2011). From class discussions, I noticed that every TC there met my criteria. After building some rapport (Seidman, 2006) with the TCs for one semester of classroom observation, I followed the IRB protocol and emailed my participant pool—all seven of the TCs who enrolled in the focal course—towards the end of the semester. This email was an invitation asking for their willingness to participate in my research. To increase participation, I also included in my recruitment email that they would receive a \$10 gift card as a small token of appreciation of their time. As a result, five out of the seven TCs replied and agreed for an in-person interview on campus. I then individually arranged meeting time with each TC and held interviews in the

private departmental interview room for participants' convenience and also to protect their privacy (Seidman, 2006).

At the beginning of each interview, I reviewed the purpose of the study again with each TC and then asked for their permission to record our conversation. I also reassured them that they would be assigned with pseudonyms and our conversations would not jeopardize their studies at the university in any way (Seidman, 2006). In addition, I conveyed that their participation in this study was completely voluntary and if they wished to be excluded from the study they were welcome to withdraw at any moment and their data collected to that point would be erased. After obtaining my participants' signed consent forms, I began reading the interview questions to my participants one at a time from my interview protocol (see Appendix).

One interview was conducted with the instructor of the course, Dr. Johnson, to answer the third research question—*RQ3. What are the TE's perceptions with regard to using videos to teach core practices? What are the perceived opportunities and/or challenges of the CP teaching approach?* I first emailed Dr. Johnson with an interview invitation after the semester was finished and she gladly accepted to be my interview participant. The interview took place on campus in a private office. Similar to the interview protocol I designed with my TC participants, I asked for Dr. Johnson's permission to record our conversation and reminded her that the interview was voluntary. Yet, the interview questions were different and they were specifically designed to find out the experience and perception from the professor's point of view (see Appendix).

Overall, during all of the six interviews, I followed Seidman's (2006) research interview techniques, such as listening more and talking less, following up on what the participant says, asking for concrete details (p. 81-95), etc. I limited my own interactions through listening more

and talking less so that my participants felt comfortable sharing their thoughts (p. 81). I also followed up with my participants without interrupting them to show them my respect (p. 88). Additionally, I asked my participants for concrete details to encourage them to reflect on their experiences (p. 91).

3.4.3 Researcher Role and Positionality

This section first discusses my role as a researcher in data collection followed by a discussion of reflexivity as a rigorous qualitative practice and its impact to this study. First, in order to gain valuable first-hand perspectives of the interactions that occurred in the classroom, I conducted one semester of classroom observations. During class observations, I was a participant observer (Glesne, 2011). My main role in the classroom was primarily an observer taking notes from the back of the classroom (see Figure 4) and I had some but limited interaction with my study participants. I did not join discussions during class, or assist teachers or students. I did participate in teaching demonstrations conducted by study participants when there were activities that needed more people to participate. The reason why I decided not to interact much with the participants was to keep my intervention to the research as minimal as possible since the goal of the research was to observe how a TE socialized her TCs to learn to become teachers. Nevertheless, being a participant observer allowed me to gain the insider's perspective and also allowed me to take detailed field notes to increase the trustworthiness of the study (Glesne, 2011).

Another method to increase the trustworthiness of a qualitative study is reflexivity¹. Glesne (2011) pointed out that subjectivity had been an “undesired state of affairs” (p. 151) until recent times, when post-structural scholars have argued that subjectivity is inevitable. Instead of

¹ Reflexivity is an awareness of the self in the situation of action and of the role of the self in constructing that situation (Bloor & Wood, 2006, p. 145).

“focusing on eliminating the subjectivity of the researcher in a fruitless effort to attain objective knowledge” (Freeman et al., 2007, p. 30), scholars have been advocating the enhanced awareness of a researcher’s subjectivity in conducting qualitative research (e.g., Peshkin, 1988). Peshkin (1988) audited his subjectivity during a year-long research study in a high school where he found a list of his “Subjective I’s” (e.g., his own belief and value systems, his experiences of a particular environment or place, etc.). Peshkin also addressed that one’s subjectivities can be virtuous. It is the basis from which researchers make “a distinctive contribution, one that results from the unique configuration of their personal qualities joined to the data they have collected” (p. 18). Peshkin (1988) highlighted that:

By monitoring myself, I can create an illuminating, empowering personal statement that attunes me to where self and subject are intertwined. I do not thereby exorcise my subjectivity. I do, rather, enable myself to manage it—to preclude it from being unwittingly burdensome—as I progress through collecting, analyzing, and writing up my data. (p. 20)

Further, Peshkin argued that researchers should systematically seek out their subjectivity and doing so will enable them to be aware of how their subjectivity may be shaping their inquiry and its outcomes.

In other words, for more trustworthy research, subjectivity should be monitored to minimize bias and maximize contribution of the scholar. A researcher’s subjectivity contributes to research in terms of personal history and passions (Glesne, 2011, p. 152). Glesne (2011) highlighted that subjectivity is not composed of “lenses” rather that we all “live at the complex and shifting intersections of identity categories such as race, class, gender, sexual orientation, age, wellness, nationality, and so on” (p. 154), and these come into play as we engage in research

settings and with participants. Researchers reporting and consistently reflecting on their personal beliefs, values, and biases is imperative not only because these may have shaped their inquiry (Creswell & Miller, 2000), but doing so also allows audience to evaluate the validity of the collection and analysis of data (e.g., Altheide and Johnson, 1994).

After closely monitoring my subjectivities, I found three of my identities emerged amid this study—international student, novice teacher, and novice researcher. Below, I will go into detail to discuss how my identities shaped my inquiry.

As an international student from Asia, I was raised in a different educational system than that of the U.S. The teaching practices I was familiar with before I pursued my studies in the U.S. were predominantly teacher-centered, test-driven, and lecture-based. Even after years of studying in the U.S. and adapting to the student-centered teaching culture, I still caught myself going back to the teacher-centered mindset once in a while. Particularly, I noticed the type of notes I took during classroom observations sometimes was more focused on the TE side rather than equally distributed among everyone in the classroom. Furthermore, the power relations between TE and me also could have affected my fieldnotes. In Chinese higher education, professors are well respected and they are generally deemed as the authority of knowledge. One does not usually question what the professor says or does in China. Since I already knew the focal TE was a well-respected professor and having known her for a few years, I was inclined to describe her teaching and interactions with TCs with positive connotation in my field notes.

Another identity that surfaced was my novice teacher identity. After teaching courses part-time for a few years, I consider myself as a novice teacher. Sometimes I noticed that I would identify with the issues that TCs observed in teaching since we were all novice teachers.

Additionally, during class discussions or individual interviews, I caught myself taking note of or highlighting some of the TCs' experience about teaching that echoed with my experiences too.

The third identity is the novice researcher identity. As an enthusiastic novice researcher of WL teaching practices, I am quite familiar with the HLTPs and the exemplary teaching videos that the TE used in her class. As a matter of fact, I watched each video several times myself and already analyzed these based on the HLTP framework by Glisan and Donato (2017) before this research study. Therefore, bringing this knowledge I already had into the classroom observation, I had a general idea of what questions or talking points TCs might raise about these videos. Subsequently, I may have taken some of their comments less seriously than the ones that I did not think of beforehand.

In my pursuit of keeping consciously aware of my subjectivity and trying not to impose my own assumptions, I constantly monitored my role during classroom observations and interviews with my participants. I continually documented my reflections in research memos and journal entries in order to recognize any biases I had that could potentially interfere with my data collection and analysis. In addition, I had some colleagues review my field notes, interview questions, and data analysis to check for any insertion of my own opinions. I continually re-evaluated my interpretations of the collected data and ensured, to the best of my knowledge and efforts, pre-existing assumptions were kept at bay.

Reflexivity is worth pondering over as it assists in understanding how my positionality influenced the methodological approach I took and the interpretations I made. It helped me understand that the "knowledge produced is co-constructed and only partial" (Glesne, 2011, p. 159).

3.5 Data Analysis

As briefly discussed at the beginning of this chapter, the focal study is a single case study (Creswell, 2014) of teacher candidates' experience engaging in videos of exemplary teaching to learn core practices in a world languages teacher education course. This section goes into detail about how collected data was processed and analyzed.

3.5.1 Data Reduction and Transcription

As previously shared, Table 9 shows a collection of data and which research questions the data was analyzed to answer. The bulk of the data came from the video recordings of classroom interactions and interview data.

Video recordings are increasingly used as primary field materials that are later treated as “data” (Erickson, 2006; 2011). To create data from the collected video recordings, I strategically selected video segments from my collected video corpus adopting what Erickson (2006) called a “part-to-whole deductive approach” (p. 186). This deductive approach is derived from Bales-inspired interaction analysis schemes and by speech-act theory (Erickson, 2006). Deductive approaches involve “identifying or creating a suitable video corpus and systematically sampling from it to examine specific research questions” (Derry et al., 2010, p. 10). According to Erickson (2006), there are four steps to achieve this approach. Step one is to choose the function of research interest, two is to identify and locate every instance of interest, three is to tabulate the frequencies of the occurrence of the research interest, and the last step is to show a few examples that illustrate trends/patterns as well as outliers/counterexamples.

The total duration of video footage collected for this study was roughly 21 hours. Following Erickson's (2006) recommendations for working with video data, I watched these 21 hours of video data several times to segment it into three major parts based on the main research

interest criterion which is whether the video segment involves participants’ deconstruction of a CP based on watching exemplary teaching videos. From the video data and field notes, Dr. Johnson used exemplary teaching videos to deconstruct three instructional CPs: CP1—creating opportunities for interpersonal communication, CP2—presenting grammar as concept and use in context, and CP3—creating opportunities for interpretation of cultural texts. See Table 11 for how much of that total was designated through video logging as a CP deconstruction episode. After the video segments were identified, these episodes were fully transcribed. The total length of transcription was about 130 pages.

Table 11

Video Segmenting Duration of Time

CP	Duration of Time
CP1—creating opportunities for interpersonal communication	77 minutes
CP2—presenting grammar as concept and use in context	91 minutes
CP3—creating opportunities for interpretation of cultural texts	20 minutes

Interview data was fully transcribed and sent to participants for member checking. Edits made by participants on transcriptions were accepted and used for coding analysis. The total length of transcription for interview data was about 130 pages.

3.5.2 Coding Procedures

In order to answer the first research question, as mentioned above, I watched each classroom video recording several times to become more familiar with the classroom interactions. Using field notes as a guide, I began identifying how TE and TCs engaged in using video of exemplary teaching as a representation of practice by noting segments of their occurrences in the video recordings. These identified video episodes were then analyzed.

The analytic process was comprised of three cycles of coding. The first cycle was an inductive coding process. Unlike deductive analysis, inductive analysis does not test pre-conceived hypotheses. Instead it allows the theory to emerge from the raw data (Thomas, 2006). How the TE oriented TCs to the practice in focus and how she debriefed and decomposed the practice as well as TCs' comments during the interactions were coded in this first cycle inductive coding. This step also serves as a preparation for comparing codes after the second cycle of coding to identify differences, if any. This step was completed on the qualitative software, NVivo. Frequencies of codes were calculated through NVivo. A list of inductive codes, their definitions, and examples are shown in Table 12.

Table 12

Inductive Codes, Definitions, and Examples

	Inductive Codes	Definitions	Examples
TC Moves	Name/Explain instructional activity/moves from video	After watching a video, TC names an instructional activity or explains instructional moves.	“Um, model the sentences to write conjugated correct conditional verbs. The students that had to make a personal choice about those sentences circle in one of the three options.” (Shawn, CP2)
	Reference information from video	During discussions, TC makes a reference to the information from a watched video.	“The teacher told them to write a news about that which is I feel like it relates to their personal level because they can be the news reporter in the news. To make up the news.” (Chen, CP3)
	Share impression/critique of video	TC shares an impression or critique of teaching from a video.	“Well, for the role play she outlined and modeled. I thought not really so much for the interview. I think she just kind of gave the interview and introduced the students but didn't really state why it was being done and why it was important.” (Angela, CP1)
	Reference past learning/teaching experience	TC mentions a past learning or teaching experience.	“From personal experience, just thinking of that type of lesson, we would only do the activities in our

		seats with the worksheet and maybe work in pairs and that's it. No more activities.” (Angela, CP2)
Brainstorm teaching ideas	After watching a video, TC brainstorms alternative ways to reach a similar instructional goal.	“I think I would have done more explicit corrections because someone, sometimes they were repeating the same word incorrectly multiple times, even though she was saying it correctly.” (Shawn, CP1)
Make an inference	TC infers what instructional activities/moves might happen next in the video.	“Outside the classroom they may do revisions and bring in the writing at this point, writing maybe a letter of interests, ‘like or don't like’ related to sports or something like that?” (Shawn, CP2)
Raise questions about teaching	Based on the instructional activity in the video, TC asks questions about instructional strategies.	“I have a question. So, according to the reading, um, in one of the book it says this kind of activity, like giving students like phrase, like information then just tell them to do the interpersonal communication is not the true like real interpersonal communication. So, um, I don't know, like it seems like it shows a lot in this teacher's teaching. Um, I'm not sure, like in one of the books it says it's not real um, interpersonal communication.” (Chen, CP1)
Discuss thoughts about CP	TC shares thoughts on a CP.	“So that way you can say, yes it's here and this is why and how I tried to put it here. But then you can also kind of think of like maybe this is missing and how could I make this more apparent to someone else who's watching this and not just me.” (Shawn, CP1)
Connect to theory	TC makes connection to a WL theory.	“Isn't that an example of backwards instruction? She wants to get to what the question is regarding that verb and uses it and finds examples of it. And then test students.” (Shawn, CP2)

	Prepare for approximation of practice	TC prepares for micro-teaching.	“So we decided to come up with the effect of weather to people every day in Salamanca. So we've come up with like two truths and a lie and narrate the past and like two sentences and then the students would identify something like that or they can as an extension come up with two truths and a lie also.” (Angela, CP2)
TE Moves	Elicit TC response to deconstruct CPs	After watching a video clip, TE invites TCs to identify and break down the CP in focus and how it is (or is not) enacted in the clip	“So you saw students interacting in a few different kinds of ways. What's the nature of the interpersonal communication in this brief segment that we saw? How were the students engaging in interpersonal communication?” (Dr. Johnson, CP1)
	Scaffold TC response to explain/elaborate instructional moves	TE uses scaffolding moves (confirm, build, reformulate) to build on TCs' responses to elaborate instructional moves.	“That's right. So they're not doing a whole lot of like spontaneous production. Right? So she's given them the, the phrase essentially with instructional activity number four and the handout. She's given them a lot of the pieces of language that they need in order to be able to interact interpersonally.” (Dr. Johnson, CP2)
	Language of the profession/Provide “grammar” of teaching language to TC (socialize TC with language used in the profession to describe teaching techniques and instructional moves)	TE socializes TCs with language used in the profession to describe teaching techniques and instructional moves.	“So we identified no less than six I believe, um, instructional activities that you just by way of review and summary, the teachers started the class with some sort of pair role-play activity ² , which was interpersonal in nature. There was a, they're talking about free time activities, sort of leisure activities. How do you spend your free time, how do people spend free time elsewhere? So the second one was a brainstorming free time activities in the United States. The third with it, remember they watched the video, the teacher asked some

² The bolded segments reflect the essence of the code.

comprehension questions about free time activities and they were hearing young people talk about the fourth instructional activity was where students in the class brainstorming questions about free time, free times, where they had that um, um, **one side of a T chart that they were brainstorming questions on.** And then they did some interpretive listening. We called this **interpretive listening.** But um, in reality it was the teacher interviewing the two students from Mexico who came to visit the class. But the rest of the class was just sort of looking on, so that's why I'm calling it interpretive listening here.” (Dr. Johnson, CP1)

Provide/ Brainstorm alternative teaching strategies	TE brainstorms different teaching strategies than what is shown in the video clip.	“The who, what, when, where, why is the way she introduces question. If you think about other cultural representations we might introduce into a classroom, a poem, a picture of a statue, architectural feature of a culture of practice and video practice. You might ask all sorts of questions. It doesn't have to be who, what, when, where, why. You might say things like, well, describe, could you describe to me what you see? What do you think in the literal meaning of what this is, what do you think the messages behind, uh, what the people in the interaction are doing? What else are they doing besides what you actually see? So there are ways of sort of scaffolding questions that are not that what, when, where, or why, but there's an important element of teacher questioning that helps to build the interpretation.” (Dr. Johnson, CP2)
Draw TCs’ attention to micro-	TE guides TCs to use a list of micro-practices	“So yeah, the core practices framework is meant to be about

practices by providing tools to TC for deconstructing practices/ provide micro-practice sheet to TC	as a resource for analyzing instructional moves from video clips.	having structuring the conversation, right? So drawing your attention to certain, um, pieces of the instruction so that you're more aware of them. Okay? And so that you can maybe translate those things in your own practice, but they will look differently when you would enact them because you're not in her classroom. Right? So the flexibility's important here. It gives us a common language for saying, did we, um, create a real communicative need? Yes or no? And could it be improved? Right? Um, so yeah, it's definitely not just like an up or down, was it there?" (Dr. Johnson, CP1)
Recall/Highlight/Explain details from videos	TE recalls or explains details from video clips.	"Um, did you notice anything about by the end of it, they showed the same pair of the, um, the two girls who were talking about, do you want to go do something on Saturday? They sounded more fluent by the time that they got to the presentational piece. Right? So there were multiple opportunities at that same chunk of interaction. Okay. So she has a few different opportunities for interpersonal communication going on here." (Dr. Johnson, CP1)
Share impression/evaluation of video (critique of teaching)	TE shares impression or evaluation of video clips.	"Yeah, you can tell there's a fluency to the way that he was talking and some of the other students as well. So this was an interesting class. It's interesting that you're orienting to the proficiency level of the students. I sort of noticed that too. Um, uh, on this, uh, not, I didn't notice as much the first time but here right now there's quite a large range of proficiency levels in this class. So there's students with more halting level. They may have a really high level

		of receptive understanding of the language, but the production level for some of them is quite, quite fluent for, for being at a level three French class.” (Dr. Johnson, CP2)
Ask concept checking questions (informal assessment)	TE asks TCs questions to check on their understanding of concepts in WL teaching and learning.	“How can we describe this instructional activity? Is it, what's the mode? Is it presentational? Interpretive?” (Dr. Johnson, CP1)
Provide/Ask TCs about past teaching/learning experiences to activate their knowledge (Provide comprehensible input)	TE activates TCs’ knowledge by asking them to share their past teaching or learning experiences.	“So before we launch into watching this German lesson that we're going to see, I want to talk a little bit in a broad way about your own experiences with learning grammar. So what was your experience like? How did you learn the grammar of your second languages?” (Dr. Johnson, CP2)
Define an instructional activity	TE guides TCs to define an instructional activity.	“So you had an instructional activity that was brainstorming a list, right? So when they were doing the first half of that poster, what would you call that? They split their poster on this. What were they writing on that left-hand column? There are about typical activities for American youth, right? So they were generating linguistic forms and content for talking about those things later. Right? So they did a, a brainstorming free time activity.” (Dr. Johnson, CP1)
Recap	TE summarizes again what has been discussed for deconstructing a specific CP.	“We listed out a whole bunch of the instructional activities on the, on the whiteboard here. So we identified no less than six I believe, um, instructional activities that you just by way of review and summary, the teachers started the class with some sort of pair role-play activity, which was interpersonal in nature. There was a, they're talking about free time activities, sort of leisure activities.

		How do you spend your free time, how do people spend free time elsewhere?" (Dr. Johnson, CP1)
Pause video and ask TC to infer	TE pauses video and asks TCs to infer what may happen next.	"So watch this segment of instruction and then try to do something similar but a little bit more condensed." (Dr. Johnson, CP1)

The second analytic cycle was to apply the categorizing codes adapted from two existing frameworks—Sherin and van Es (2009) and Seidel and Sturmer (2014)—to the video recorded classroom interactions. As discussed in the literature review above, Goodwin’s notion of professional vision has been broken down into two main parts by researchers looking at development of teachers’ professional vision—*noticing* and *knowledge-based reasoning*. Therefore, categorizing codes from these widely recognized frameworks were adapted to analyze the focal video clips.

To consider the nature of the TCs’ *noticing* and *knowledge-based reasoning* at different points in time, the following coding categories were chosen. See Table 13. “*Noticing*,” in Sherin and Van Es’ (2009) and Seidel and Sturmer’s (2014) frameworks, refers to what participants attend to and is composed of student, teacher, management, learning climate, and pedagogy. TCs may notice and focus on the students and/or the teacher from the video clips and discuss topics around management, learning climate, or pedagogy. Management, as a code, was applied to issues of classroom organization such as the use of time, handling of disruptions, and transitions between activities. Learning climate refers to the environment of the classroom which, for example, included the rapport between students and the teacher from video clips and the level of engagement of students in the class. Pedagogy was applied as a code when TCs had discussions around the teacher’s presentation of information and selection of tasks.

