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To cite this version:

Dagmar Abendroth-Timmer, Jose Ignacio Aguilar Río, Ramona Schneider. Emotional reflexivity in pre-service language teacher education as a sociocultural learning goal. 2015. hal-01216383

HAL Id: hal-01216383

https://hal.science/hal-01216383

Preprint submitted on 16 Oct 2015

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Emotional reflexivity in pre-service language teacher education as a sociocultural learning goal

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Abstract

This paper presents the first analyses of an ongoing experimental training programme designed for a group of international pre-service language teachers from France and Germany. The focus is on their emotional reflexivity concerning their practice as language teachers and their training, as areas for conscious, guided professional development and growth. Our understanding of emotional states is twofold. They are regarded as a complex neurological, psychological and sociocultural construct, which may hamper or facilitate an individual's engagement in a learning process. We also consider them as culture and discourse-based learning objectives. Our underlying hypothesis is that the reflexivity of pre-service language teachers may lead to an awareness of whatever emotional states felt during the act of teaching, which will likely result in improved conditions for the language learners' learning process. Ultimately, our approach of the sociocultural framework where learning is expected to occur is developmental and psychological, thereby being both intra- and interpersonal[1].

Keywords: emotional reflexivity; language learning mediation; intercultural language teachers' training.

1. Language learning, learners and mediation

In this paper, "learner" refers to individuals who use a language other those considered as their mother tongues, either as a part of an institutional learning process or as they engage in everyday life situations with interlocutors who have been exposed to and used the very target language since their birth. "Learner" does not imply here lesser capabilities (Mondada, 1999), but different discourse-based and sociocultural backgrounds and experiences.

1 We kindly thank Joo-Von Kim for his generous proofreading work.

Consequently, learning a new language is understood here as coming to terms with new sets of linguistic and sociocultural artefacts, by means of which aspects of complex, everyday life reality, may at best be negotiated and understood. Learning a new language leads to the reconfiguration of such reality, as the learners' perception and sense of self and other are altered (Narcy-Combes, 2005).

Language learning as a social activity that provokes emotional states

Language learning is a fundamentally social activity, which provokes the learners' feeling of particular emotional states, such as anxiety (Arnold & Brown, 1999: 8), as does their engagement in any other social activity (Damasio, 2003). Emotional states may be understood as a cultural and psychological construct. Salmela (2014: 3) argues, from a cognitive standpoint, that the function of emotions

> is to evaluate perceived changes in the environment for their significance to the subject's concerns and to motivate adaptive responding to the situation.

Those in the position of the learners will at times engage in unconventional discursive performances and thus be deemed ill-fitted by fellow interlocutors: those categorized as learners may spend more time finding an adequate response when taking leave of a fellow interlocutor, produce an utterance that will be perceived as inappropriate, or fail to acknowledge a discursive action as hilarious. They may consequently regard themselves as unfit interlocutors (Aguilar & Brudermann, 2014).

Emotional states as a culture and discourse-based, learning objective

Emotional states are both universal and culture specific (del Olmo, 2013: 44). The ability to recognize particular emotional states and feelings within situated, discursive actions, and to express them adequately in the socially appropriate contexts, is regarded as a sociocultural learning objective (Dewaele, 2011), which may allow for the learners' development of a so-called intercultural, pragmatic competence. Such competence is necessary in order to be socioculturally functional in a given community (Timpe, 2013). The engagement of language learners in a learning process may trigger emotional states with which they will have to come to terms. Del Olmo (op. cit.: 51) argues that the learners' discovery and feeling of emotional states may contribute to the overall learning process. To this purpose, the language learners may rely on several mediating devices, namely the language teacher, whose specific mediating and rapport-building roles are often emphasized (cf. Dewaele, 2011: 28).

Language learning mediation (teaching) as a social learning activity

Language learning requires elements of mediation that allow for the language learners to attain an ever temporary equilibrium (Narcy-Combes, 2005: 155). Such mediation may have a human nature, as is the case of the learners that participate in tandem-based learning contexts (Abendroth-Timmer & Aguilar, 2014). Technology, ranging from language as discourse (Narcy-Combes, 2005: 25) to virtual web-based scenarios, may function as a mediating device. The language teachers may also act as mediators, as they use their pedagogical know-how to scaffold the learners' learning process – either as tutoring facilitators (Abendroth-Timmer & Aguilar, 2014), or in teacher-fronted classroom situations (Aguilar, 2013). Ultimately, mediation by the language teachers constitutes yet another fundamentally interpersonal and social activity, whose ethical dimension calls for the language teachers' self and other-knowledge (Mangubhai, 2007) in order to recognize evidence of the emotional states that a particular language use situation may generate both among the learners and the teacher.

2. Emotional reflexivity and awareness as professional objectives for pre-service language teachers

Objectives

The influence of humanistic psychology upon education (Rogers, 1969) has led to renewed conceptions of learning and teaching as situated practices (Macazaga et al., 2013). In this evolving paradigm, the language teachers' emotional states are taken into account, either as a variable to analyse, or as a training objective. This paper presents the first analyses of an education programme[2] that focuses on the emotional reflexivity of pre-service language teachers' practice, as an area of conscious, guided professional development and growth. The project draws on socio-constructivist theories in order to shed light on the elements that:

- facilitate the pre-service language teachers' awareness of the sociocultural, emotional dimensions that may influence their teaching practice, both for themselves and for the learners' engagement;

- help sensitize them to their (limited, justified) responsibility as to the learners' actual learning process.