“Knowledge-based reasoning,” in Sherin and Van Es’ (2009) and Seidel and Sturmer’s (2014) frameworks, refers to how participants made sense of elements of the representation they attended to and is composed of description, interpretation, evaluation, and prediction.

Description was applied as a code when a TC provided an account focused on observable features in the video. Interpretation was applied to data that included participants’ inferences about what took place. Evaluation was applied when TCs expressed judgments of the teacher’s teaching activities in the video. Prediction was applied when participants predicted the consequences of observed events. This second coding cycle was completed on NVivo.

Frequencies of codes were also calculated through NVivo.

Table 13

Coding Categories Adapted from Sherin and van Es (2009) and Seidel and Sturmer (2014)

Professional Vision Component	Coding Categories	Definition³	Examples
Noticing	Student	TC notices and comments on the students from the video clips	“Then the students had to leave their seats and compare answers with their classmates whether their answers matched. Or they had to add more details to the sentences.” (Shawn, CP2)
	Teacher	TC notices and comments on the teacher from the video clips	“I like that she [the teacher] had the picture with the smiley face, the upside-down face, or whatever, and the kids just had to check it off. That kind of simplified it in a sentence versus trying to write some simplified Chinese characters.” (Madison, CP1)
	Management	TC notices and comments on the topic of classroom	“I think the props were a way to hold students’ attention.” (Angela, CP 1)

³ The definitions of coding categories were adapted from Sherin and van Es (2009) and Seidel and Sturmer (2014).

		management (the use of time, handling of disruptions, and transitions between activities, etc.)	
	Learning climate	TC notices and comments on the topic of learning climate (classroom environment, rapport, student engagement, etc.)	“It [the classroom interaction] seemed so awkward, the visiting students getting all the questions.” (Thomas, CP1)
	Pedagogy	TC notices and comments on the topic of pedagogy (presentation of information, selection of tasks, etc.)	“The one that I noticed through all of this, she [the teacher] does a lot of the explicit examples or explanations.” (Shawn, CP2)
Knowledge-based reasoning	Description	TC provides an account focused on observable features in the video	“She [the teacher] wrote down the words they [students] were saying on the board. Then went through it with each one of them saying, who else had this one? She was asking different students who else shared the same kind of response and then highlighting ones that were more prevalent.” (Matt, CP3)
	Interpretation	TC provides inferences about what took place in the video	“She [the teacher] split them [students] up in groups, it seems like. So they can do their speaking activity, practicing. They're using the same phrases. Like they'd ask a question and they just answered the question in complete sentence.” (Madison, CP2)
	Evaluation	TC provides judgments of the teacher's teaching	“One thing I don't like the activity is I realize the teacher paired the Chinese

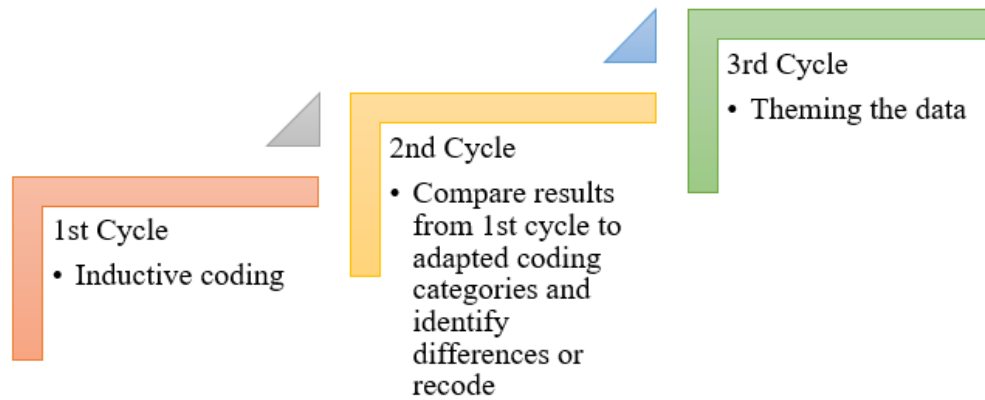
	activities in the video	speakers with the Chinese learner together to do the pair thing. According to what I learned from the other articles, if we pair native speakers with the learners together practice speaking, the learner might get discouraged and not willing to speak. So I think if it's me doing the activity I will tell the two Chinese students to do like further Chinese learning instead of like doing the pair.” (Chen, CP1)
Prediction	TC predicts the consequences of observed events in the video	“Outside the classroom they may do revisions and bring in the writing at this point, writing maybe a letter of interests, ‘like or don't like’ related to sports or something like that?” (Shawn, CP2)

Third cycle coding focused on theming the data. According to Saldaña (2013), an outcome of coding is theme (p. 14). The third cycle theming is based on identifying patterns across cycle 1 and 2 codes.

This three-cycle analytic process (as shown in Figure 5) is used to look at how TCs were professionally socialized through the use of videos as representations of practices in the teacher education course and what may be some of the emerging constructs that were not captured in existing literature and empirical studies.

Figure 5

Three Cycles of Coding



In order to answer research questions 2 and 3, I employed thematic analyses to go through interview data for themes and patterns (Glesne, 2011). Thematic analysis is appropriate for answering RQ #2 since it is “a method for identifying, analyzing and reporting patterns within data” (Braun & Clarke, 2006, p. 79). It was helpful to use thematic analysis to showcase how the teacher candidates’ perspectives on the core-practices approach to learning teaching might be similar to or different from each other.

3.6 Trustworthiness

In order to ensure trustworthiness and validity of qualitative research, Creswell and Miller (2000) highlighted nine types of procedures that are commonly used in qualitative literature (see Table 14). Out of the nine procedures, seven were achieved in this study: triangulation, member checking, pro-longed engagement in the field, thick and rich description, researcher reflexivity, collaborative process, and peer debriefing.

Table 14

Validity Procedures from Creswell and Miller (2000) (p. 126)

Paradigm assumption/Lens	Postpositivist or Systematic Paradigm	Constructivist Paradigm	Critical Paradigm
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Lens of the Researcher	Triangulation	Disconfirming evidence	Researcher reflexivity
Lens of Study Participants	Member checking	Prolonged engagement in the field	Collaboration
Lens of People External to the Study (Reviewers, Readers)	The audit trail	Thick, rich description	Peer debriefing

First of all, triangulation was achieved by using multiple data-collection methods such as interviews, classroom observations, and field notes. Second, member checking was achieved as I emailed each research participant a copy of our interview transcript so they could review the document. This was done to ensure participants had an opportunity to review what they said, to add more information if they wanted to, and for me to edit what they said. Third, pro-longed engagement in the field was achieved through my persistent classroom presence which in turn facilitated a more accurate representation of the classroom environment and more trustworthy interpretations of data. Fourth, thick and rich description was provided regarding classroom interactions and pre-service teachers' core practices learning process. In addition, a detailed explanation of the data collection and analysis methods of how decisions were made throughout the study was included as well. Fifth, researcher reflexivity was disclosed and I continually documented my reflections in research memos and journal entries in order to check for my biases. Sixth and seventh, viewing research as a collaborative process, I invited colleagues to review my field notes, interview questions, and data analysis to ensure the trustworthiness from data collection to analysis and results.

To ensure trustworthiness of the data analysis, two researchers who were knowledgeable on core practices were invited to participate in checking the codes after my initial round of coding. The author and the two researchers compared coding results and resolved disagreements. With the above methods employed, the trustworthiness of this research was greatly increased and strengthened.

4.0 Deconstructing Core Practices Using Videos as a Representation

In this section, findings that pertain to RQ 1 (How do TCs and their TE engage with video segments from a corpus of exemplary world languages teaching as representations of particular core practices?) are presented. First, coding results and focal CP teaching structure are shown. The analysis is followed by data excerpts illustrating how the TE and TCs engaged with exemplar videos to decompose three focal CPs.

4.1 Focal Core Practice Teaching Structure

From the observation data of Dr. Johnson’s focal course for one semester, I summarized the structure of her core practice teaching pedagogies, presented in Table 15. Dr. Johnson used a variety of activities to support her TCs in learning core practices, including what Goodwin (1994) described as three practices to accomplish professional vision—coding schemes, highlighting, and the production and articulation of material representations. For instance, Dr. Johnson provided a coding sheet for TCs to decompose CPs, and the sheets were used as coding schemes; Dr. Johnson also used a series of questioning techniques to highlight teaching practices for TCs; lastly, she required TCs to do micro-teaching exercises which themselves became new representations of teaching that the novice teachers could deconstruct and reflect on to more deeply understand world language teaching practices. How Dr. Johnson engaged TCs through different tasks is described in detail below.

Table 15

Focal Core Practice Teaching Structure

Dr. Johnson’s CP Teaching Approach	Pedagogy to teach CPs
-------------------------------------------	------------------------------

Activate TCs' background knowledge or prior language learning/teaching experience and connect it to the focal CP	Preparation for deconstructing the representation
Provide a coding scheme sheet that has a list of micro-practices related to the focal CP (set the purpose for watching videos)	
Introduce background information/context for the video	
Watch exemplary WL teaching video	Viewing the representation (video)
Involve TCs in identifying IA and decomposing CP	Deconstructing the representation (decomposition of practice)
Enact the focal CP to model for TCs	Creating a new representation (Modeling)
TCs do micro-teaching in class	Approximation (micro-teaching/rehearsal)

Before Dr. Johnson presented exemplary teaching videos—representations of practice—for TCs to see how CPs could be enacted, she usually would prepare an anticipatory set for her TCs. As part of the preparation, Dr. Johnson first activated TCs' background knowledge or prior language learning/teaching experience and connected it to the focal core practice. For instance, when Dr. Johnson was preparing her TCs for CP2—presenting grammar as concept and use in context – she asked TCs questions to reflect on their language learning experiences, such as “So before we launch into watching this German lesson that we're going to see, I want to talk a little bit in a broad way about your own experiences with learning grammar. So, what was your experience like? How did you learn the grammar of your second languages?” (CP2 classroom video transcript, p. 1).

After Dr. Johnson finished the discussion with TCs regarding their learning/teaching experiences, she would provide a micro-practice sheet (coding scheme) to them which had blank rows for TCs to take notes on while watching the video clips. Later into the semester, Dr. Johnson provided a list of potential micro-practices (MPs) that were related to the focal CP. She then asked TCs to look for these MPs as they viewed videos of teaching practice. For example, Dr. Johnson introduced the steps of the PACE⁴ model as MPs for CP2—presenting grammar as concept and use in context (the MPs are discussed in detail in 4.3.3.2) It is noteworthy that the coding schemes were not intended to simply be applied to the representation but that they served as a somewhat more flexible guiding tool, leaving a bit of room for TCs to develop other MPs to potentially add to the list.

Before Dr. Johnson showed the video to TCs, she would introduce some background information related to the focal videos. She provided information about context such as where the school was located, the grade level of the students in the video, a brief synopsis of the content of the lesson and other similar orienting details. These steps completed her preparation for presenting representation of practice to TCs.

Then, as part of the representation of practice, Dr. Johnson showed pre-selected video clips to TCs. After watching the videos, Dr. Johnson engaged TCs by asking them to identify instructional activities (IA) and facilitating a collaborative dialogue amongst the TCs to decompose the CP in focus in the video into MPs and instructional moves (IMs) on the board. In addition, Dr. Johnson would do a micro-teaching to model the focal CP for TCs. Lastly, TCs

⁴ PACE is a story-based approach to grammar teaching that focuses on the forms and structures of grammar features only after having students focus on meaning communicated by using those grammatical elements (Adair-Hauck & Donato, 2002). PACE stands for Presentation, Attention, Co-Construct, and Extension.

were invited to plan and do a micro-teaching to approximate the CP. However, the approximation of practice will not be discussed in detail as it is not the focus in this dissertation.

4.2 Coding Results

As discussed in the methodology section, this study had three cycles of coding of the classroom video data to answer RQ 1. The first cycle was an inductive coding process. Tables 16 and 17 show results of inductive coding, including TC and TE codes related to classroom discussions of exemplar videos of three CPs, idea unit reference counts for each of these codes, and the percentage of these references for each code represented in the overall total references.

Table 16 illustrates that TCs mostly engaged in class discussions of the video representations by: 1) naming or explaining instructional activities or moves, 2) referencing information from videos, 3) sharing impressions of the video, 4) referencing past learning or teaching experiences, and 5) brainstorming teaching ideas. TCs also engaged in discussions around making inferences, raising questions about teaching, discussing evaluative thoughts about the CP in focus, connecting to language learning theories, and preparing for approximation of practice (micro-teaching in class).

Table 16

TC Codes and Counts for First Coding Cycle

TC Codes	References	Percentage of References
Name/Explain instructional activity/moves from video	34	22%
Reference information from video	28	18%
Share impression/critique of video	24	15%
Reference past learning/teaching experience	20	13%

TC Codes	References	Percentage of References
Brainstorm teaching ideas	19	12%
Make an inference	12	8%
Raise questions about teaching	10	6%
Discuss evaluative thoughts about CP	7	4%
Connect to theory	3	2%
Prepare for approximation of practice	1	1%

Table 17 illustrates that Dr. Johnson engaged in post-viewing discussions with TCs using a variety of moves. The codes that have the most occurrences are: 1) eliciting TCs’ response to deconstruct CPs, 2) scaffolding TC response to explain/elaborate instructional moves, 3) providing the “grammar” of language teaching to TCs, and 4) providing or brainstorming alternative teaching strategies for TCs. Some other less prevalent TE moves include: providing micro-practice sheet to TCs, recalling or highlighting or explaining details from videos, sharing impression or evaluation of videos, asking concept checking questions, providing or asking TCs past teaching/learning experiences to activate their knowledge, defining an instructional activity, recapping, and pausing video and asking TCs to infer.

Table 17

TE Codes and Counts for First Coding Cycle

TE Codes	References	Percentage of References
Elicit TC response to deconstruct CPs	73	25.3%

TE Codes	References	Percentage of References
Scaffold TC response to explain/elaborate instructional moves	68	23.5%
Language of the profession/Provide “grammar” of teaching language to TC (socialize TC with language used in the profession to describe teaching techniques and instructional moves)	59	20.4%
Provide/Brainstorm alternative teaching strategies	30	10.4%
Draw TCs’ attention to micro-practices by providing tools to TC for deconstructing practices/ provide micro-practice sheet to TC	18	6.2%
Recall/Highlight/Explain details from videos	14	4.8%
Share impression/evaluation of video (critique of teaching)	8	2.8%
Ask concept checking questions (informal assessment)	6	2.1%
Provide/Ask TCs about past teaching/learning experiences to activate their knowledge (Provide comprehensible input)	5	1.7%
Define an instructional activity	4	1.4%
Recap	3	1.0%

TE Codes	References	Percentage of References
Pause video and ask TC to infer	1	0.3%

Building on Cycle 1 inductive coding, which characterized participants' discourse during deconstruction of practice episodes, Cycle 2 provided a means for focusing in more squarely on what participants were noticing and how they were making sense of what they tended to attend to. Tables 18 and 19 show the second coding results from TCs' noticing codes, idea unit counts, and their percentage as well as those of TCs' knowledge-based reasoning codes.

For TC's noticing codes (Table 18), in terms of noticing the actors in the video clips, slightly more than half of the idea unit references were coded as noticing the teacher from the videos. Out of the 56% comments that focused on teachers, most of TCs' comments were made about the teacher's pedagogy. For comments coded as related to noticing students from the videos, most TCs' comments addressed what students did following the teacher's directions. Some comments were raised to discuss students' reactions and the learning climate.

In terms of noticing topics from the exemplar videos, 93% of TCs' comments were related to "pedagogy." The remaining 7% of the comments were made around topics of "learning climate" and "management."

Table 18

TC Noticing Codes and Counts for Second Coding Cycle

Adapted Coding Categories	TC Noticing Codes	References	Percentage of References	Total
Teacher	Teacher-pedagogy-activity level	36	50%	=56%
	Teacher-pedagogy-personal level	4	6%	

Adapted Coding Categories	TC Noticing Codes	References	Percentage of References	Total
Student	Student-activity level	20	28%	
	Student-personal level	9	13%	
	Student-learning climate	3	4%	=44%
Pedagogy	Teacher-pedagogy-activity level	36	56%	
	Student-activity level	20	31%	
	Teacher-pedagogy-personal level	4	6%	=93%
Learning Climate	Student-learning climate	3	5%	=5%
Management	Management	1	2%	=2%

For TCs' knowledge-based reasoning codes (Table 19), the category that TCs focused on the most is "interpretation" which made up about 35% of the overall TCs' comments that were related to knowledge-based reasoning. The remaining three categories (description, evaluation, and prediction) are 23%, 21%, and 21% respectively.

Table 19

TC Knowledge-Based Reasoning Codes and Counts for Second Coding Cycle

Adapted Coding Categories	TC Knowledge-based Reasoning Codes	References	Percentage of References	Total
Description	Name/Explain instructional activity/moves from video	34	23%	=23%

Adapted Coding Categories	TC Knowledge-based Reasoning Codes	References	Percentage of References	Total
Interpretation	Reference information from video	28	19%	=35%
	Reference past learning/teaching experience	20	14%	
	Connect to theory	3	2%	
Evaluation	Share impression/critique of video	24	16%	=21%
	Discuss evaluative thoughts about CP	7	5%	
Prediction	Brainstorm teaching ideas	19	13%	=21%
	Make an inference	12	8%	

There was one code which I was not able to determine which coding category it would fit in using the adapted coding category, which is the “raise questions about teaching” code. Questioning about teaching should be quite common to see in teacher candidates’ classroom discussions rather than in experienced teachers’ discussions. It is understandable that a teacher candidate may not be fully equipped yet to discuss about all aspects of what happens in classrooms and they may have a good number of questions about teaching. These questions are the link between noticing and reasoning, as one would notice a specific teaching moment but may not have enough knowledge to reason around that moment. For TCs in the process of forming their professional vision, there should be a step to bridge noticing and knowledge-based

reasoning. Therefore, I propose a third area in addition to noticing and knowledge-based reasoning, which is knowledge-based questioning to better explore teacher candidates' professional vision (Table 20).

Table 20

Proposed Coding Category

Proposed Coding Category	TC Knowledge-based Questioning Code	References
Questioning	Raise questions about teaching	10

Some data examples that were coded as knowledge-based questioning include:

Example 1. In CP1 when TE and TCs were discussing how to increase opportunities for interpersonal communication, Madison took note of two concepts - “guided practice” and “modeling” – relevant to teaching. She noticed a guided activity from the exemplar video and asked TE “Would guided practice be considered modeling? Or just put that with modeling?” (Madison, CP1).

Example 2. In relation to CP1, Thomas noticed that in the video the teacher asked students to share their real experiences in the target language as an informal assessment, but Thomas wasn’t sure what TE meant by “authentic experience.” So Thomas asked “What do you mean by authentic experience because it kind of? Do you mean it's not a scripted exam?” (Thomas, CP1).

Example 3. Also in relation to CP1, Thomas noticed that the teacher in the exemplary video had students brainstorm answers to a question but he was uncertain how much time

that might take. So Thomas asked “When you do something like that, what is an appropriate amount of time for that?” (Thomas, CP1).

4.3 Using Video as a Representation of Practice to Teach CP

In 4.3, in response to RQ1, detailed description of Dr. Johnson’s CP teaching pedagogy will be presented to build on the general view of her teaching structure (preparation for deconstructing the representation, viewing the representation, and deconstructing the representation) laid out above. In addition, this section will also discuss how Dr. Johnson and her TCs engage with five exemplar videos to decompose three CPs (creating opportunities for interpersonal communication, presenting grammar as concept and use in context, and creating opportunities for interpretation of cultural texts).

4.3.1 Preparation for Deconstructing the Representation

To prepare for using exemplar videos as representations of core practices, Dr. Johnson employed several strategies to create anticipatory sets for TCs. Some of the methods she used were: activate TCs’ background knowledge or prior language learning/teaching experience and connect it to the focal CP; provide a coding scheme sheet that has a list of micro-practices related to the focal CP (set the purpose for watching videos); introduce background/context information of the video.

For CP1 (creating opportunities for interpersonal communication), before Dr. Johnson and TCs watched the first video, featuring a Spanish classroom, she briefly reviewed the concepts of core practices, micro-practices, instructional activities, and instructional moves with TCs. She asked if TCs remembered what these constructs were and then gave several examples of each that particularly related to interpersonal communication in the target language—the CP in focus. Then, Dr. Johnson asked TCs to keep these constructs in mind while they watched the

video and to look for how the teacher from the video provided opportunities for students to practice interpersonal communication in the target language. Before they began watching the video, Dr. Johnson provided some brief contextual information for the clip they would watch.

Similarly, before watching the second exemplar video, a Chinese teaching video, Dr. Johnson briefly introduced some teaching strategies used from the video, such as the teacher using TPRS⁵ to build up students' vocabulary base to discuss the topic of the lesson. Besides introducing the pedagogical and linguistic resources available from the video, Dr. Johnson also briefly shared some contextual information for understanding the clip, such as students' grade level, language proficiency, and information about the heritage learners in the class.

For CP2 (presenting grammar as concept and use in context), Dr. Johnson first activated TCs' background knowledge by asking TCs to reflect upon and share their previous grammar learning/teaching experiences. After an engaging discussion on grammar learning/teaching with TCs, Dr. Johnson introduced the background information of the first video, a German lesson, and asked TCs to look for two things, 1) how does the German language teacher teach grammar, and 2) what are the instructional activities in the video.

Dr. Johnson also showed another exemplar video, a French lesson, to provide an additional example of grammar teaching. Similarly, before watching the video, Dr. Johnson asked TCs to observe and break down the French teacher's teaching into instructional activities and how grammar is being approached in each activity toward the larger goal of teaching grammar as meaning and use. She also provided some contextual information for this French lesson.

⁵ Total Physical Response Storytelling (TPRS) is a foreign language teaching method.

For CP3 (creating opportunities for interpretation of cultural texts), Dr. Johnson showed only one video, a Spanish lesson, to TCs because of time constraints. Before showing the video, she introduced the background information of the lesson to TCs. Similarly to what she did for CP1 and 2, she asked TCs to look for instructional activities and pay attention to how the Spanish teacher created opportunities for her students to interpret authentic cultural texts. Additionally, she also provided a list of micro-practices that were closely associated with the CP in focus to help TCs stay on task and concentrated.

4.3.2 Viewing the Representation (Video)

In total, Dr. Johnson selected five videos across different languages, grade levels, and contexts as representation of the three core practices in focus. She chose a Spanish video and a Chinese video for CP1, a German video and a French video for CP2, and one Spanish video for CP3. All of the five videos were from the Annenberg video library⁶. Below is detailed information for each exemplar video in terms of grade level, language/proficiency level, title of lesson, and a brief summary.

The first video that Dr. Johnson chose for CP1 is a Spanish I, 8th grade lesson. In the lesson, the teacher guides students to use leisure vocabulary in Spanish to talk with a partner about what they like to do in their spare time. Students then form into groups to brainstorm what young Americans like to do and prepare questions to ask Spanish native speakers. Next, two native speakers join their class discussions and together they engage in discussions to compare the cultures between young Americans and young Mexicans (Table 21).

⁶ Annenberg Learner is a division owned and operated by the Annenberg Foundation. Annenberg video library has a video corpus of 27½ hours of video recordings in the series of “Teaching Foreign Languages K–12: A Library of Classroom Practices” (<http://www.learner.org>). The video corpus includes recordings from elementary and secondary levels across Spanish, French, German, Japanese, Italian, Latin, Russian, and Chinese language classrooms. All of the language videos have English subtitles.

Table 21*Information of First Exemplar Video for CPI—Video 1 (V1)*

Grade Level	Language/Proficiency Level	Title of Lesson
8 th Grade	Spanish I	Hearing Authentic Voices

Summary

“In this lesson, students talk about what they like to do when they are not in school. They begin by using new leisure-time vocabulary to make plans with a partner. In groups, they brainstorm a list of what young Americans like to do in their free time, and then prepare questions to ask native speakers about how they spend their time. Next, two young native speakers visit the class and describe typical out-of-school activities in Mexico. The class concludes with a comparison of Mexican and American activities, using a Venn diagram” (Annenberg Learner, 2021).

The second chosen video is a Chinese I, 6th grade lesson from the Annenberg video library. The teacher in this lesson have students work on learning and writing Chinese characters for a variety of sports. In order to engage the heritage learners in the class, the teacher provides differentiated tasks that are more appropriate for their language proficiency. Students engage in a series of activities to practice the new vocabulary (Table 22).

Table 22*Information of Second Exemplar Video for CPI—Video 2 (V2)*

Grade Level	Language/Proficiency Level	Title of Lesson
6 th Grade	Chinese I	Communicating About Sports

Summary

“In this lesson, students talk about sports. While their classmates learn the names and characters for eight sports, two native speakers learn more difficult Chinese vocabulary about

the Olympics. Then students practice the new vocabulary and express their likes and dislikes about sports through a series of activities, including pairs discussions and group skits” (Annenberg Learner, 2021).

For CP2, the first video chosen is a German I, high school level lesson. The German teacher uses TPRS to teach students how to say sports in German and related grammar sentence structures. She asks her students to act out and narrate stories related to sports in German. Lastly, students rewrite the same story in their own words in German (Table 23).

Table 23

Information of First Exemplar Video for CP2—Video 3 (V3)

Grade Level	Language/Proficiency Level	Title of Lesson
9-11 Grade	German I	Sports in Action

Summary

“In this lesson, students learn new vocabulary about sports. After several warm-up activities, students focus on terms related to Olympic sporting events and make cultural comparisons between Germany and the United States. Next, students listen to and interpret a story presented through TPRS, then recreate that story by acting it out and narrating it themselves. They conclude the activity by rewriting the same story in their own words and contributing to a composite class version” (Annenberg Learner, 2021).

The second video chosen for CP2 is a high school French III lesson. In this lesson, the French teacher asks students to discuss and compare community life locally and overseas. This lesson is a close example to the PACE model of teaching grammar. She first presents an article about a French-speaking Canadian community and then draws students’ attention to the forms

and grammatical uses of the language in the article. Then she has students practice using the conditional tense to write similar sentences (Table 24).

Table 24

Information of Second Exemplar Video for CP2—Video 4 (V4)

Grade Level	Language/Proficiency Level	Title of Lesson
9-12 Grade	French III	Comparing Communities

Summary

“In this lesson, students discuss community life at home and abroad and practice new grammatical structures. First, students share what they like about their community, then read an article about a French-speaking Canadian community and discuss what activities they would do if they visited there. Next, students learn the conditional verb forms using worksheets, and follow up with discussions about communities. Finally, Ms. Tulou introduces a children’s book that uses the conditional tense, and students practice writing sentences similar to those in the book” (Annenberg Learner, 2021).

For CP3, there is one video chosen due to time constraints. In this Spanish II lesson, 10th grade students interpret, discuss, and appreciate Picasso’s painting—Guernica. The Spanish teacher has students practice vocabulary first, and this is followed by a pair activity to write and present a radio news announcement of their interpretation of the painting. Then students revise their reports based on the painting’s historical background (Table 25).

Table 25

Information of the Exemplar Video for CP3—Video 5 (V5)

Grade Level	Language/Proficiency Level	Title of Lesson
10 th Grade	Spanish II	Interpreting Picasso’s Guernica

Summary

“In this lesson, students interpret and discuss Pablo Picasso’s *Guernica*. First, as a class, students list vocabulary words suggested by the images in the painting. Then, working in pairs, they write a radio news announcement based on their interpretations of the painting. Finally, students read about and discuss the painting’s historical background and prepare to use this information to revise their newscast” (Annenberg Learner, 2021).

4.3.3 Deconstructing the Representation

The bulk of Dr. Johnson’s CP teaching was centered around the decomposition of practices. In order to make the “invisible” teaching practices from the exemplar videos visible to TCs, Dr. Johnson used a variety of scaffolding strategies to draw TCs’ attention to these important practices. After watching each video, Dr. Johnson engaged TCs in conversations to unpack these practices through four major activities—identify/highlight instructional activities, co-construct coding schemes and highlight/describe micro-practices, evaluate and brainstorm alternative teaching practices, and engage in critical world language teaching discussions.

4.3.3.1 Identify/Highlight Instructional Activities. For each video, Dr. Johnson asked TCs to identify the instructional activities that were in the video clips. She used a series of questions to highlight the focal IAs for TCs. TCs at the same time would use their funds of knowledge to name the instructional activities. This naming IA activity is the first step of TE and TCs’ co-deconstruction of CPs. Table 26 shows an example of Dr. Johnson’s questions to elicit TCs’ responses on identifying IAs. She first asked TCs to name the instructional activity. After a TC, Angela, replied that she would call it a “role play” activity, Dr. Johnson built on Angela’s response right away and explained a bit further what a “role play” activity was for any TC who might not know what it meant in language teaching. Then she went on and continued to ask TCs

to reflect on how CP1 was approached by the teacher from this video and how students engaged in interpersonal communication.

Table 26

Data Excerpt for Asking TCs to Name an IA

Segment 1 from Video 1	TE/TC Moves
<p>TE: Okay. So let's define what instructional activity is here. So what would you call this instructional activity? What sort of?</p>	<p>Elicit TC response to deconstruct CPs Name/Explain instructional activity/moves from video</p>
<p>Angela: Role play.</p>	
<p>TE: Yeah. Person A person B. This is familiar to us as language teachers, right? So we have sort of a role play, a pair, a pair role playing activity going on here. Okay, good. So let's start brainstorming. So we're going to call this core practice- creating opportunity for interpersonal communication. So you saw students interacting in a few different kinds of ways. What's the nature of the interpersonal communication in this brief segment that we saw? How were the students engaging in interpersonal communication?</p>	<p>Provide/Ask TCs about past teaching/learning experiences to activate their knowledge (Provide comprehensible input) Elicit TC response to deconstruct CPs</p>
<p>Angela: Pairs.</p>	

In addition to asking TCs guiding questions directly to elicit them to name instructional activities, Dr. Johnson also modeled for her TCs how to identify an instructional activity. For instance, in Excerpt 1 from Table 27, other than explicitly pointing out where the instructional activity was located in the video clip, Dr. Johnson uncovered and highlighted for TCs through “thinking aloud” and asking TCs questions to further elicit their thinking. These scaffolding questions include “So when they were doing the first half of that poster, what would you call that?” or “What were they writing on that left-hand column?” Then Dr. Johnson came to a conclusion and called the instructional activity “brainstorming free time activity.” Furthermore, during these scaffolded “think alouds,” Dr. Johnson not only modeled for TCs how to think through decomposing a CP, she also provided TCs with language used in the WL teaching profession—the grammar of teaching. For example, in this short data excerpt, she said “they were generating linguistic forms and content for talking about those things later.”

Similarly, in Excerpt 2 from Table 27, Dr. Johnson used comparable moves to professionally socialize TCs. She used “think alouds” to show TCs what from the video that piqued her attention and how to notice and identify an instructional activity. She narrated that they did not see much interaction among students at first, then they saw students did brainstorming questions about free time activities together. She then went on to describe what happened in the lesson that could be considered interpersonal communication was when students and the teacher had an authentic conversation in the target language. Throughout this “think aloud,” Dr. Johnson modeled how to identify an instructional activity and asked several scaffolding questions to invite TCs to join this thinking process. Additionally, Dr. Johnson

embedded the language used in the profession into their discussions. For instance, at the end of Excerpt 2, Dr. Johnson asked what mode of communication that the students and the teacher engaged in the video clip.

Table 27

Data Excerpt for Modeling for TCs to Identify an IA

Segment 2 from Video 1	TE/TC Moves
Excerpt 1	
<p>TE: Okay. Let's stop for a second. We had multiple instructional activities in a chain there leading up to what is now going to be the next interpersonal activity where the students are involved. But let's talk about what leads up to it. So you had an instructional activity that was brainstorming a list, right? So when they were doing the first half of that poster, what would you call that? They split their poster on this. What were they writing on that left-hand column? There're about typical activities for American youth, right? So they were generating linguistic forms and content for talking about those things later. Right? So they did a, a brainstorming free time activity.</p>	<p>Elicit TC response to deconstruct CPs</p>
Excerpt 2	
<p>TE: Okay. So, we're still sort of generating linguistic and content knowledge. Right? So what is it, what are free time activities</p>	<p>Elicit TC response to deconstruct CPs</p>

elsewhere and how do you say that in Spanish? Still working
on that?.....So we are still not seeing students interacting
interpersonally, right? And a little more instructional activity
that we see happening is that you have the students Ask concept
brainstorming questions on the other half of the paper. Right? checking
Okay, so about free time activities elsewhere. Okay. Then questions
finally, what is going on with instructional activity number (informal
five where the students come into the room and the teacher is assessment)
talking to them. How can we describe this instructional
activity? Is it, what's the mode? Is it presentational?
Interpretive?

After modeling for TCs on how to identify IAs, Dr. Johnson encouraged TCs to identify a list of IAs on their own. In the data segment 3 from V4 in Table 28, Dr. Johnson invited TCs to share their lists of IAs after watching V4 which lesson focused on grammar teaching in French. One of the TCs, Shawn, volunteered to share his list of IAs. It is evident from their conversations from the data excerpts that Dr. Johnson kept eliciting responses from Shawn to share more of his findings, and under Dr. Johnson's guidance Shawn was able to notice and name a list of IAs. Through the back and forth of the conversation, Dr. Johnson and Shawn co-deconstructed the exemplar video to IA levels. Additionally, through building on and reformulating of Shawn's responses, Dr. Johnson slipped in at multiple times the "language of the profession" or the "grammar of teaching" to help TCs to understand instructional activities, such as "inductive teaching vs. deductive teaching", "creative production of language", "making meaning of the grammar points", etc.

Table 28*Data Excerpt for Eliciting TCs to Identify and Explain an IA*

Segment 3 from Video 4	TE/TC Moves
<p>TE: How did you break out the other instructional activities? What would you, let's go with one person's list and see how many were identified.</p> <p>Okay, Shawn, How many did you have?</p>	<p>Elicit TC response to deconstruct CPs</p>
<p>Shawn: I had five. But I think I'm missing one or two. So I said, the first one that I saw was she wrote down examples that the students were saying and using the French verb for "I would" and the students needed to decode what the sentence meant?</p>	<p>Name/Explain instructional activity/moves from video</p>
<p>TE: Yes. So there was like [writes on the board] a teacher records and student responses on the transparency? We might call this something like "what would you do if you went to" remember that? That's the question, right? And you're right, she does ask at the end of that what does it mean?</p>	<p>Elicit TC response to deconstruct CPs</p>
<p>Shawn: She, the one that I noticed through all of this, she does a lot of the explicit examples or explanations.</p> <p>It's a lot of, here's a lot of the surrounding detail</p>	

	you need to figure it out and that's, I can't remember what that is specifically though.	Reference information from video
TE:	But it's definitely inductive as opposed to deductive. Right? So she gives the examples and then it says what's the, she deduced from the examples what the rules are. So, okay. What else did you have?	Language of the
Shawn:	Model the sentences to write conjugated correct conditional verbs. The students that had to make a personal choice about those sentences circle in one of the three options.	profession/Provide "grammar" of teaching language to TC
TE:	Okay. What do we call this? With a handout?	
Shawn:	The specific part of that I think the teacher liked(?) the most was the personal choice aspect.	Reference information from video
TE:	Okay. So the instructional activities, I mean some sort of seat work in the more specifically they're conjugating verbs and making a choice. Okay. What else?	Scaffold TC response to explain/elaborate instructional moves
Shawn:	Then the students had to leave their seats and compare answers with their classmates whether	

their answers matched. Or they had to add more details to the sentences. She said something that I wasn't quite sure of, I may have heard it wrong, but I thought she said the activity was communicative but not language creative.

TE: That's right. So they're not doing a whole lot of like spontaneous production. Right? So she's given them the, the phrase essentially with instructional activity number four and the handout. She's given them a lot of the pieces of language that they need in order to be able to interact interpersonally. So that's why she says it's not a whole lot of creative production of language, although it is communicative in the sense that especially the bit about asking one follow up question or asking for one more detail that is creative production of language and very communicative, right? They're negotiating for meaning in a sense of not just transacting information but asking for more authentic interests. So they do this paired interpersonal activity about the choices they would make. And it's one of these "find someone who,"

Scaffold TC response to explain/elaborate instructional moves

Name/Explain instructional activity/moves from video

Scaffold TC response to explain/elaborate instructional moves

right? So sometimes language teachers will talk about "find someone who" activities. So if you have some sort of form and question and answers you want your students to, to practice have them sort of practice with the structure and then circulate around and find someone. And so she was specific here about find someone who has the same answer as you keep asking people until you find something that matches. So lots of opportunity. If we were to apply our checklist for creating opportunities for interpersonal communication, you'd probably see a big check mark in that one row about multiple opportunities to use the language forms. Right? Okay. Let's see, what else did you have Shawn?

Language of the profession/Provide "grammar" of teaching language to TC
Elicit TC response to deconstruct CPs

Shawn: I think I missed one, but the one I had next was they had a worksheet on the last two forms with the conditional and plural forms. They did a mini thing with [inaudible] so if you want to combine that.

Name/Explain instructional activity/moves from video
Reference information from video

TE:	So there was a, so make meaning of the conjugations, right? So the other two forms in the verb conjugation, but they haven't dealt with yet.	Scaffold TC response to explain/elaborate instructional moves
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4.3.3.2 Co-Construct Coding Schemes and Highlight/Describe Micro-Practices. After identifying IAs, to further decompose each CP, Dr. Johnson provided a brainstorming sheet for TCs to take notes on what they noticed from the IAs that could be a list of MPs. She would also provide what Goodwin (1994) referred to as a “coding scheme” to highlight the instructional moves, or MPs, that embedded in the IAs. Doing so helped TCs to focus their attention to teaching elements that they may not be able to notice otherwise. With an expert’s help to unveil these invisible teaching moves, TCs were guided to analyze teaching in a much more in-depth and targeted way.

The list of MPs that Dr. Johnson provided for each CP was either from research on CP, her summarizing from teaching this course in the past, or from her own research. For CP1 (creating opportunities for interpersonal communication), some proposed MPs included “creating a communicative need”, “creating multiple opportunities for language production” (field notes, CP1), etc. For CP2 (presenting grammar as concept and use in context), the components of PACE model were proposed as MPs—Presentation, Attention, Co-Construct, and Extension (field notes, CP2). For CP3 (creating opportunities for interpretation of cultural texts), a list of MPs included practices such as “supporting students in interpreting cultural representation” (field notes, CP3).

In terms of classroom discussions around MPs (Table 29), Dr. Johnson made it very clear that although the list of MPs “look like a checklist, but it doesn't mean that [they] have to

have everything checked off in order for it to be good teaching” (CP1 classroom video transcript, p. 9). Using the list of MPs would provide TE and TCs with “some common language for analyzing what [they] saw and for thinking about how did [the teacher from the video] enact these micro-practices or how they could be done differently” (CP1 classroom video transcript, p. 9). The coding scheme was used as an analytic tool to facilitate the discussions around teaching pedagogy and also to foster a community in the classroom that shared some common language for describing and learning to teach.

Table 29

Data Excerpt for Highlighting the Use of the MPs List

Segment 4 from Video 1	TE/TC Moves
<p>TE: So I sort of want you to use this tool that we generated ideas about and that I've done this with now many times in observing lots of different examples of teaching. When we look at creating opportunities for interpersonal communication, we can expect usually these micro-practices. Now remember that they look like a checklist, but it doesn't mean that we have to have everything checked off in order for it to be good teaching, right? So this, this is just a way of giving us some common language for analyzing what we saw and for thinking about how did she enact these sorts of micro-practices or how could she have done it differently? And so it's a way of reflecting on what we saw, but also imagining things differently for ourselves and for that, for that context.</p>	<p>Draw TCs' attention to micro-practices by providing tools to TC for deconstructing practices/ provide micro-practice sheet to TC</p>

So let's figure out first what the instructional activities were that we're talking about. And then you can use this tool. And I'm going to ask you to do it in partners first before we share out to sort of use it as an analytic tool.

Similarly to the ways that Dr. Johnson used to help TCs identify and highlight IAs, she highlighted the lists of MPs by drawing TCs' attention to whether any of the MPs were present in the video clips. In both excerpts 1 and 2 from Table 30, Dr. Johnson asked questions such as "what do they have to say about creating a communicative need to engage interpersonally?", "was it there?", "do we see evidence of these practices?", "was she achieving these teaching goals as she enacted these instructional activities?" to focus TCs' attention to these specific micro teaching practices. At the same time, she also elicited TCs' responses to pull these practices apart into IMs. Again, through modeling, as Dr. Johnson unpacked MPs she also weaved in the language to describe teaching into their classroom discussions. For instance, in excerpt 1, while explaining the MP—providing a need for authentic communication, Dr. Johnson further explained what "authentic communication" is in second language acquisition and the importance of providing students with opportunities to have authentic communication in the target language.

Table 30

Data Excerpt for Identifying MPs and Prompting TCs' Responses

Segment 5	TE/TC Moves
Excerpt 1 from V1	

TE:	So let's use this blank chart, projected up here as a way of organizing our conversation. Let's talk about the communicative need. So the role play activity and then interviewing the two students from Mexico. What do they have to say about creating a communicative need to engage interpersonally? Was it there?	Draw TCs' attention to micro-practices by providing tools to TC for deconstructing practices/ provide micro-practice sheet to TC Elicit TC response to deconstruct CPs
Shawn:	Yes.	
TE:	Okay. So we can say there was a communicative need, right? So there's a whole planned activity, slips of paper, person A and person B. You should talk to each other now. Right? So there's a communicative need to exchange information to make invitations and either accept or reject them. That's how we might define the communicative need in terms of language function. In the interview situation, it might be sort of the communicative need is what exactly with the, why interaction or personally at the end there?	Define an instructional activity Language of the profession
Maria:	Pair. The activities in their free time.	

TE:	<p>Right? So there's some comparative element. We might even go broader and say intercultural or cultural comparison. Right? So there's that language function, intercultural function that's part of the communicative need and the need to negotiate meaning. So what do we mean by negotiate meaning?</p>	<p>Name/Explain instructional activity/moves from video</p> <p>Scaffold TC response to explain/elaborate instructional moves</p> <p>Language of the profession</p> <p>Elicit TC response to</p>
Thomas:	<p>Make sure you are understood.</p>	<p>deconstruct CPs</p>
TE:	<p>Yeah, to make sure you're understood. Right? So in second language acquisition circles and language learning circles, when we talk about negotiating meaning, it's sort of about is there a reason to interact during which time you sort of go back and forth to clarify what it is you mean. In a language class obviously sometimes that has to do with form, right? What is what? Did you just say... I don't...? And so there was a need to, and the argument goes that when you negotiate for meaning to try to understand what another person is saying or to understand the text, you acquire the language better. So that's a part of second language</p>	<p>Language of the profession</p>

acquisition theory. You don't just need input, you don't just need output. You need the negotiation for meaning in order to clarify what it is you know and don't know. And just figure out what should go in places that you don't know, that's a 30 seconds description of SLA here, but that's the general idea. Okay. Anything else on this? Communicative need? We're talking here about the authentic how authentic is this communicative need? So in this particular enactment, the role play, like in many role plays, we might say is not terribly authentic. It's not bad. Right? But it's not a bad thing necessarily. So she gave the person A person B role with an activity I want to say, is that?

Excerpt 2 from V4

TE: So we got, does that take grammar as concept and use in context? Remember that this is based off the PACE model presentation, drawing attention co-constructing meaning, extending understanding of the, of the grammatical concept. So, so the micro-practices. So take just a second to think about in

Elicit TC response to deconstruct CPs

the context of these instructional activities as they unfolded, do we see evidence of these practices? Was she achieving these teaching goals as she enacted these instructional activities? So take a second to look these over and then we'll talk about it.

Language of the profession

In addition, the discussions around describing and analyzing MPs happened in a TE-TC co-constructed way. Table 31 shows an example of TE and TC going back and forth to co-deconstruct CP1. TE elicited TCs' responses by posing questions regarding one of the MPs (create authentic communicative need) for CP1. She asked whether TCs noticed an example of that MP. Angela replied and made a reference to the teacher's authentic use of sports and shopping from the video and agreed that the MP was evident. Through the back and forth of negotiation, TE and TCs built on each other to unpack MPs from the video clips.

Table 31

Data Excerpt for Co-deconstructing CP

Segment 6 from Video 1	TE/TC Moves
TE: Anything else about the communicative need? What about the interview situation? It seems potential for a lot of authentic interaction there, interpersonal interaction. I think probably there was some.	Elicit TC response to deconstruct CPs

Angela:	Yeah, we said that there was, and with that like the connection between the sports and shopping. It was authentic and students really participated in that sense.	Name/Explain instructional activity/moves from video
TE:	There were their real questions, right? So there were their real interests and some of them sparked more back and forth or more elicited more from the students who were sharing their experiences.	Scaffold TC response to explain/elaborate instructional moves

4.3.3.3 Evaluate and Brainstorm Alternative Teaching Practices. In addition to identifying instructional activities and co-constructing coding schemes, TE and TCs shared their critiques of the teaching practices from the videos and brainstormed alternative ways to teach the topics. Similar to the aforementioned activities, this evaluating and reimagining teaching practices activity also manifested in the collaborative effort between TE and TCs.

One TC initiated a discussion around whether an instructional activity from Video 1 should be considered interpersonal communication. In excerpt 1 in Table 32, Chen recalled the definition of an interpersonal activity from her reading and shared her critique of the activity from the video. She believed that the activity, which centered on pre-determined questions/answers, should not be considered as “real” interpersonal communication. Dr. Johnson echoed Chen’s judgement and asked TCs to brainstorm about how to adjust this activity so that students could engage in authentic communications. This reimagining of teaching practices helps deepen TCs’ learning of practices.

Table 32

Data Excerpts for Evaluating and Brainstorming Practices

Segment 7	TE/TC Moves
<hr/> Excerpt 1 from Video 1	
<p>Chen: I have a question. So, according to the reading in one of the books it says this kind of activity, like giving students like phrase, like information then just tell them to do the interpersonal communication is not the true like real interpersonal communication. So, I don't know, it seems like it shows a lot in this teacher's teaching. I'm not sure, like in one of the books it says it's not real interpersonal communication.</p>	<p>Connect to theory</p> <p>Share impression/critique of video</p>
<p>TE: Because they're not saying enough about their own authentic, the exchange is not authentic enough to their own intention?</p>	
<p>Chen: They already they've been given the information thing and what to say, so.</p>	<p>Reference information from video</p>
<p>TE: So this is a great point, right? So can we either imagine this differently of this particular exercise? What could be adjusted to make it more authentic do you think?</p>	<p>Provide/Brainstorm alternative teaching strategies</p>

Chen:	I think maybe give them just a topic, not all the information they can according to their own schedule they can respond to the questions.	Brainstorm teaching ideas
TE:	Yeah. So a minor adjustment in terms of the interactional moves, the instructional moves, right? So rather than handing all of the set vocabulary to the students, what if at the beginning, one of her moves was to elicit what are your favorite things to do on Saturday? And then you listed out instead of it being at the zoo or the museum or the library, it has their four activities that they'd offer, right? So you can sort of adjust it. It doesn't necessarily get at the question, is this truly authentic communication or real interpersonal communication if you're still providing a lot of the structures. But we might make the argument too that you need to start here in order to get toward more authentic interpersonal communication, right? So we start with the frames, the sentence frames in order to build up scaffold toward the more authentic and we will eventually get to that part on this video. So this is a good starting point for the micro-practices. Let's watch a little bit further. So the same thing. You're	Scaffold TC response to explain/elaborate instructional moves Provide/Brainstorm alternative teaching strategies

going to keep thinking about instructional activity and what the micro-practices might be.

Excerpt 2 shows another similar example of a TC-initiated discussion evaluating and brainstorming teaching practices. In Video 2, the Chinese teacher paired a native speaker with a beginner for pair work. Chen commented on this pair grouping choice and made connections to her understandings of course readings. She suggested that this grouping choice may de-motivate the beginner student. Further, she offered her suggestion to let the native speaker work on more challenging tasks. Then, Dr. Johnson invited other TCs to share their thoughts on what elements teachers should consider when attend to student grouping. These moments of negotiations and reimagining teaching practices provided TCs with opportunities to form their professional vision.

Segment 7	TE/TC Moves
<hr/> <p>Excerpt 2 from Video 2</p>	
Chen: One thing I don't like the activity is I realize the teacher paired the Chinese speakers with the Chinese learner together to do the pair thing. According to what I learned from the other articles, if we pair native speakers with the learners together practice speaking, the learner might get discouraged and not willing to speak. So I think if it's me doing the activity I will tell the two Chinese students to do like further Chinese learning instead of like doing the pair.	Share impression/critique of video Connect to theory Brainstorm teaching ideas

TE:	So what do we think about this, this gets us to attend student grouping, right? So what do we think about this?	Language of the profession; Brainstorm alternative teaching strategies
Madison:	So I think it's good because at least the native speaker can correct the novice's like pronunciation perhaps. Maybe.	Make an inference
TE:	So Chen's concern is about de-motivation, right? So I'm talking with a native speaker maybe freezing and worrying about what I'm saying. And it could be discouraging and I don't want to talk anymore. So that's the [inaudible]. There's potential, right? So what do we do? What does that mean in terms of how we attend to how we group students? Like there's potential drawbacks, there's potential benefits. We don't know how the individual students are going to respond to it based on their unique characteristics. So what do we do?	Elicit TC response to deconstruct CPs Brainstorm alternative teaching strategies

Slightly different from excerpt 1 and 2, excerpt 3 shows TE highlighting how the teacher in Video 3 used TPR to create context for students to learn verb forms in German. Dr. Johnson asked TCs to brainstorm how else they could introduce the use of the verb form. After eliciting and scaffolding TCs' responses with several questions, Dr. Johnson modeled one way to teach

reflexive verb forms based on one TC's suggestion. Additionally, Dr. Johnson modeled how to bring students' attention to the verb forms by asking what students noticed among the different sentence examples. This process of questioning and reimagining teaching practices allowed TCs to gain a critical lens toward teaching and develop their professional vision.

Segment 7	TE/TC Moves
Excerpt 3 from Video 3	
<p>TE: So and in an otherwise meaning oriented activity, which her TPR activities are, there's a slight deviation into grammar. Okay. So she sort of writes the, the verb form up on the board. How else could you introduce samples of, of the use of this verb form?</p>	<p>Language of the profession; Elicit TC response to deconstruct CPs; Brainstorm alternative teaching strategies</p>
<p>Angela: using more than just "I like." She only uses "I" or "me." There's "we" and "all."</p>	<p>Reference information from video; Brainstorm teaching ideas</p>
<p>TE: What if she...</p>	
<p>Angela: Like "we" or "they" or something else she could introduce.</p>	
<p>TE: Okay, so she could have introduced like more forms, right? And it wouldn't necessarily that this would've been a good point. Why? Because she keeps asking</p>	

<p>are there more possibilities, are there more possibilities? There aren't actually. Right? Because it's a reflexive verb. And it's only going to be singular or plural. But it's important that students know that it's the object and not the pronoun, the subject pronoun. Right? That it's causing that. So that's actually a very important grammatical point that doesn't come out here. Right? So what if she were to introduce the format and writing it at the beginning and saying gefallen and what does it mean? What if she summarized the first five minutes of instruction that we didn't see and said something like I don't know German very well. So basketball is pleasing to me and football and soccer are pleasing to Thomas and softball and swimming are pleasing to three students and then sort of orally going through or writing examples up on the board. Okay. So then you have like a full range of coherent text with lots of examples of the grammatical feature in it. Then what do you do, so if you want students to come to these awarenesses about certain grammatical points, right? So the different forms and why they're different.</p>	<p>Language of the profession/Provide “grammar” of teaching language to TC</p> <p>Provide/Brainstorm alternative teaching strategies</p> <p>Elicit TC response to deconstruct CPs</p> <p>Brainstorm alternative teaching strategies</p>
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	<p>What sorts of questions do you ask them as the teacher? So let's say [inaudible].</p>	<p>Brainstorm teaching ideas</p>
<p>Angela:</p>	<p>Questions that would make them aware that [inaudible]?</p>	
<p>TE:</p>	<p>Yeah, so let's see, should we do this in German? Right? Just do this in Spanish too, right? Mmm. Okay. *TE writes on the board- Football is pleasing to me. Swimming and football are pleasing to him.* No, we still do the plural and then something plural over here, right? To get all the different verb forms and pronoun combinations up here summarizing what everybody just talked about in their interactions. So as the teacher, you have all these forms up on the board and the sentences. Now what do you say? What do you notice about these sentences? Sometimes that's all you have to say, right? So what might the students comment on? Verbs look different. They might notice things like Matt did, right? The subject pronouns look different. So you can start doing things like, I don't know, underlining all the verb forms to start making them salient with the same notation. You might start doing things like</p>	<p>Provide/Brainstorm alternative teaching strategies</p> <p>Language of the profession/Provide "grammar" of teaching language to TC</p> <p>Scaffold TC response to explain/elaborate instructional moves</p>

this to start making the subject of the sentence salient
in the same way.

4.3.3.4 Engage in Critical World Language Teaching Discussions. In addition to the activities mentioned above, TE and TCs also engaged in critical discussions on how to make language learning relatable and meaningful for students. For each of the three focal CPs, critical conversations that were not merely teaching practices-related took place. TE and TCs were able to build rapport with each other through these conversations and reflect on their own personal language learning experiences and share ideas addressing unique and crucial aspects of each CP.

CP 1—Creating Opportunities for Interpersonal Communication

After watching Video 1, Thomas expressed he felt the interactions between the young Spanish visitors and students were a bit strange and awkward. As Thomas explained (Table 33) that he noticed the two Spanish visitors didn't feel comfortable being put on the spot and answering big questions such as "do Mexican youth enjoy playing American football?" Dr. Johnson echoed Thomas's ideas and addressed potential issues associated with an activity that is common for a language classroom which is to invite native speakers to the class to share their experiences and perspectives. Having visitors to class is a great opportunity for students to interact with people from the target culture. However, these individuals should not be expected to represent for their entire culture, and they may not feel comfortable giving generalized answers on behalf of their nation. Asking visitors to generalize could perpetuate stereotypes and biases, hence teachers may want to prepare students beforehand on how to engage in cross-cultural conversations and cultivate their sensitivity towards different cultures.

Further, Thomas pointed out the teacher broke down the visitor's answers and repeated the same phrases over and over to the class which could have been too much help and taken out

the agency of the students in the conversations. Dr. Johnson agreed with Thomas and shared that the teacher clearly wanted to help students understand the native speakers, but too much scaffolding could have hindered students' opportunities for authentic interpersonal communication on their own. It may be a good idea to let students test their hypothesis in the target language during such authentic interpersonal conversations.

Table 33

Data Excerpt for Critical Conversation in CP 1

Segment 8 from Video 1	
TE:	How about anything about the grouping so we talked a little bit about something. Somebody right off the bat, Thomas, you said there's something awkward in that last instructional activity. Is that how you would characterize it right after we watched?
Thomas:	Definitely awkward.
TE:	Yeah, awkward. How did, what was awkward about it?
Thomas:	It was awkward for multiple reasons. One, just the questions that were being asked seemed off base and the response to the students was like 1% plays American football, how would a 10-year-old kid know, you know, and then the teacher was like going along with it and she said like hey did you hear that? Only 1% playing American football in Mexico.
TE:	Right. Probably not a scientific sociological study but his point is we get his point, right?

Thomas: Soccer is the sport of the rest of the world, right? But, I mean, just having two kids stand up in front of the class. I felt so bad for that girl because she was just kinda standing there and looking at the other guy and like how long is this gonna be. Is it done can I go now? The students asking the questions, I understand they're, they're trying to get, like Shawn said, you know they made some errors, but they understood. Also, I mean the communication was there. You know, they answered the questions. I didn't really think that they, the teacher needed to break it down and repeat the same phrases over and over after the kids answered the questions. I'd just let the kids see what they understand and then do that after.

TE: Right. And it could have been important information for her and thinking about what kind of feedback to provide a kid, let the students interact a little bit more naturally back and forth and follow up on their own. Maybe they would find some questions or even if they're ill-formed, she would know how to scaffold them. There is, I tend to agree with you that there's something awkward going on here and some of it might just be, it's awkward to be asked to stand in front of a group of people as sort of like the ambassador for all Mexican students. I mean, there's something weird about that, right? Not something weird about that. That's just not, you can't be, right? Representative of an entire national culture and say a weird, not weird, it's actually quite common, but in a sort of a collapsed cultures into a nationalistic view, that doesn't really make much sense. Right? To generalize it so broadly, like we get what she's trying to do and it's actually quite common in language classes to do this, right? What do American youth do? And

what do Mexican youth do? We have a great example here with these students that this is a student who is saying "I spent time in Mexico but I was born in the United States", so probably doesn't identify in the way that she's giving options for. Right? So there's an opportunity here that's maybe been missed for, rather than sort of having a representative of national cultures on display to ask questions to that there may have been sort of meatier conversations possible. And you get some sense of that as the students start talking about their experiences and I may have to believe that those students in class would be interested in hearing about that. Where you, where were you born? Right? So that's an interesting question. Well, I was born here, but I spend a lot of times in Mexico. That's fascinating for students to engage for around that.

CP 2—Presenting Grammar as Concept and Use in Context

Before watching the videos that focused on grammar teaching, Dr. Johnson first activated TCs' background knowledge by asking TCs to reflect and share their previous grammar learning/teaching experiences in excerpt 1, Table 34. Most TCs' grammar learning experiences involved rote practices, repetitions and drills, grammar rules, and worksheets. In excerpt 2, Thomas asked a critical question about what type of grammar language teachers should teach. Dr. Johnson then explained the difference between prescriptive and descriptive grammar and argued that rules may not apply because communication is fluid.

In addition, Thomas raised another question about a common struggle that teachers face which is to teach grammar rules explicitly so that students pass language tests. Dr. Johnson discussed with TCs that one common problem with heavily focusing on teaching grammar is it could lead to the inert knowledge problem. She addressed embedding grammar teaching in

meaningful contexts so that students actually learn to use the language instead of only a set of grammar rules.

Table 34

Data Excerpt for Critical Conversation in CP 2

Segment 9 before watching Video 3

Excerpt 1

TE: So we're going to look at the idea of grammar and how do we approach grammar instruction through deconstructing everything and how to approach that... So here's what we're going to do. We're going to do two video lessons, deconstruct the work of micro practices and instructional activities the way we did for this with previous practices? And you're going to choose one for your second and final micro-teaching that we'll do together...So before we launch into watching this German lesson that we're going to see, I want to talk a little bit in a broad way about your own experiences with learning grammar. So what was your experience like? How did you learn the grammar of your second languages?

Thomas: You mean how are we taught or how do we actually learn it? That could mean two different things.

TE: Let's consider both then. Right? So in the classroom, what did you experience? A lot of verb conjugations?

Thomas: Yeah, verb conjugations, memorization.

Angela: Repetition.

TE: Repetition, rules, right?

Thomas: Yeah, a lot of rules.

TE: Stem changing verbs, irregular.

Angela: Worksheets.

TE: Worksheets, drills.

Excerpt 2

Thomas: I don't know how to form this question. How do you, like what do you teach? Like do you teach the true rules of grammar, like Spain, Spain has the, this is what true Spanish should be. But a lot of the Spanish speaking countries they don't follow those rules and conventions.

TE: I'm going to go ahead and say that even the Spaniards don't use the true rules. So here, okay, I'm being a little bit dramatic about it but the point here is. There's something called prescriptive and descriptive grammar as well, right? So there's this idealized form of grammar called prescriptive grammar, which is the rules, right? A corrupt way. That's not how people actually use language in most cases, right? So the rules that we present to students are almost always idealizations of what people actually do with language and their simplifications in a lot of ways,

their reductions and the actual complexity of grammar. So whenever students come to us with a little, why, well why can't you use imperfect here, when you have the preterite and I think I can use imperfect and you can't actually give them a good reason about why one structure the other and there may not be one that's correct or the other, it's just a difference of meaning if you use one or the other. Right? So it has a lot to do with context and not so much with the rule. Right? So that's why the rules tend to not always apply because grammar is a more fluid, meaningful thing than that. So all of this is to say the prescriptive is almost as elusive as like this native speaker. Right? Who sounds like a native speaker's pronunciation? Who is this person that we're attempting to be grammatically pronunciation wise?

Thomas: Well like when you're in a classroom designing lessons, so related to your point, you didn't truly understand the grammar until you live in it. I feel like a lot of us, we've learned like grammar. This is how it shouldn't be, this is how you should write, but when you're speaking you don't ever sound like that. So should we start gearing our lessons towards how it's used? The only issue I'm thinking of is a lot of tests seem to be like, do you know the actual rule.

TE: Discrete point information of the rule? So this raises questions about instruction and assessment. So you'll notice that in all of those edTPA rubrics and all of the ACTFL standards they don't mention grammar, right? So grammar is a vehicle towards communication. It's not communication, right? So it's a supporting role. So I would say step one is to take grammar down a peg in world language

education. Because right now it's in some classrooms it's the top of the mountain, right? So we learned about the rules, the conjugations, and then when you have all the rules and maybe you can say something, right? So it's, it's what we know. You don't actually need all those parts to be able to say something. You can say a lot without those parts, especially those parts correctly. Right? So I guess step one is to sort of undo that notion that grammar has to be perfect... There's this thing that Diane Larson-Freeman talked about the inert knowledge problem in language education, which is we taught the grammar rule, why can't they produce it? And like, so the controlled practice drill, all the students are doing the preterite, the perfect, no problem. The verb subject agreement, no problem. And in free production it's gone. So what happened? The knowledge is there but it appears to be inert, right? So her basic premises, it's us, right? There's something in the instruction that's not allowing for that transfer to happen. It's not that we hadn't drilled the rule. It's that there's no sort of meaningful context for that rule to be interpreted and applied when we teach. Diana Larson-Freeman talks, she talks about grammaring instead of grammar. Right? What we are doing with the pieces of the syntax, we're grammaring and we're not, you know, applying the rules.

Thomas: I think there's a problem with rules in and out of themselves though. Number one, there's too many of them and on top of that, there are so many exceptions to all the rules when it comes to dealing with grammar that it has the tendency to confuse everyone. Oh wait, here's the rule book. Oh no, but you don't do it that way here. Or you don't do it like this here. Well, why not? It's following the rule

[inaudible] so it becomes difficult then to teach grammar because there's so many things that you need to take into account with the rules. And then it takes all the exceptions to the rules. So I kind of think if it was more just like, okay, well here's some general guidelines for how you do this in the language that might take down the.

TE: Yeah. And it's not to say that you don't have to pay attention to these things, right? So we do absolutely have to pay attention to form and structures. But the argument now is to connect them more to what they do, and see them in specific contexts.

CP 3—creating opportunities for interpretation of cultural texts

When discussing culture teaching, Dr. Johnson asked TCs to brainstorm different representations of culture that could be used as a base for students to engage in intercultural discussions. In Table 35, TCs shared a variety of representations of culture, such as arts, movies, literature, etc. Dr. Johnson emphasized that it is important to ask students to create their own hypothesis on the cultural representations. This is one way for students to not only make meaning and build deeper understandings of the target culture, but also to cultivate critical thinking skills and share each other's intercultural perspectives.

Table 35

Data Excerpt for Critical Conversation in CP 3

Segment 10 after watching Video 5

TE: I think arts and visual representations do inspire pretty good teaching, intercultural teaching. Anybody else seen examples of this?

Angela: In undergrad, the art museum had a version of this painting and we talked about it in my class.

TE: I have seen people sort of set up like museum theme in their classroom, like sort of a gallery situation going on so it can simulate people interpret art.

Thomas: Are you talking just about art?

TE: Just any kind of cultural teaching that gets that interpretation of meaning.

Thomas: I have seen a class watches a South American movie with the target language and English subtitles on. Students were completing questions. But as they went from one question to the next then they got deeper into why is he doing this, what is going on, why is this guy getting all that kind of stuff.

TE: So maybe there's something that's missing here in the micro-practices is sort of a hypothesizing, right? Inviting student hypothesizing. She's doing it through having them write the story to the painting their own invention story. But just asking the question why, right? So why do you think this might be the way that, what do you see and why. Remember that with the ACTFL standards for culture, the products and perspective of the practices are important. But the perspectives piece always has to be there. So not just what, but why, not just how but why, right? So it doesn't have to be ridiculously overwrought, but just some accessing of that. Chen.

Chen: I also saw in class teachers use [inaudible] and have students guess, what does that mean? Then gives them the cultural background and let them interpret it again. And also I saw like teacher uses letters from who like experienced the war and then told them to like read it and what did they feel about, let students guess what happened and also what did they feel and then gives them the cultural background.

TE: Okay. So primary source document could be representations of culture, poetry. So this is common in our literature-based courses, right? So interpretation of literature. What do you think it means, pulling the text apart but also is primary source documentary types of representations as well. So we have the full range from fiction, nonfiction, it doesn't matter what type on what you can do this kind of interpretation. Makes sense? Okay.

5.0 Teacher Candidates' Reflections of Video as Representation of Core Practices

In this section, findings based on a thematic coding approach that pertain to RQ 2 (How do TCs describe whether the use of video of exemplary teaching practices influences their understandings of specific core practices and their broader development as teachers?) are presented. Results from individual interviews with TCs are presented in two main sections. First, TCs' reflections on watching exemplar videos to learn CPs are shown. Then, TCs' reflections and suggestions for a WL methods course and core-practices focused teacher preparation are discussed.

5.1 Reflections on Watching Exemplar Videos to Learn CP

This section is further divided into three parts. The first part focuses on TCs' reflections on the videos. The second part focuses on what TCs pay attention to while watching these videos. The third part shows TCs' understandings of CPs and their development as teachers.

5.1.1 Reflections on Videos

Videos as Good Resources to Learn to Teach

During the one-on-one interviews, TCs praised the use of videos in class. Chen thought the videos were really good resources to use to learn to become a teacher. She learned about different strategies and how to approach grammar and cultural teaching in particular. In addition, she expressed that she will revisit the videos in the future when she starts teaching:

I think they're really good resource. Other resources for us too, to see like how should we teach, how can we teach in our own classroom and what kind of strategy we can use and how to approach grammar, how to approach your cultural content so that, yeah, they give us a really give us many good examples. So later

on I might go back, like when I, I teach, I want to go back to look at the video again, try maybe to try to find something I can use in my own teaching.

Shawn's response echoed Chen's that he enjoyed watching the videos. Shawn pointed out that observing an actual classroom may not be ideal in terms of observing for specific CPs. Therefore watching videos is a more controlled and efficient way to observe how CPs are enacted in classrooms. He said:

I enjoyed watching the videos and like seeing all these teachers do, like we're using it. Because if you can't be in a classroom, like if you can't physically be there watching the next best thing, and in my mind is to watch a video of it. And even though the videos were edited and we didn't get like the full classroom experience to be able to watch and make, I don't want to say guesses, but try to understand why the teacher was doing the things they were doing. And then having our professor, Dr. Johnson, be able to explain and kind of clarify what we were thinking. So I enjoyed it...I think the best way for us as students would be through being in an actual classroom and watching this. However, there's no guarantee that the core practice that we want to look at will work. The students might not let it, the day might just, there are so many reasons why it might not work in an actual classroom. So I think this is a really controlled way to watch the actual practices that we want to see.

Madison also enjoyed watching the videos and appreciated the vividness it brought to the lecture. Teaching is immediately brought to life through watching videos. Particularly, she praised the interactive nature of the CP deconstruction activities planned around watching the videos:

I like that it's interactive. So I like the interactive, I like to watch things. I don't like this lecture all the time. So I liked that it switched my brain up and we're just, we were just being spoken to. We had to watch something and kind of engage.

We had the written activities in French like, so that was nice.

Additionally, Angela pointed out that watching the videos would leave a clear mental picture for each CP. This mental picture combined with the discussion around the deconstruction of each CP deepened her understanding of CPs. Angela also mentioned that she would tweak the MPs that they discussed in class and implement them in her future teaching:

I think it helps because then you can use that, those practices and how in those methods of teaching in the classroom. So now when I go to teach those topics, I remember those videos and use or like make sure I add what we discussed in class. Like with one, I remember we were like, oh they could do this better or they could have done more of this. Like you like tweaking the micro-practices to make it better and I can use that and implement that for my students.

Similar to what Angela and Madison mentioned, Matt addressed the importance of engaging in discussions after watching the videos to deconstruct CPs. Further, Matt connected to a theory he learned which is the *I Thou It* framework. He gave an example of how the TCs and TE engaged with watching the videos, deconstructing CPs, and creating a new meaning using that framework:

I think that it's [watching videos] good. It's good to use as long as there is a discussion afterwards. Not to say, Oh, go on your own and learn this and then write a paper. But like, that's great. But there's like, David Hawkins has a theory where he says, *I Thou It*. And the teacher is *I*, *thou* is the student and *it* is the

actual context and learn in the context of what you're learning. So in the video, in this context that we have, she's [Dr. Johnson] showing us what it looks like to be a part of the teaching, which is her idea she's bringing to the table. She wants us to discuss it with her. She would be *I*, we are *thou* because we are the ones that are taking part in it and learning it for the first time and then *it* is where the actual core practices are and what we're trying to get from it so thoroughly from it in this case. So the idea, if you think of a venn diagram with all of the connections, but the one in the center of how do we get the most meaningful lessons out their [inaudible] students, combining all three of them in the same context to say you have *I thou* and *it* cooperating together to create a new meaning. I think of it almost like a new entity that shows up because there's a new understanding and the way that the context of the teacher wants you to look at as the students.

Comments and Suggestions

While TCs appreciated watching videos to learn to teach, there were several comments in relation to the videos watched and suggestions regarding what type of videos that could potentially be more relevant. For example, Shawn commented on the authenticity of the videos that they watched in class. Since the teacher and students in the videos knew that they were being videotaped, the teaching and learning presented through the exemplar videos may be an ideal scenario rather than an authentic representation of what day-to-day teaching would look like. There could be some level of performing in the videos:

I think the only thing that I would be worried about is that if a teacher in a class knows that they're being videotaped, well, you might not get the most authentic version of how that teacher in the class operates. They might be trying to perform, they might try it like they're on their best behavior, but I think it still holds value

in the sense that you can still see the majority of how the classroom would work. It might be an idealized version of the class, but still if you can then model and design your practices and your teaching style after that and achieve the same thing, then that's, that's good.

Another comment was made about the videos lacking the technology component. Despite appreciating the relevance and how engaging the videos were, Angela thought that the videos should be more up-to-date. Specifically, she would like to see how teachers and students learn languages through technological tools, such as smart boards, tablets, or laptops:

I mean I guess they're a little outdated, so maybe [show videos that are] more recent, but they're all relevant and engaging. I just think it was definitely a few years old. You could tell by what they're wearing and the video quality I think. But yeah, I think that's still relevant to the topics that we would teach. And still just as engaging. So maybe if they incorporated more like recent technology then maybe we would like see a different view. Like there were no smart boards or any like tablets or laptops. None of the students had any of that. And I know a lot of classes are one-to-one now with technology, so maybe that would be different for language teachers too.

Additionally, several TCs mentioned whether to watch videos of non-exemplary teachers, for example, a novice teacher's teaching so that it could be more relatable to their situations. Madison commented on having both good and bad teaching videos so that they could relate to the videos better:

I wonder if there's any videos of bad, bad approaches. Cause everybody seemed to be good. Every time we watched a video, it's like everybody was perfect. Every

video, every professional video. Like I remember we watched one lady, she was a Spanish teacher. We just had the German teacher, we had the French teacher and everybody seemed to be great. What does a bad one look like? I'm not trying to say that we need to learn bad habits, but we've seen everybody be almost perfect. Like we're not going to like this is setting the bar too high because when we're getting out of this program we're not going to be perfect. So I need to be a little bit more realistic. Like show me a teacher that's probably been teaching for a year versus 20 years and they already know how to do, you know, like they know what they're doing..... You know, cause we're not, we're not going to come out like that and say it's goals but it's not realistic right now..... But I want to see actual teachers who were not there, so they're not teachers yet. They might student teach after this or whatever the case is. But like I want to see fairly young, new teacher, not like official teacher in a classroom. If they're showing us videos, let's see an official teacher doing this. We can still do our micro-teaching in practice cause we need to practice. But I just want to be having more relatable. I can't relate to a teacher that's been teaching for 20 years and of course they're going to hit every point. You know, like I can't relate. So I looked at it and I'm like, huh, not relatable for us because we're all new.

Similarly, Matt suggested to watch a novice's teaching video on top of the exemplary so it could be more relatable to TCs. Further, showing this novice's teaching video could show TCs

how teaching the same content could look differently. He also talked about how seeing a novice's video could be like $i+1$ ⁷ to TCs versus $i+17$ when watching a seasoned teacher teach:

I don't know how many videos they have but to say to show one video to have people look at it and take notes or whatever and then show another video that is either better or worse and to compare them to say, what do you notice in the second video that's different than the first one..... We need to see what it looks like and what it should not look like because likely as new teachers we're going to make those rookie mistakes since we don't know what it looks like to teach well yet or to even plan lessons for however many preps that we have to do for teaching..... I think they're [novice's video] probably more relatable because like these teachers that I've seen, like even if I had their language, I would think wow, they're good and I'm not there yet. But that, that could be somewhat discouraging. Just see like, oh well, it's great to see good examples and what it's supposed to be like. But it's, I almost think of the $i+1$ in class where like what they, what you're expected to do in class is just beyond what you're able to do. Not like wow, that's like $i+17$, you know? But I think good examples are still important to look at. I would just think of, okay, hey, here's how we get you to that point where you feel more competent and you are more ready as a teacher.

However, Chen had a different preference and she expressed that watching more experienced teachers teach was good and there was probably no need to watch a novice teacher teach. She said:

⁷ “ $I+1$ ” comes from Stephen Krashen’s comprehensible input hypothesis in second language acquisition. “ I ” is the learner’s level of knowledge in the target language, and “ 1 ” is input that is slightly more advance and could be understood by the learner.

I felt like because I'm really, I'm a novice teacher. When I teach, I can see lots of my weakness. So I mean I don't think I will need to look at any like bad teacher, poor teacher's videos because I know my weakness and I'm not a poor teacher and I just need to improve. So I don't think I want to see, I don't think I would need to see the poor or how poor teachers teach.

Offering another suggestion, Shawn thought that after watching the videos in class, watching them again at home, attempting the analysis by themselves, and then going over it in class. He thought watching the same videos several times they may discover things that were missed before. Shawn recalled a particular moment from the methods class, when Dr. Johnson noted that although she had watched these videos many times, she did not notice how fluent students were in one video until Thomas made a comment drawing attention to that. He said:

We could watch the video, go over in class and then maybe come back the next week after watching it again when we were at home and doing our own analysis of it again at home. I think that would also help.....So Dr Johnson made an offhand comment that one of our classmates, Thomas said, I noticed this in this video or it was interesting that he said something about how fluent the students were in this last video. And Dr. Johnson said, yeah, I didn't notice that at first when I first watched it but I noticed it the second time. And so she'd probably watched these videos a few times. So if I was to give any advice to future students, watch the videos again because being able to analyze on your own will help and being able to draw connections from one video to the next. I don't want to say that you'll show off, but it will definitely, it'll help. Like you'll be learning

something, you'll be able to demonstrate to Dr. Johnson or whoever's teaching it that, that you're understanding the, the actual intent of the lesson that she's giving.

5.1.2 Attention During Videos

In addition to sharing their reflections and suggestions for watching videos, TCs also explained what aspects they focused their attention on while watching videos in class. Namely, three major themes emerged from the interview data: professed personal interest, connecting to recent learning experiences, and identifying MPs.

Professed Personal Interest

TCs focused their attention on a variety of topics while watching the videos, such as teacher-student interactions, time/classroom management, use of technology, certain teaching practices, decision making, and struggle. Particularly, most TCs noted the interactions between the teacher and students in the videos. Madison took notes about how teachers engaged students and when they interacted with students:

I like seeing the teachers engaged and walking around the room. I like seeing the teachers model this stuff on the board. Then allow the students to work in pairs and the teacher walks around the room. I always take note of that.

Similarly, Shawn's engagement with video watching focused on student and teacher interactions and the teacher's in the moment decision making:

So I wrote down a lot of the interactions that the teacher had with individual students. So in some of the videos the lesson would go on and then the students would be broken down into groups. And then what the teacher would then go around and say to individual students that wasn't necessarily planned or scripted by the teacher.

When TCs explained what aspects they paid attention to while watching the videos, they also showed what they considered important in their teaching philosophy. Matt also took notes of teachers' interactions with students. He especially paid attention to moments when the teacher scaffolded students to get to the "aha" moments, because he valued those moments in teaching. In the excerpt below, Matt referenced the video representation, an in-person observation experience as a second representation of practice, and then his own teaching experience. He explained:

[I pay attention to] More of what the teacher does. Cause I don't know what the students are learning or thinking because they haven't expressed that yet in the class. But when watching the teacher, seeing like, oh, like even as simple as walking around the room to observe what students say or like quick little feedback here and there or answering a question. But something that I loved that was in all of these lessons, like something that was consistent was that when the student asked a question, what does this mean? It wasn't just like, oh, [spanish] a horse. Like it's just like a direct relation that doesn't do any good. And I've seen this in this local high school. Actually this teacher that I was with, this Spanish teacher was being asked what is for me? And she tells him, it sounds like either blunt or harsh at first, but it's not because she says if you don't look it up, you're not going to know it. And it's that simple. And I was like, okay. Like she wants them to, again, ownership, she wants the kids to own that because she's going to, she says you're going to learn it more and you're going to remember it better if you look it up. Cause I can tell you words in Spanish all day and you can tell me words in Chinese all day. But we're not really going to make that deep connection

with it unless we're the ones searching for the information. So in that context, each of the lessons, I don't know how many we had at this point. Each of these lessons, the teacher was asking the student to come to that conclusion on their own. So when a teacher asks, how do you say this? They would use context of, what are the other words being around it like or what does this mean? It was a big question and she would say, what do these words mean? And then they would make sense of it and they would say, Oh, so it means this. I'm like, that's the aha moment.....I like that moment. It's like a, it's gratifying to have someone else who's learning something from me get it. Because it means not, not just that they understand it, but that I'm actually doing a decent job telling you. And if I can maintain that and figure out what works the best these strategies for helping students, then we're going to do it.

Like Matt and the other TCs, Angela also expressed paying attention to classroom activities. Further, she took notes of teacher's time management in class, so that she could use it as an estimation of how long an activity might take for her future teaching. In addition, Angela also wrote down teaching strategies the teacher used. She said:

I definitely take notes on the activities, all the different activities they might incorporate in one lesson. And I always write down the time of the video cause that's how I like how long I know the lesson is. And then to like think of all the time it takes to incorporate all those mini lessons within the one lesson. Like that one teacher with Aladdin lesson, she had so many activities in one class period. So just managing the time properly, like with taking notes in that sense is helpful. I definitely just take notes about their strategies and then at the end I usually go

through it and then write if there's any like improvements that I notice right away that they could be doing, I write down so I could incorporate that into my lesson.

Besides teaching strategies, Shawn noticed the technology that teachers used in the videos because he was interested in using technology in his teaching. As mentioned previously, the aspects that TCs chose to focus their attention on while watching the videos show some of their teaching beliefs. Shawn said:

I pay attention to what technology the teachers were using to facilitate their lesson. So that's one of the areas of education that I'm the most interested in is how to, how teachers can use technology. So whether they were using a projector, the smart board, a regular whiteboard, that sort of stuff I was paying attention to because the, the tools that the teacher uses are just as important as what the teacher is trying to teach. So if the tool is bad, they're going to be teaching poorly.

In addition to the various professed personal interests, Chen explicitly shared in the interview her struggles in teaching and why she focused on specific aspects. Particularly, Chen said she would focus her attention on classroom management strategies in the videos, because as an international student Chen did not attend K-12 in the U.S. and was therefore not familiar with what classroom management strategies teachers use. Watching the videos helped Chen overcome this culture shock.

Connecting to Recent Learning Experiences

Notable but appearing infrequently in TC interviews were mentions of TCs attending to the ways the videos connected to their recent learning experiences. For example, Shawn mentioned that he focused on the technology used in the videos particularly, and what he found in these videos was a lack of technology integration. The incorporation of technology was

stressed in other courses he took in the program. Shawn found this juxtaposition interesting and expressed the position that good teaching did not have to be heavy on using technology. He reflected:

And so what I noticed was a lot of teachers were using simple handout sheets. There wasn't there wasn't a lot of computer work. There wasn't a lot of like iPads or cell phones or anything like that, which is interesting because that's kind of opposite of everything we're being taught in our other classes. So a lot of our other classes are very focused on the integration of technology where the, these videos we saw had a lack of technology, which I think, I think can be good because those lessons that we saw were very good without the use of technology or at least a lot of technology, which is something else that I noticed.

Chen also paid attention to what decorations teachers from the videos put on their walls, because she was taking a field experience course which required them to observe different classrooms and take notes of the different language and cultural inputs teachers had used to create their physical classroom environments. She said:

Later on I will be a full-time teacher and I will have my own classroom and I have to know like how to decorate my classroom, what kind of things I should, I should put on my class room wall. And also like I'm currently taking the field experience course, which I need to observe different kind of class. So my professor told us to, I try to see what they, what different teachers put on their walls.

Identifying MPs

TCs reported that another aspect that they focused on while watching videos was to identify MPs as a part of the CP deconstruction activity that Dr. Johnson planned. Madison used

the coding scheme that Dr. Johnson distributed before watching the videos to identify MPs. She said it was a very analytical process:

It's nice to see like it's nice to watch how teachers deliver their lesson and have the kids understand the content, especially with the grammar structure of other languages. So I noticed that we were dissecting the videos, like we went by the rubric that professor put on the board and we would just see what fit into what category. So I know, I mean, I'd have to, it's, it's an analytical thing now at this point because I'm trying to see what fits into what the rubric the professor has on the board. So it's more, yeah, it's more me analyzing, okay, this can fit here, this can fit there.

While watching videos for a certain CP, Shawn looked for MPs that would be a part of the CP in focus. Shawn considered many different aspects from the video that could support the CP. He reflected:

Actually I assume that the whole thing is part of it. And so I'm, I'm looking for certain aspects of it, the, the mini practices that will that lead to the core practice. So if Dr. Johnson says this video is all about using grammar in a, in context, I want to find as many micro-practices that go to that. So I noticed like when the teacher ends one activity and brings it into the next, like why did the activity end right there and not a minute ago or in five minutes. And how much time does she let the students talk amongst themselves? Or are they always focused on the teacher is like, is it heavily teacher talk versus student talk? And so I'm not like waiting for, when I find the core practice, I'm looking for the mini practices that help like prove that this is the core practice, if that makes sense.

TCs' reflection on what they focused on while watching videos prompted TCs' reflections on CPs and their development as teachers.

5.1.3 Understanding of CPs and Development as Teachers

Three main themes emerged from the interview data about TCs' understanding of CPs and development as teachers: deconstructing CP as an important step to learn the CP, CP being a modeled approach, and CP as a new lens. Most of the TCs expressed that they considered the deconstruction of CP an important step in learning to teach.

Both Angela and Chen said MPs were helpful for them to learn to eventually enact CP. Chen reflected that "identifying and analyzing MPs made teaching more doable" for her and she was able to try out some of the MPs during micro-teaching, or the approximation stage. Shawn recalled how they deconstructed CPs:

I understand core practices is that it is a way to design your curriculum so that you can teach your students using certain educational mini like mini practices. So I know specifically in our class, we are, a lot of the times we would watch a lesson and break down each individual component, try to determine why the teacher was doing that. And then at the end we would be able to be like, okay, this is the core practice that they were, they were trying to use. And here are all the instructional practices that they use to get there. That's my understanding of it. I enjoyed it. I enjoyed watching the videos, seeing all these teachers do the practices, and then we're using those in our micro-teaching.

Further, Matt pointed out that the CP approach was based in modeling and provided a different lens. Videos, as a representation of teaching, the decomposition of the CPs as well as an additional representation, model lessons that Dr. Johnson did ahead of TCs' micro-teaching

assignments, were all a part of this modeling-based approach to learning/teaching teaching. Then, TCs were given the opportunity to approximate their practices through micro-teaching.

Matt explained how he viewed the CP approach as a modeled approach:

She [Dr. Johnson] did from day one. She mentioned that there was this lens that you're looking through in the class. And to see culture, to see teaching in that way. I look different, but the question is not about that. I don't think. I think I would say more so than not, there were connections between the core practice approach, but it was the most distinct in her class because that was the point. That was what she was trying to do the whole time was to, I keep wanting to say meaningful, but it's the word I want, but they're just legitimate, like legitimate context for us was what I believe she wanted us to have with the core practices to see it's a modeled approach. She models the teaching by doing it first and say it's your turn and then you get to do it too. Whereas other classes I've taken don't have that as much.

Similarly, Madison said she thought CPs were straightforward and easy to follow. She was able to look at language education with the CP lens from the teacher's perspective. She explained:

Learning a target language, I was only from the view of a student when I was learning a language, but now I'm a teacher. So now I understand like a broader sense of like the breakdown in understanding core practices because now I could look at it from that point of view because before I was only a student, but now as a teacher, I am taught to look at it at, at these different core practice standpoints, like the different areas in core practices. So that's why you see it. It's eye opening

because I was only, I was pigeonholed like I only saw one view or like, and then one of you as a student watching somebody teach Spanish. But now as a teacher, I'm like, okay. So now I understand from the standpoint of a student because I've already been there and now I'm a teacher. So I understand from a standpoint of a teacher why core practices are important, grammar, context, feedback, backward designs, etc., small group activities, etc.

Additionally, Madison explained after learning about the CPs, she became more conscious of the teaching practices. She would note how teachers teach through a mental checklist:

Now knowing what I know now because I didn't know then what I know now.

Like I'd be, I can pick out things, like, did the teacher give feedback working in small groups? Are they using the language? Is the teacher speaking 90% of the time in the target language? Did they do backwards Design? Now that is going to be kind of hard to tell right off the bat, but the other ones I think I could recognize and pick up on it, you know? Yeah. I'll be critiquing the teacher subconsciously in my head. They won't know it, but I'm going to be like check, check.

In addition to reflecting on the CPs and CP teaching approach, TCs also shared their appreciation of this CP-focused methods course. Further suggestions for a WL methods course or teacher preparation adopting the CP teaching approach were discussed.

5.2 Reflections and Suggestions for Methods Course/Teacher Prep

Appreciation of the CP Teaching Approach

Chen appraised the focal methods course that used the CP teaching approach. Specifically, she compared this course with another course that she was taking that semester.

Chen appreciated the deconstruction of CPs and pointed out in this other course, there was a lack of breaking the teaching practices apart and analyzing how to plan and implement these practices. She said:

I feel Dr. Johnson is really taking the time to help us to build, understand how to do micro-teaching how to do core practice. I have another course I'm taking right now and the professor's giving us too much work to do but there was not much scaffolding our learning. Sometimes the professor will just tell us that two weeks later we are going to do a micro-teaching and without much scaffolding of how we should do it. Then I have to like, so based on the guidelines, I have to build my own lesson and present it during the lesson and then we will talk about it and write a reflection on it. And the grades are based on the planning and implementation and the reflection. Also we didn't like talk a lot about how to how to plan and how to implement how to implement a lesson, how to instruct. It wasn't specific. The professor didn't talk about planning. Only told us how to do, how to write objectives and multiple intelligence theories. That professor only taught those kinds of strategies. And then he tells us to apply to our own lessons without giving us an example. So I like Dr Johnson's class better because we can, like, we can get examples from the video and it really helped me to like to visualize how we should teach. But for my other course, this professor would just throw several theories and we should go use it.

Further, Chen said through watching video representations, deconstructing CPs, and doing a micro-teaching themselves, Chen was able to visualize how to teach and to enact certain

practices. She felt the focal methods course that adopted the CP teaching approach prepared her for teaching. She said:

The other professor also asked us to do mini-teaching, but we didn't analyze a lot. So, so for example, this professor will teach us a TPR lesson and then, and then tell us, that's a TPR lesson and it will help your student to move around in the class and to be able to react to the words and such thing. Then talked several good things about TPR then okay, now you can use the TPR in your lesson. I mean for Dr. Johnson's class, we had to watch a video then write down directly what was in the video and then talk about it specifically. But for another class we didn't do that. And so that's why I felt really inadequate. Like while I was doing my own lesson, it didn't help.

Shawn also expressed how useful this class was that “we all agree that this class has been the most beneficial to our learning to become teachers than any of the other ones.”

In addition, Madison particularly appreciated the video component of the CP approach. She expressed that watching someone else teach was eye opening. Madison’s experience with foreign language teaching was solely through her experience as a language learner; she had not apparently observed any teaching or spent time in classrooms subsequent to her own school experiences. As a student, she did not need to think about how to facilitate student learning and other important things that rushed through the mind of a teacher during teaching. Watching the videos, having discussions afterwards to deconstruct what happened in the videos, and trying to think from the teacher’s perspective was very helpful. She said:

Because it's like I'm watching someone else teach a foreign language. This is my field. I don't get to watch anybody really teaching a foreign language in this kind

of a setting. I'm usually watching because I'm a student in the class and they're teaching me the language. So it's, it's kind of like a birds eye view in a sense in the fact that it's a different language class and then they're observing remotely of how this person would be teaching the language, which is eye opening in a sense because other than sitting inside of a classroom receiving the language instruction from the Spanish teacher, I have no idea how, how other language classes are run are there, if they're following the core practices, it's, it's, I'm coming in here with a different lens because I've been taught to view things from a different standpoint now versus from a standpoint from a student as a student where you're not looking, are you doing 4 hours a week? Are we receiving feedback? But we're not, I'm not looking at that like, but now as a teacher and going through the motions of becoming a teacher, it's kinda like, okay, here's another standpoint. So it's eye opening in that sense.

Similar to Madison, Matt also expressed that this course showed him the relationship between language learning and teaching and what the works of a teacher looked like:

It's like I'm learning Spanish, but how does this apply to what I want to do? And in this program, especially in this class with Dr. Johnson was when I really saw things that could come together and to make more sense as like a whole idea of what teaching is and what it's supposed to be.

Suggestions for Methods Course/Teacher Prep

Aside from singing the praises of the focal course, TCs also raised several points regarding how to improve the existing methods course and teacher preparation at large. For the course, Chen suggested more opportunities to have micro-teaching experiences. Chen would like

to focus on practicing the same micro-teaching a couple of times. She expressed focusing on a few really meaningful CPs and practice those until TCs understood the practices fully and could enact it easily. She said:

So what we did in our lesson in our class, I want more like micro-teaching experience. Maybe teach the same thing again and again, see how we improve.

And I bet we will have like even reteach the second time we'll still have problems so it will show us more clearly what kind of weakness we have. I guess I feel like we don't need to get involved into lots of core practices, but I want to practice the several meaningful core practices again and again until I fully get it.

Matt also pointed out he appreciated the practical component of the focal methods course. He acknowledged the importance of learning theories during the graduate program, however, he stressed the balance between learning theories and pedagogies. He commented on the heavy load of reading assignments from most of his courses which made him appreciate the practice-oriented structure of the focal course:

Something that I wasn't expecting coming in [to this program] was the amount of reading that goes with it because yes, I understand it's an, it's an education course and there's going to be stuff on the pedagogy like the lessons that we've learned and especially for like this other class, a literacy course that I was taking this semester. I was pounded into the ground between all four classes that I had. There was a lot of reading, more so in the field experience and the literacy course.

Whereas I feel like with this class it was a good balance of both reading and learning to teach. I think it was a great balance of understanding the readings and then we're going to put them into practice by doing stuff like physically and

tangibly doing things in the classroom, which I like that approach a lot more than just reading and reading and reading and then more reading on the side of text.

Similarly, Shawn also thought this teacher preparation program would focus on hands-on teaching strategies, but on the contrary most of his courses were heavily theory-oriented. Despite still enjoying the program, Shawn suggested the current program should include more hands-on practical training, such as analyzing lesson plans and teaching students:

I thought there would be a lot of hands-on experience, like designing lessons, going through lesson plans that were already pre-made. Working in classrooms and just going over the basics of how to like actually teach cause everyone likes what they want to teach. But how do you give that information to someone else? That's what I thought we would go over.....I think there is some room for improvement. I've taken some interest in classes that I think have really helped especially the class that I'm in right now. But there have been some other classes that I thought don't necessarily interest me or I don't see the value that they have for me to become a teacher specifically. I took a couple of linguistics classes and I thought they were interesting and I enjoyed being in them, but I didn't see the value it had for me becoming a Spanish teacher for high school kids. So I think there's room for improvement in the sense that they could have more hands-on experience with lesson plans and being with students over that sort of stuff. But overall, I think I'm enjoying the program that I'm in right now.

Another suggestion that Shawn made was to have field teaching experience at the same time of taking courses. Shawn also proposed not putting 115 hours in one semester for student

teaching, maybe break it up across 4 semesters. This way TCs have the opportunity to learn theories and practice teaching at the same time. He said:

For the field experience they want you to be in a classroom for 115 hours throughout the semester and then the following semester, the whole semester you are student teaching with a cooperative teacher. I think that's nice. I think that's an appropriate amount of time to be observing and then to be working with someone over your shoulder like giving you ideas and how to get through the lesson. I think that's good. I think, I wish it would've been a little bit earlier. Like, I wished that would've been stuff we would have maybe started this semester or like the program with and then worked our way through like the theory and all that sort of stuff at either after or at the same time.....So maybe not 115 hours in one semester, but over the course of if you're here for four semesters, that's like the typical program. Introducing that during different classes. So if I'm taking a linguistics class, for example, then maybe have us go into our high school where we can see the theories that we're learning in practice and that way we can have an idea of how it's supposed to be used by master teachers and how we might integrate it into our future teaching.

6.0 Teacher Educator's Perception on Teaching Core Practices

In this chapter, findings that pertain to RQ 3 (What are the TE's perceptions with regard to using videos to teach core practices? What are the perceived opportunities and/or challenges of the CP teaching approach?) are presented. Results of thematic analysis from the interview with TE are presented in three main sections: TEs' reflections on why CP teaching approach was chosen, reflections on the focal course, and some general challenges are presented.

6.1 A Coherent and Practice-Oriented Approach to Prepare TCs

This section discusses Dr. Johnson's beliefs on preparing future language teachers and how she came to realize existing misalignments between her teaching beliefs and the way the methods course was set up.

Since Dr. Johnson first began working with TCs, she always believed that language teaching was centered around helping language learners to develop their communicative competence. Therefore, she had a strong intention for this methods course to be practical and communicatively-oriented. She said:

That first semester I had the intention of doing things in a communicative fashion because I thought that's what we're supposed to do in training language teachers is to get them on a proficiency oriented, communicatively-oriented kind of path.

Aside from being practical, Dr. Johnson pointed out another important element of the methods course in socializing pre-service teachers to become future teachers - helping TCs to reflect on their "process of becoming" and working towards their aspired teacher role. Although Dr. Johnson included activities such as having TCs write their teaching philosophies, she realized that their teaching philosophies may not successfully translate into their teaching practices. She explained:

I wanted to include things I knew I had a sense that there had to be some room for talking about them as sort of their process of becoming. I knew that they had to be engaged on a level of where they were and what they wanted to be. So I had them do activities like write teaching philosophies in multiple versions. And that was my way of as a teacher education pedagogy, trying to get at that trying to put on paper or give some sort of form to their transformation from people who walked into a room and wanting to be teachers and had experiences with education to new teachers or burgeoning teachers, I guess. Over the years, those kinds of activities started to feel less and less satisfying and having students write their teaching philosophies didn't necessarily mean that they would do anything different in the classroom, for example. So they might, it might help them to formulate ideas of the kind of teacher they wanted to be or what kind of identity they associated with it or aspired to, what roles they envision for themselves. But it didn't necessarily mean that they were gonna teach in any kind of particular way.

Gradually, Dr. Johnson became dissatisfied with the design of the methods course's syllabus which was against her beliefs of good classroom practices. She believed that language teaching should be ambitious, engaging, and meaningful. The way the methods course was designed separated language teaching into skillsets instead of treating teaching as one whole activity. She said:

I also became increasingly dissatisfied with a segmenting of language teaching practice into skills or topics, even in the, in the, the methods syllabus. And I sort of longed for an overarching approach that did some that sort of had a better coherence to it. It felt very compartmentalized and segmented in a way that I

knew teaching was not, and that good language teaching based on my observation of really ambitious, effective, engaging meaningful language teaching didn't treat language like that. So there was a disjuncture I think between that syllabus design and what I knew to be good classroom practice.

While feeling the disjuncture between the syllabus and her teaching beliefs, Dr. Johnson wondered if other teacher educators may have the same struggle. As a result, she conducted a research project and interviewed nine or 10 WL TEs. Through this research project, or as Dr. Johnson called it “a professional development activity” for herself, she discovered that most TEs she interviewed indeed struggled and searched for an overarching approach to better prepare TCs to enact effective teaching practices. She shared:

Now, one other thing that I can say is that through my journey of trying to develop as a teacher educator, I interviewed other teacher educators. I interviewed like nine or 10 world languages educators. Part of it was to, you know, it was pitched as a research study..... But it was also a professional development activity for myself as a new teacher educator. I think it was in my second year of teaching these in this program. And so I was trying to figure out what to do and what other people did. And based on that, I would say it's probably true that most methods classes take a communicative proficiency-oriented kind of approach, but that many of us struggle. What I learned was that other teacher educators were also struggling with how to structure their syllabi and their classrooms so that they translated to, so that the activities there translated to something substantive in these novice teachers' eventual classroom environments.

In search of a more comprehensive and practice-oriented approach, Dr. Johnson discovered the CP teaching approach. After adopting this approach in the methods course, Dr. Johnson became more satisfied with the alignment of the course content and its practice-oriented structure. She said the course was no longer “scattershot.” She explained:

I feel more satisfied today though with where I am in this kind of approach, largely because of its overarching coherence as it, as an overall approach to teacher education as opposed to what I felt like I was doing before was scattershot. It felt like just little injections of information that maybe would get picked up later on, you know? Here's something about teaching reading. Here's something that we know from SLA [second language acquisition] about vocabulary acquisition that might be helpful to you as a teacher later on. Here are some things we know about classroom discourse and corrective feedback. It felt disjointed and I wasn't sure how students were ever, I don't know if I even ever had the thought, how are they going to put this back together and in usable form when they actually teach.

Additionally, Dr. Johnson recalled her own development as a language teacher and the ways her attempts to research and more deeply understand instructional practice, partially as a way to improve her own teaching, were similar to approaches undertaken in the CP movement though she did not know that at the time. She shared that there was a lot of trial and error until she observed an expert language teacher's teaching and then engaged in systematic deconstruction of that practice through research. During her observations, Dr. Johnson analyzed this teacher's teaching through routinely

deconstructing her practices. Through this type of experience for the teaching field, Dr. Johnson said she became a better language teacher. She said:

I had a lot of anxieties, like I think many language teachers do about what if I don't know the stuff that they ask about, what if I don't know the word for something that they ask. So I think my development as a language teacher was very trial and error until I was able to observe other people teaching. And the dissertation work that I did in, in an expert language teacher's classroom where I spent a lot of time allowed me to and the analysis that I was engaged in routinely in deconstructing her practice, although I didn't really realize that at the time that I was doing things that are very much like core practice research I thought it was sort of a straight micro ethnographic study. But it is very much in alignment with the theoretical and methodological heritage of the core practices movement. So like Chuck Goodwin's approach to discursive analysis of discourse and mediational tools and all of that. That was very much part of being in her classroom and studying and decomposing her interactional and instructional moves. But I didn't have the language for it back then, or the theory for it back then. But I think it was always kind of prepping the field. So I learned how to be a better teacher, to be a teacher, a language teacher, but I was teaching the same class as, as that teacher while I was studying in her classroom. And I would say that in terms of my language teaching, that was probably the time at which I made the most dramatic shift and improvement as a teacher because I was able to observe and better understand somebody else's really good instructional practice.

6.2 Reflecting on the Focal Course

This section first discusses Dr. Johnson's intention for the focal course. Further, it discusses two areas that Dr. Johnson reflected upon which are the use of videos and the MP sheet.

Dr. Johnson's intention for the focal course followed the CP teaching approach which involves cycles of showing a representation of teaching, deconstructing the CP in focus into MPs, and having TCs do micro-teaching to approximate and enact the CP. She explained:

The intent was to let there be a representation of teaching to let them describe and to analyzing through the lens of micro-practices how sort of mezzo level pedagogical goals and practices were enacted in interactional moments. So my approach, it was probably, attempted to be that way.

One important element of the focal course was the use of exemplar videos. Dr. Johnson pointed out that video is a useful representation of teaching. She particularly commented on the flexibility of videos:

The video as a representation of teaching to me is useful. There are a lot of affordances to it. You can stop it, you can rewatch it. It's different than just going to observe in a classroom that's in real time, which has its own affordances. But this is a, a usefulness of that kind of representation of teaching.

Further, Dr. Johnson reflected on how she could have used the videos differently, such as choosing which video clips to show, when to pause the video and ask questions, and whether to ask TCs to watch the videos at home first and then have discussions in class. She reflected upon her previous iterations of using the CP teaching approach and noted that discussions were richer

when TCs did more preparatory work by watching the videos and attempting an analysis at home first. She continued her reflections:

But I think it was more in the, the teacher education pedagogy. So the questions that I asked or didn't ask were maybe just in the segmenting of the video, instead of watching a full video, it probably would have been more strategic to segment and stop and ask questions. In previous iterations, I have both asked students to watch video at home and do their independent description and analysis before they come to class. And I think there are benefits to that. I just talked about this at the conference I was at last week that the difference between the pre-service group or sort of early service group that I had in the methods class where they watched at home. And the other class that I was looking at there were returning teachers for professional development purposes where we watched in class now and that circumstance there was no choice. I couldn't ask them to do homework. What they came out with as a group was less rich than what happened in the other class where they did a little bit of preparatory work, I think there.

Another tool that facilitated the deconstruction of CPs was the MP sheet. Dr. Johnson used the MP sheet to draw TCs' attention to particular practices. It was a useful and targeted tool. However, Dr. Johnson reflected on this tool and pointed out the use of the MP sheet could potentially limit TCs' opportunities to put together their descriptive language around teaching and constrain their understanding of the practices. She first explained the importance of having TCs negotiate meaning on their own:

There is a lot of value in allowing new teachers to put their own language, descriptive language to what they're viewing before you start to build, try to build

consensus around what the descriptive terminology is..... I think it's useful to let them describe it for themselves, even in a really brief synopsis to say when this teacher was, I saw this teacher doing x, y, and z to enhance opportunities for students speaking in the class. And what I noticed about that was, they'll use their own language to describe it. And I feel like the more that their own language is folded into the conversation, "so what do we as a group call that then when we next think about increasing opportunities for interpersonal interaction?" I think they have more stake in it. And they sort of internalize that.

Then, Dr. Johnson suggested making some room between the video and the MP sheet so that TCs may have this critical co-construction of meaning:

And I feel like now that I have developed some of those tools that I'm starting to question the use of those tools, what's the, what's the best way to use them?

Because if you just hand that sheet with a set of micro-practices on it and the name of the practice on it to a group of pre service teachers, they naturally attempt to apply it, right? And I'm asking them to, I was asking them to apply it. In some ways it may constrain their understanding of the practices and sort of their own process of analyzing. So I, I think there's some usefulness in making a little bit of instructional teacher education space between the video and then that tool.

Particularly reflecting upon the focal course, Dr. Johnson suggested more scaffolded opportunities to support TCs in planning to enact the practices. She explained:

My hypothesis is that our new teachers may internalize it better if we structure the pedagogy of inquiry that way. So I've been thinking a lot since the fall class about how open the conversations were and how it probably would have been better to

structure them and to provide more scaffolded opportunity for planning to implement the practices after the fact. So those teachers sort of planned the lessons, sort of enacted lessons in class based on the core practices that we were seeing, but they probably could have used more sort of coaching around it I think. You know, “so you want to do this, this is that practice. What are some options you have based on the common language around this practice that we've developed?” I think that could have been better.

6.3 General Challenges

Aside from some of the struggles Dr. Johnson mentioned above, she also shared some general challenges she encountered in attempting to implement a CP approach to the WL methods course. Namely, the challenges are the danger of applying CPs from other fields, resistance against communicative language teaching, attending to TCs' immediate needs and digressing from CPs, a lack of consistent approach within the teacher preparation program, and balancing broad expectations and local needs.

First and foremost, Dr. Johnson reiterated several times throughout the interview that there may not be a set of universal and definitive CPs. Adopting or even adapting a set of CPs identified in other fields may not pertain to the practices that are centered in WL. She explained:

There could be a danger in just taking the set of core practices that had been identified in other fields and just bringing them into our own disciplinary domain and world languages. I thought, I'm certain of them, like some of the things identified in other areas that like math, like the four-column lesson planning as a planning practice, and actually that's more of an enactment of a practice for anticipating student challenges with whatever the instruction is going to be. That

seems like something that we could bring in without too much trouble. But language classrooms are different than math classrooms. And so leading a discussion in a language classroom does not look the same as leading a discussion in a math classroom where you're trying to, I don't know exactly what they're trying to do, but you know maybe elicit mathematical problem solving or concepts in math. We're doing other things like developing interpersonal communication, which is different. So I felt like it would be a mistake to just import somebody else's set of core practices.

Another challenge Dr. Johnson mentioned was that all TCs come in with ideas of what language teaching looks like and with different goals. TE has multiple goals, for example to shift the way TCs do language teaching towards a communicatively-oriented goal through using CPs. She said:

One challenge in all language teacher education is that all students come with ideas of what language is and what language teaching is. And this is a radical departure. A core practices approach is a radical departure from that. So whereas they think they might be learning like how to teach vocabulary...and they all have experiences of language learning. So they have experienced language education in a way that is not what I'm suggesting to them. So one of the challenges is always that they have the students in the class maybe have a different set of goals than I do. You know, I'm like trying to help them to get ready for their classroom practice. But I'm also trying to shift the way we do language teaching. So I have sort of this other goal, they're very much focused on what they need to do in either the following semester through student teaching or in the near future, in the

subsequent year. And it's appropriate for them to be focused on that. But I have more than one goal.

The third challenge Dr. Johnson expressed through the interview is the pull to attend to TCs' immediate needs in class which digress from discussions around CPs. Caring about her TCs deeply, Dr. Johnson shared that although sometimes her TCs' questions were not related to CPs but they were necessary to address, then she would move away from CPs temporarily to take care of her TCs' questions. She reflected:

I'm sensitive to their immediate needs and sometimes I think less attention gets paid to some of the core practices stuff and practicing it when I sense that they have an immediate need. So I felt like there was quite a bit of class time that will go to their questions about things that are not core practices and I think that balance is not always beneficial to the core practices training. But I understand it's necessary.

Another challenge that Dr. Johnson shared is that it was hard to know how much TCs internalized what they learned in class. She mentioned that this challenge also came from when TCs do student teaching and they may resort back to the less communicatively-oriented teaching style if their cooperating teacher asked them to teach in that way. She explained:

It's hard to know how much of this they're internalizing and I think it would be useful to look beyond into their student teaching and to see. So that's a challenge too. If the student teaching structure doesn't also encourage the way that I have asked them to plan or the way that their cooperating teacher asks them to plan and instruct. It can run up against those sorts of issues. So it's sort of a lack of

consistent approach across the entire program. It's a challenge, although it's one that I'm trying to change as well.

Last but not least, Dr. Johnson shared that it was a challenge balancing broad expectations and the local needs. TEs have to simultaneously theorize and research CPs while also trying to use these with pre-service teachers. This challenge arose when she tried to balance the broad concerns of researching CPs and then teaching CPs in her classrooms:

I'm not sure that all the details of engaging novice teachers with that were completely worked out. So I think I moved back and forth between sort of broad scale concerns about researching core practices, identifying them, thinking about teacher education pedagogy, and then actually doing it in classrooms.

Additionally, Dr. Johnson pointed out the struggle of balancing conceptual conversations about CPs in the field and how these relate to empirical study as well as local relevance, within individual TE programs, including her own. She shared that she did not believe in a fixed or universal set of CPs and instead asserted that a CP approach calls for ongoing discussion. Dr. Johnson saw her own local teacher education classrooms as a place to generate new practices. She noted:

So I felt really strongly that we to have sort of a conceptual conversations about it in world languages, but also anchor it in an empirical way. So I wanted to do both at the same time. And so I think it's fine for core practices to come from theory to come from our largely shared goals of communicative proficiency in the profession. But I have my own ideas, local ideas of what language teachers need and I wanted to be able to exemplify through my teacher education work, what I think is intended by a core practices cycle, which is you generate the descriptive

language locally. It doesn't have to be transportable to the rest of the field, although it's likely to be instructive. So I don't really believe in there being a core set of core practices or high leverage teaching practices, but I think there are good arguments in favor of certain practices and that it's an ongoing discussion. So I wanted in my own teacher education practice to draw from some of the work that had been done. But I also wanted to use my teacher education classrooms as places to generate new practices.

7.0 Discussion and Conclusion

This chapter first summarizes findings and deepens discussion for each of the three research questions that guided this study. Then, a broader discussion, implications, limitations, future research, and conclusion are discussed in detail. Specifically, in this final chapter, I will make claims, assertions, and arguments about the main foci of the project— the deconstruction phase of a CP cycle and use of video as a representation of teaching practice. I will also elaborate what this means for WL stakeholders (e.g., TEs, researchers in CPs, and thought leaders in ACTFL).

Before providing summaries and discussions of the findings, recall the three research questions that guided this study:

RQ 1—How do TCs and their TE engage with video segments from a corpus of exemplary world languages teaching as representations of particular core practices?

RQ 2—How do TCs describe whether the use of video of exemplary teaching practices influences their understandings of specific core practices and their broader development as teachers?

RQ 3—What are the TE’s perceptions with regard to using videos to teach core practices? What are the perceived opportunities and/or challenges of the CP teaching approach?

7.1 RQ 1

Summary

Chapter 4 presented findings that pertain to RQ 1. Through showing results of coding, focal CP teaching structure characteristic of the course, and data excerpts, the analysis illustrated how the TE and TCs engaged with exemplar videos to decompose three focal CPs. Overall, Dr. Johnson followed the CP teaching approach which involved cycles of: preparation for

deconstructing the representation, viewing the representation (video), deconstructing the representation (decomposition of practice), creating a new representation (modeling), and approximation (micro-teaching/rehearsal). For the purpose of this study on videos as representations to teach CPs, creating a new representation and approximation were not discussed in detail.

For the preparation for deconstructing representations, Dr. Johnson activated TCs' background knowledge or prior language learning/teaching experience and connected it to the focal CP. In addition, she provided a coding scheme sheet that had a list of micro-practices related to the focal CP (set the purpose for watching videos). Besides, she also introduced background information/context for the video.

After viewing the representation (exemplary WL teaching videos from the Annenberg video library), Dr. Johnson and her TCs deconstructed the representation and decomposed teaching practices. The coding results indicated during the deconstruction of CPs, TCs mostly engaged in class discussions of the video representations by 1) naming or explaining instructional activities or moves, 2) referencing information from videos, 3) sharing impressions of the video, 4) referencing past learning or teaching experiences, and 5) brainstorming teaching ideas. Dr. Johnson engaged in post-viewing discussions with TCs using a variety of moves, some of the most used moves were: 1) eliciting TCs' response to deconstruct CPs, 2) scaffolding TC response to explain/elaborate instructional moves, 3) providing the "grammar" of language teaching to TCs, and 4) providing or brainstorming alternative teaching strategies for TCs.

Further, the data analysis also showed what TCs paid attention to while watching the videos and how they were making sense of what they tended to attend to. TCs noticed the teacher in the videos slightly more than the students from the videos. When TCs noticed the teacher,

most of their comments focused on the teacher's pedagogy. When TCs noticed students from the videos, their comments addressed what students did following the teacher's directions. Some comments were raised to discuss students' reactions and the learning climate. Besides noticing the people featured in the videos (a focus on classroom actors), TCs also commented predominantly on "pedagogy." The remaining comments were made around topics of "learning climate" and "management." For TCs' knowledge-based reasoning, there was a good distribution across the four categories—interpretation, description, evaluation, and prediction—such that TCs demonstrated a range of types of reasoning they engaged in. Further, a third area in addition to noticing and knowledge-based reasoning was proposed, which was "knowledge-based questioning" to better explore teacher candidates' professional vision.

In addition to the above analysis, grounded in descriptive statistics, detailed description of Dr. Johnson's CP teaching pedagogy was presented to build on the general view of her teaching structure (preparation for deconstructing the representation, viewing the representation, and deconstructing the representation).

To prepare for using exemplar videos as representations of core practices, Dr. Johnson employed several strategies to create anticipatory sets for TCs. She used several methods which were: activate TCs' background knowledge or prior language learning/teaching experience and connect it to the focal CP; provide a coding scheme sheet that has a list of micro-practices related to the focal CP (set the purpose for watching videos); introduce background/context information of the video.

The bulk of Dr. Johnson's CP teaching was centered around the decomposition of practices. After watching each video, Dr. Johnson engaged TCs in conversations to unpack these practices through four major activities—1) identify/highlight instructional activities (naming an

IA activity, modeling for TCs to identify an IA, eliciting responses from TCs to identify and explain an IA), 2) co-construct coding schemes and highlight/describe micro-practices (highlighting the use of the MPs list, identifying MPs and prompting TCs' responses), 3) evaluate and brainstorm/reimagine alternative teaching practices, and 4) engage in critical world language teaching discussions.

Discussion

As discussed in earlier chapters, professional vision in the context of education refers to a teacher's ability to observe what is happening in a classroom, interpret relevant classroom events from a professional perspective, and make instructional decisions based on those interpretations (Blomberg et al., 2011; Sherin, 2001). Data analysis of classroom observations illustrated how TCs and their TE engaged with exemplar videos as representations of three core practices and TCs were socialized into professional vision. As Grossman (2018) highlighted, modeling as a pedagogy to teach core practices must be combined with different representations, opportunities for decomposition, and chances to practice (p.54). Under the TE's guidance, careful scaffolding, and deliberate planning, TCs engaged in preparation for deconstructing the representation, viewing the representation (video), deconstructing the representation (decomposition of practice), creating a new representation (modeling), and approximation (micro-teaching/rehearsal). Through this cycle of seeing a teaching example, decomposing the teaching practices from the example, seeing further examples from the TE and other TCs, and doing the teaching practices themselves, TCs had multiple hands-on experiences to unveil the usually invisible side of teaching and to learn to enact the core teaching practices themselves.

Further, in this socializing process, the TE, as an expert educator, modeled and shared her professional vision by highlighting particular teaching practices, sharing coding schemes and

giving TCs practice with them, and modeling the production and articulation of teaching representations. In particular, the TE accomplished socializing TCs into the teaching profession across several moves. She used a set of questioning techniques to elicit and scaffold TCs' response to deconstruct CPs. As an important element of professional vision, TE incorporated the "grammar" of language teaching in her speech as much as she could to familiarize TCs with the unique terms in the field of language teaching.

Another critical move that TE did was to make space for TCs to evaluate, critique, and reimagine the teaching practices they viewed and discussed. As Sherin (2007) noted, "professional vision is characterized by bottom-up as well as top-down processes" (p. 384). As explained in Chapter 2, noticing and knowledge-based reasoning are two interrelated and "dynamic" processes (Sherin & van Es, 2009) that are best understood as being in "circular interplay" (Blomberg et al., 2011). Through the activities of reimagining teaching practices, TCs were able to utilize their professional knowledge to notice, question, reason, and to support their professional perceptions and interpretations. In this way, TCs gradually developed their professional vision. Additionally, through their deconstruction, discussion, re-imagining of representations of teaching, TCs developed a critical stance toward instructional practice, a habit to consider classroom relationships, how core practices are working (or not) in the situated realities of particular classrooms.

Findings on TCs' noticing and knowledge-based reasoning reflected several important points on the type of discourses that took place in the course as well as on the CP teaching approach. Based on data analysis, TCs' comments that pertained to both the teacher and the students in the video were relatively equal numbers, with references to teachers slightly outnumbering those pertaining to students. Most of the comments that focused on teachers were pedagogy-related. In

fact, 93% of TCs' comments were related to pedagogy. The remaining 7% of the comments were made around topics that were not pedagogy-related, such as "learning climate" and "management." This could be a result of the focus of the course being heavily practice-oriented as the CP approach is a teacher education pedagogy that prioritizes practices in preparing teachers. Hence, the TE's targeted questions about teaching practices would draw TCs' attention more to pedagogy in the videos. This finding could potentially demonstrate the pedagogy-heavy dialogues between TE and TCs in a class that adopts the CP teaching approach. As discussed in the literature review, Castro et al. (2005) found that pre-service teachers tend "to focus on superficial matters such as teacher and student characteristics, fleeting classroom management issues and global judgments of lesson effectiveness" (p. 11). Cortina and colleagues (2015) found that more experienced teachers could distribute their attention evenly across the classroom and monitor consistently.

For more balanced conversations, TE could draw TCs attention to the learning environments and the interactions between students in the videos to extend the focus more routinely beyond pedagogy. What was also worth noting were the critical conversations that TE and TCs had that were important topics pertaining to language learning. Aside from focusing TCs' attention to CPs, TE also made space in the class for conversations that were not strictly pedagogy-related. Conversations happened were related to having native speakers to visit a language class and represent a whole population/culture, grammar-centered language learning and the innate problem, and authentic cultural representations and having students hypothesize. These critical conversations aligned with TCs' experiences and perspectives added a humanizing touch to the CP teaching approach.

For TCs' knowledge-based reasoning, the four categories—description, interpretation, evaluation, and prediction—were distributed relatively evenly across TCs' comments. This showed that the TCs engaged all aspects of knowledge-based reasoning. This echoes many researchers' claims that the reasoning process encompasses: 1) describing, 2) explaining, and 3) predicting (e.g., Seidel & Sturmer, 2014; Seidel et al., 2011; van Es & Sherin, 2002). An additional category was proposed in the findings—knowledge-based questioning. As a novice in the field of teaching, it is understandable that a TC may not be fully equipped with teaching knowledge yet to identify and discuss different aspects of teaching (Gaudin & Chalies, 2015; Sherin & van Es, 2005; Stürmer et al., 2014), and hence, they may have a variety of questions about it. These questions bridge the gap between noticing and reasoning, as one would notice a teaching moment but may not have enough knowledge to reason around that moment. These knowledge-based questions also indicate TCs' growth process, one of the ways in which professional vision is developed.

7.2 RQ 2

Summary

Chapter 5 presented findings for RQ 2, showing the results of thematic analysis of the TC interviews. Results were reported in two main sections: 1) reflections on watching exemplar videos to learn CP, and 2) reflections and suggestions for methods course/teacher prep.

TCs praised the use of exemplary videos in class. Particularly, TCs mentioned 1) videos are good resources to use to learn to become a teacher; 2) watching videos is a more controlled and efficient way to observe how CPs are enacted in classrooms; 3) videos bring vividness to the lecture; 4) watching videos leaves a clear mental picture for each CP; and 5) engaging discussions after watching the videos helps deconstruct CPs.

While TCs appreciated watching videos to learn to teach, they raised several suggestions in relation to the videos watched and regarding what type of videos that could potentially be more relevant. First, TCs commented on the authenticity of the videos and the potential performativeness of these representations, which may make the videos not as authentic a representation of day-to-day teaching as less planned or edited and produced representations. Second, TCs noted that if the Annenberg videos included more technological tools, then it would have been more helpful. Third, the TCs shared that showing videos of both a seasoned teacher and a novice teacher's teaching could be more relatable to TCs' situations. Lastly, TCs suggested that watching the videos several times may help TCs discover new information and different elements/practices in the videos.

While TCs were watching videos, they focused their attention on a variety of topics that stemmed from their professed personal interests, such as teacher-student interactions, time/classroom management, use of technology, certain teaching practices, decision making, and aspects of teaching they anticipated struggling with. Aside from the professed personal interests, TCs also attended to the ways the videos connected to their recent learning experiences in the teacher education program and identified MPs as a part of the CP deconstruction activity that Dr. Johnson planned.

Three main themes emerged from the interview data about TCs' understanding of CPs and development as teachers: 1) deconstructing CP as an important step to learn the CP, 2) CP being a modeled approach, and 3) CP as a new lens. Through watching video representations, deconstructing CPs, and engaging in micro-teaching themselves, TCs felt that they were able to visualize how to teach and to enact CPs. Particularly, TCs expressed that seeing and discussing

how to teach through watching the exemplar videos and having the deconstruction of practices they were able to adopt a teacher's lens and develop their teacher roles.

Aside from the appreciation of the CP teaching approach, TCs raised several suggestions to improve the methods course and teacher preparation: 1) more micro-teaching practice in class, 2) balancing between learning theories and actually doing the teaching, 3) more hands-on teaching practices in the teacher preparation program (e.g., learning theories and teaching at the same time).

Discussion

The findings from interviews with TCs mainly focused on the following topics: feelings towards exemplar video watching, choosing videos, focused attention during video watching, improving understandings on CPs through video watching activities, and suggestions about the methods course and WL teacher preparation more broadly.

Overall, TCs expressed positive attitudes toward watching exemplar videos to learn CPs. Further, they commented on how watching teaching videos helped them to visualize CPs and develop into their teacher role. As TCs mentioned, watching exemplar videos left a deep impression of what good teaching looked like and how to teach. TCs described the video watching as a vivid experience that is motivating and compelling. This positive attitude toward video watching to learn to teach also aligns with previous research findings (e.g., Ball & Cohen, 1999; Blomberg et al., 2013; Borko et al., 2011; Brophy, 2004; Lampert & Ball, 1998; Miller & Zhou, 2007; Sherin & van Es, 2005). It should be noted that even though the exemplar videos are good representations of teaching, we should be cautious that these videos present one possible way to teach and they should not be regarded as the *only* good way to approach teaching. Each teaching context is different, so when showing the videos to TCs the TE needs to caution TCs

not to be potentially limited by the teaching from the videos and to even actively engage them in discussion of how the CPs in focus in each representation could be enacted in other grade levels, curricular units, particular classrooms and the like.

Another issue that is noteworthy is that the videos were filmed and edited. As TCs pointed out that there is some level of acting in front of the camera in the videos. These videos may not represent what a day-to-day classroom looks like. It may be difficult for TCs to interpret classroom events and gather more information as it would be during an in-person classroom observation given that videos are shot from a particular angle of the classroom (Krammer et al., 2006; Sherin, 2004). Therefore, the authenticity of teaching could be undermined to some extent in these edited videos. One possible solution is for TEs to show a range of representations of teaching from different sources with different contexts so that TCs may get a fuller picture of a variety of teaching contexts.

In addition, some TCs mentioned watching the exemplar videos could be potentially discouraging to TCs as these teachers in the videos had been sharpening their teaching skills for quite some time. With that said, TE may consider the level of TCs' content and pedagogical knowledge and choose videos that are within their "zones of proximal teacher development" (Warford, 2011). One way to make videos more relevant to TCs is to have TCs who feel comfortable to film their own teaching and use these videos as part of the representations of teaching along with videos from other sources. Flandin and Ria (2012) also noted that teacher educators could have pre-service teachers observe a peer do a teaching demonstration in the class rather than watching someone else's teaching video. Miller and Zhou's (2007) study suggested providing viewers with background information of the video and to provide a specific filter or frame to viewers before having them watch videos to compensate for the "keyhole effect" (van

Es & Sherin, 2002). With guided discussions and focused “i+1” highlights, TCs may benefit tremendously and gain a more expert teacher lens (Erickson, 2007; van Es, Tunney, Goldsmith, & Seago, 2014).

It is also evident from the interview data that TCs attended to a range of topics when they watched the videos. Specifically, TCs mostly paid attention to the teachers in the videos and on topics such as classroom management, the use of technology, etc. This finding echoed what Castro et al. (2005) found, that pre-service teachers tend to focus on superficial aspects of classroom events rather than on important issues such as student learning. In this case, how the TE structures the pre- and post-discussions is critical, as the TE being the more experienced teacher in the class needs to highlight the complexity of teaching and learning for TCs to raise their awareness and become more learner-centered educators.

From TCs’ suggestions about the WL methods course and teacher preparation in general, we can gather that there is the strong demand for a more practice-based program. According to TCs, although the focal WL methods course was practice-focused, some other courses they took in the program were still very heavily centered on theories with little opportunity for them to practice teaching. This gap between theory and practice creates a “practice shock” (Stokking et al., 2003) for novice teachers when they begin teaching. This finding pushes for a more coherent and consistent WL teacher preparation program that prepares TCs to learn and enact teaching practices so that the knowledge they learn from the program do not become inert (Cochran-Smith, 2003; Whitehead, 1929).

7.3 RQ 3

Summary

Chapter 6 presented results of thematic analysis of an interview with the focal TE. Three main sections were included: 1) TEs' reflections on why a CP teaching approach was chosen, 2) reflections on the focal methods course, and 3) some general challenges. Dr. Johnson found the CP teaching approach to be coherent and practice-oriented which served her purpose of preparing TCs in a way that combined theory and practice. During her reflections on the focal course, Dr. Johnson specifically reflected on the use of videos and the MP sheet.

Despite exemplar videos being useful representations of teaching, how to maximize the use of such videos requires some pondering. Dr. Johnson reflected upon her previous iterations of using the CP teaching approach and noted that discussions were richer when TCs did more preparatory work by watching the videos and attempting an analysis at home first. In addition, the use of the MP sheets could be a double-edged sword. Dr. Johnson reflected that providing pre-determined MP sheets to TCs could potentially limit TCs' opportunities to put together their own descriptive language around teaching and constrain their understanding of the practices. She suggested providing some space between the video and the MP sheet so that TCs may engage in this type of critical co-construction of meaning.

From the interview data, Dr. Johnson shared several challenges that she encountered while implementing the CP teaching approach. They are: 1) the danger of applying CPs from other fields, 2) resistance against communicative language teaching, 3) attending to TCs' immediate needs and digressing from CPs, 4) a lack of consistent approach within the teacher preparation program, and 5) balancing broad expectations and local needs.

Discussion

As mentioned in the conceptual framing, a teacher's professional vision involves the ability to notice and interpret significant features that happen in classroom interactions (van Es &

Sherin, 2002). The role of the TE is critical in socializing TCs to develop their professional vision. In Grossman and colleagues' CP teaching framework—representations of practice, decomposition of practice, and approximation of practice – part of the challenge of learning from the representation of practice and decomposition of practice is “knowing how to look, what to look for, and how to interpret what is observed” (Grossman, 2018, p. 9). As more experienced teachers, TEs highlight for TCs what to notice and how to interpret what happens in the classroom so that TCs can learn to become a teacher through the TE's lens of professional vision. In the CP teaching approach in this focal study, the TE made facets of practice visible to TCs particularly through the use of exemplar videos and the decomposition of practice where CPs were decomposed to IAs and MPs.

The data from the interview with the TE addressed several potential cautions for use of a CP-focused teacher education pedagogy for preparing TCs in WLs, both within her own institution and program as well as the broader profession. First of all, Dr. Johnson expressed the need for a more coherent structure to prepare TCs in the methods course and the CP teaching approach was one such method that was not “scattershot.” Although Dr. Johnson agreed this approach had some merits, she reiterated that the CPs were not a checklist and should not be used as scripted curriculum. The CPs should serve as a springboard to engage TCs in discussions and generate teaching ideas.

One way to step away from falling into the dogmatic practice of strictly following the CP teaching approach and teaching CPs is to bring humanity into the course. One struggle Dr. Johnson mentioned was that there were moments she had to digress from the CPs to attend to TCs' needs and questions. She allowed such “hiccups” to happen in class because she cared for her TCs and made room for them to raise questions and express emotions. These moments of

focusing less on CPs and more on what TCs had questions about is part of the need to balance in a CP teaching approach between a strong focus on instructional practice and everything else related to teaching and teaching contexts. Through this humanizing care of teaching, Dr. Johnson modeled for her TCs how to attend to their future students' needs in class. After all, teaching is not merely a profession of passing information from the teacher's end to the students' end. It is a loving and caring profession that nurtures humans to become good people and helps them to excel and reach their goals in life. Therefore, when adopting a teaching framework such as the CP teaching approach, TEs should make space for their TCs to negotiate meaning, hypothesize, question, and share emotions.

In terms of the use of videos in the course, Dr. Johnson shared her experiences of having TCs watch the videos before class compared to having TCs watch the videos in class. From her experience, having TCs do more preparatory work before class could potentially generate richer discussions in class. One of the TCs also raised this suggestion to have more exposure to the videos before engaging in in-class discussions since the teaching videos offer a lot of information. Certainly, it is not a strict step to follow as each methods course has a different context. With limited time in class, TE could adopt a flipped classroom⁸ type of approach and have TCs view the videos and complete preparatory work at home. This would free up some time in class to engage in meaningful activities and discussions.

Another issue that Dr. Johnson underscored was the use of the MP list. Dr. Johnson was cautious about when to provide the MP list to TCs, before or after watching the videos. She shared that providing the existing MP list after watching the videos could be more beneficial as it

⁸ Flipped classroom is an instructional strategy. The instructor has students study on their own for conceptual content before class and engage in more meaningful activities to help students internalize the knowledge in class (Tucker, 2012).

allowed room for them to form their own thinking around what they watched from the videos. An open-ended question before handing the MP list to TCs could open up the conversations about what they noticed in the videos and develop their own language to describe teaching. This meaning-making process is critical to socializing TCs to become teachers as it forms a bridge between the complexity of teaching that is presented in the videos and TCs' knowledge base.

Last but not least, Dr. Johnson mentioned the resistance towards communicative language teaching and the potential challenge that TCs may face when they enter the classroom and experience pressure to conform to the “traditional” teaching style which moves away from meaning-making, communicative language teaching and centers around a grammar teaching, rule-based, and test-driven teaching approach. Although the push for communicative language teaching is not new (e.g., Littlewood et al., 1981), there is still a lot of resistance in language classrooms. Research has addressed the conformity novice teachers demonstrate when they first enter classrooms (e.g., Chubbuck et al., 2001). With the pressure from their school, colleagues, the curriculum, and the pressure to teaching to the test, TCs during student teaching or novice teachers first entering their own classrooms may conform to school or department norms and resort back to the “traditional” teaching style. With that said, aside from building a coherent course content that centers on pushing for communicative language teaching, the teacher preparation program may need to form a stronger collaboration with the local school district and language teachers to ensure TCs have the opportunities to enact communicative language teaching practices such as CPs during student teaching. This way, TCs may feel more comfortable enacting these CPs after they graduate and enter their own classrooms, so the knowledge they learn in the teacher preparation program may not become inert.

7.4 Discussion

Learning to teach is not only about knowing the content and pedagogies, but also to be able to see, discuss, hypothesize, question, and practice different aspects of the complex work of teaching. Through this immersive experience, TCs are on their path to be socialized to become teachers. The core practices teaching approach has become one such popular method to prepare teachers. Grossman and colleagues developed this framework which is rooted in professional vision. For TCs to learn to effectively “do the teaching” which may not be as visible and learnable (Ball & Forzani, 2009; Grossman, 2011; Hlas & Hlas, 2012), the CP teaching approach is a principled approach that aims to help novices develop professional vision. Through cycles of seeing representations of practice, decomposing of practices, and approximating practices, TCs unpack, see, analyze, and practice the complexities of teaching.

In this focal study, I particularly focused on the decomposition phase of the CP teaching cycle and the use of exemplar videos as representation of practice. With the TE’s deliberate scaffolding, TCs demonstrated their process of forming professional vision through actively engaging in discussions of deconstructing practices. These discussions provided a window into TCs’ professional vision through their talking about their noticing, knowledge-based reasoning, and knowledge-based questioning.

The CP teaching approach does have many merits as it brings some coherence to WL teacher education, as Dr. Johnson shared in her interview that the methods course was “a scattershot” and heavily topic-driven rather than anchored in students’ needs and meeting the local demands. This is supported by empirical studies that investigate the nature of WL methods courses (e.g., Angus, 2017; Dhonau et al., 2010). The studies showed that the WL methods courses were heavily topic-driven and lack a coherent approach to TE pedagogy, especially one

that focuses on teaching practice. In addition, the CP teaching approach offers iterations of seeing and discussing different representations of teaching and plenty opportunities to hypothesize, question, and practice teaching.

However, no matter how excited we may get about any new approach to teacher education, there is no universal solution or the one right way to prepare teachers. Almost every approach has its merits and potential blind spots. Concerns have recently been raised about core practices-centered PBTE pushing decontextualized teaching practices and perpetuating the centering of whiteness in teacher education (e.g., Daniels & Varghese, 2020; Kidwell et al., 2021; Fredricks & Peercy, 2020; Peercy, Varghese, & Dubetz, 2019; Philip et al., 2019). Teaching is complex and certainly cannot be fully captured in checklists. In essence, critics of a CP approach to teacher education pedagogy express concern that practice is elevated to the detriment of people and relationships. The core practice consortium however highlighted that the enactment of CPs “occurs within the complexities of teaching and thus cannot be decontextualized from the histories and policies of schooling, where teaching occurs, or who students are. Core practices must be grounded in principles for high-quality, equity-centered instruction” (CPC, 2019). The CP teaching approach does offer a common language to describe and unpack the complexity of the work of teaching. Therefore, is it possible for us to find some middle ground in using the CP teaching approach? Instead of throwing the baby out with the bathwater, can we reimagine the CPs in a way that they are not treated merely as a checklist, or centered in a way that eclipses consideration of the people who bring teaching and learning to life? Rather, could a CP approach be melded with current work on humanizing pedagogies (e.g., Kidwell et al., 2021; Fredricks & Peercy, 2020) and adapted to local contexts?

Before we find ways to answer the above questions, we need to first envision the kind of education and teacher education we desire. What are the goals of education? To nurture humans so that they do not just survive but thrive and excel. They will be compassionate, caring, and loving. They will be proud of who they are no matter what their socio-economic status, culture(s), language(s), race(s), gender(s), sexuality(ies), ability(ies), religion(s), and spirituality(ies) are. They will explore the wonders that this world has to offer and at the same time dedicate themselves to helping and serving others. They will be brave and know that they learn from mistakes as human history is filled with trials and errors and that is exactly how we move forward. They will keep learning and exploring. What about the goals for teacher education? In my opinion there is one important goal which is to prepare learner-ready teachers who teach with the above goals of education in mind—who enact asset-based, restorative practices/pedagogies; who believe in their students and bring rigorous and relevant curriculum into the classroom; who implement culturally and linguistically responsive teaching practices and social emotional learning; who teach to advocate for their students, to disrupt forms of oppression, and teach for equity and social justice. Above all, we must prepare teachers who will love their students.

Certainly, compared to the visions above, the CP teaching approach has room for improvement. How to humanize this approach will require more research and collaboration between researchers and practitioners. But for now, we must step toward using this approach in a less rigid and dogmatic way. CPs can be seen as a springboard for discussions and reflections. It is through these dialogic interactions that TEs and TCs can develop criticality and make space for them to question, hypothesize, and reimagine teaching. Practicing a CP approach to teacher education pedagogy can emphasize ideas of how teachers build relationships with students, how

they carry out asset-based, restorative, and culturally and linguistically responsive teaching practices, and how they can love their students. At the same time, this requires the TE to do the same, to nurture and love TCs and model for them how to work with their future students.

There are certainly affordances of the CP teaching approach that are yet to be fully exploited under the PBTE theory. Specifically, the deconstruction phase of the CP teaching cycle could be more than simply focusing on identifying teaching practices and more fine-grained MPs. More importantly, it could also be about situating CPs in actual classrooms where the representations (e.g., videos in this study) are drawn from to socialize TCs to achieve the humanizing goals of education. The CPs help teachers better meet the learning needs of students and cannot and should not be decontextualized from students and their learning environments. After all, students are the unequivocal center piece of education.

7.5 Implications

This study has several implications for teacher educators and teacher preparation programs both in terms of the use of videos as representations and the CP teaching approach.

With challenges brought by the COVID-19 pandemic, most schools have switched to online teaching. This change greatly impacted how teachers are prepared in teacher preparation programs and the level of remote teaching skills that teachers are required to possess. Using videos as teaching representations to socialize teacher candidates is a quite convenient method for TCs to simulate being in a classroom to observe teaching since in-person observations could be difficult to do during the pandemic. At the same time, teaching becomes more complicated as there is remote teaching, synchronous and asynchronous teaching, and hybrid teaching with synchronous and in-person at the same time. To better prepare teachers, the teacher educator

could ask TCs to watch videos of all of the different types of teaching that center around one core practice, attempt to deconstruct the CP in focus, and engage in discussions in class.

During the discussions, TE should encourage TCs to share what they notice and to pose questions from the videos and to interpret, evaluate, and predict what happens during teaching in the videos. Having TCs generate their own language to describe what takes place in the videos could help them make a stronger connection in terms of how to teach. Another important area that TE should highlight for the TCs is to pay attention to how relationships are formed in the videos and brainstorm ideas on how to provide asset-based, restorative, and culturally and linguistically responsive teaching practices.

In terms of the CP teaching approach, as reiterated throughout this dissertation that the CPs are not a checklist and should rather be treated as a springboard to engage TCs in discussions and to generate teaching ideas. The codes and descriptors used to unpack TE and TCs' discussions and to analyze TCs' professional vision could be used as tools for TEs and teacher preparation programs which look to improve TCs' learning experiences. Each teacher preparation program should reach some level of consensus about which practices the program may adopt to be core. In addition, it is critical to have consistent cycles of CPs to appear in different courses so that TCs can have ample time to practice them throughout the teacher preparation program.

Meanwhile, each teacher preparation program should engage local in-service teachers to collaborate on researching and determining which practices should be deemed core given the local context. This way, when TCs finish coursework and begin student teaching, there is consistency across the program and local schools. With many opportunities to practice teaching, the knowledge TC gain through teacher education program experiences is less likely to become

inert. Besides, this collaboration and transparent communication between the program and local schools could reduce TCs' "teaching shock" when they start teaching.

Overall, with the danger of falling into using CPs as a checklist in decontextualized ways, WL stakeholders who are invested in the CPs and the CP teaching approach should consider the different ways that CPs could be situated in the classroom environment of the presented representations of practice. Additionally, the CPs must be humanized in the local contexts. In line with what this focal study described, to engage in a meaningful process of deconstruction and critical conversations around CPs is very important for socializing teachers to meet the humanizing goals of education. WL stakeholders could offer professional development that are deliberately centered around humanizing CPs and more fully exploit the CP teaching approach.

7.6 Limitations and Future Research

One possible limitation of the study could be the limited time to collect data. While learning is recursive and it may take more time for pre-service teachers to digest the CPs they learned in class; data for this study captures only the insights and reactions to CPs the TCs displayed as they were engaged in the methods course. It may not be possible for them to show a deep understanding of the concept of CPs by the end of the semester and their understandings are likely to evolve over time and as their frames of reference and experience shift. However, this study does shed light on initial concepts and understandings of CPs among TCs and the process of developing professional vision was captured and analyzed in full, highlighting the ways teacher educators can use multiple representations to teach/learn CPs in a practice-based teacher education course.

Another limitation is that this study was a single case, just one teacher education course and program from one institution in the U.S., which may not be like other courses and programs,

even the rare ones that adopt CP approaches. In addition, the majority of the TC participants were native speakers of English pursuing Spanish teaching certification/teacher training. Although world language teacher education programs usually enroll a relatively small number of students compared with other subject areas, it would be interesting to explore what insights a mixed group of TCs (nationality, language) might offer.

Additionally, future research should follow the TCs who graduate from a practice-based teacher preparation that adopts the CP teaching approach. Research could focus on how novice-teachers retain the CPs and use existing CP tools, for example, from Glisan and Donato (2017), in their classrooms. To research whether these tools are being used with criticality or in more rigid ways is also important. Further, which CPs novice teachers may have more difficulty enacting and the effects of these CPs on students should be examined as well.

More studies are also needed to research the use of videos as a representation of teaching. Particularly, whether there is a difference in terms of using TCs' own teaching videos as opposed to other videos as representations of teaching and how TCs' noticing, knowledge-based reasoning and questioning might be the same or different in those contexts. Besides, another area for research is the use of exemplar videos versus a novice's teaching video, how might the discussions differ for TCs and what changes might there be for noticing, knowledge-based reasoning and questioning?

7.7 Conclusion

This dissertation served as a window into how one teacher educator tried to enact the core practice teaching approach with a group of teacher candidates in one world language teacher preparation program. Specifically, through this window, how the teacher educator used exemplar videos as representations of core practices to socialize teacher candidates into certain forms of

instructional practice was illustrated. We certainly need more windows like this about how teacher educators adopt the core practice teaching approach to world language teacher education or teacher education in other fields. Specifically, claims, assertions, and arguments were made about the main foci of the project—the deconstruction phase of a CP cycle and use of video as a representation of teaching. Additionally, suggestions for WL stakeholders were elaborated. Further, teacher educators should continue to engage in broader discussions about who decides which practices are core, how we make claims about what constitutes what is “core” practice and what is not, and what practices are most relevant to teacher candidates in the local context.

More importantly, the core practice approach needs to be used in humanizing ways. Teacher education programs are where teacher candidates are loved as students and where TEs model how TCs can love their future students. It is important to prepare these future teachers to become an army of learner-ready agents of social change.

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Appendix

Interview Questions for TCs

- Can you briefly describe your teaching background? What language do you teach/want to teach? How long have you learnt and taught that language?
- What did you think might take place during a teacher preparation program before you started taking courses in your current program?
- Please share with me your understanding of core practices. What are some core practices have you learned in class?
- Do you think the core practices approach is different from the way you are learning to become WL teacher in other courses or parts of the program? How is it the same or different?
- What are your thoughts about learning core practices through watching videos of exemplary teaching?
- What's your experience with the video observation and analysis process? What do you notice about how you engage with the videos? What do you pay attention to while viewing the videos? Do you take notes?
- What are your thoughts about the core practice approach to learn to be a language teacher?

Interview Questions for TE

- Could you briefly describe your teaching background?
- Could you share with me your experience teaching the methods course throughout the years?

- Please share with me your understanding of core practices. How did you decide to select which core practices to teach?
- Was it your first time teaching the course using the core practice approach? Why did you decide to do that?
- Do you think the core practices approach is different from the way you learnt to become a WL teacher? How is it the same or different?
- What are your thoughts about teaching core practices through showing videos of exemplary teaching?
 - How did you cultivate and negotiate shared understandings and common language around the core practices?
 - What processes supported and created challenges for the cultivation of common understanding?
- What are your thoughts about the core practice approach to teach language teachers? Any suggestions for future CP course?

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