Presumptions

2 "Programme" is understood here as an ensemble comprising theoretical contents, pedagogical objectives, specific tasks and tools that may allow for the accomplishment of the objectives.

Research requires transparency of the presumptions of the researcher, in this case of the definition of emotion. In a self-survey the CONFORME research group (three project leaders, three doctoral students, two senior staff members) brought together elements of a definition of emotion. The first readings on the survey revealed the research members' assumptions about the material dimension of emotions (physiological, biological, chemical, clinical, etc.). Emotions were regarded as individual constructions and spontaneous (instinctive) reactions resulting from external or internal experience / stimulus (a situation, a person, an impression, etc.). As such, emotions may be memorized and reactivated as the individual is engaged in situated action, in order to favour pleasant experiences and avoid negative ones. Emotions are accompanied by physical and discursive phenomena (tears, gestures etc.) and call for cognition, therefore an emotion can deliberately be described by the individual.

The self-survey also informed about the members' assumptions concerning the relation between teachers and learners, which appeared as entirely emotional and engraved by an implicitly shared culture as well as by the teacher's power, authority, and responsibility in an unstable and unpredictable situation. The emotions named by the CONFORME research group are the following (by order of frequency in the codings): pleasure, fear, satisfaction, frustration, guilt, contentedness, fury, compassion, to be moved, disappointment, embarrassment, pride, and self-confidence.

The role of emotion in professional identity range among the members of the research group from willingness to be authentic and share emotions

> A teacher is not a robot but a human. (R1)[3]

to trying to handle one's own emotional reaction towards the learner in a neutral or positive way. This emotional relation in the classroom is understood as socially constructed and at the same time relative to the individuals' personality. Moreover, the expectations of the society about what can be characterized as an effective teacher

> hang up an emotional sword of Damocles above the teacher. (R2).

Reflecting one's own emotion is rather difficult as the individual engages within a situated action

> I am rather somebody else. I become a support of the classroom activity. (R2)

and likely to proceed after the teaching action

> It is when I got back to the normal, to myself, in my private sphere that I analyze the experience in a personal perspective. (R2).

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3 The quotations in this chapter are excerpted from the self-survey. All the researchers' names have been anonymised.

The self-survey was used to define the construct “emotion” within the research team, prior to the program design and implementation stages of the project, which are presented more thoroughly in what follows.

The CONFORME project: Participants, calendar, and rationale

The project started in January 2014 and is due to terminate in December 2015. It comprises four main stages. Stage 1 ran from January through September 2014 and consisted of the actual designing of an online masters course. This stage implied defining training objectives, selecting contents, choosing virtual, web-based tools, and setting a user-friendly, functional, restricted-access website integrating all the multimedia contents and communication tools - forums, calendar, online multimedia files, as well as client-based, online communication tools for instant messaging, chatting, and video-conferencing. Stage 2 ran from September 2014 through to January 2015 and was essentially of a pedagogical nature. 54 (n= 54) international, applied linguistics and language didactics masters students (female and male) in France (n_1= 43) and Germany (n_2= 11) participated in the training programme. Only the participation of the Paris-based students was compulsory and involved a final, formal assessment. Two tutors conducted the programme, one in France, the other in Germany. During stage 2, the students worked in 12 mixed groups of four/five members (France and Germany) set up by the tutors, based on the students’ responses to a pre-questionnaire[4]. During stage 2, the students were required to produce two individual tasks and three collaborative tasks. For the individual tasks, the tutors and the website were expected to play the mediating role. The other peers would complete such roles for the collaborative tasks. The two individual tasks consisted in answering a pre-questionnaire and writing a final, reflexive account of their participation to the training project. For the collaborative tasks one and two, the students first had to select and read two to three texts from a corpus of approximately 40 scientific works in English, French, German, Spanish, featuring in edited volumes and peer-reviewed, international journals in the fields of applied linguistics, education, neuroscience, and social psychology. They were then requested to submit two two-page summaries of the selected works; the first would develop the notion of an ideal language learner, the second the notion of an ideal language teacher[5]. In both cases, the groups of students were instructed to conduct an introspective, brainstorming of sorts about their previous (or current) experiences as learners or teachers, in order to relate these to the theory presented in the selected works. It was expected that the collaborative process of selection, analysis, and synthesis of the summaries would trigger the students' awareness

4 Evidence of dissimilar backgrounds and profiles in the learners’ answers was used as were as criteria in order to constitute the groups.

5 These instructions draw on Olga Esteve’s language teachers training programmes at Universitat Pompeu Fabra in Barcelona. We gratefully salute her inspiring work.

about the interaction(s) between the feeling of particular emotional states, language learning, and language teaching (Esteve, 2013). The third collaborative task of stage 2 had the students design an analysis grid, which would feature the theoretical notions and pedagogical principles discussed in tasks one and two. This grid should be a functional and usable tool to characterise instances of language teaching practice. In order to assist the students' conception of the grid, an ad hoc, roughly 30-minute corpus of video-recorded language classroom excerpts by five in-service French teachers at Sorbonne Nouvelle University was made available on the website.

Stage 3 runs from January through to June 2015. Since the participation became voluntary for all students, the number of participating Paris-based students was reduced to three, along with 9 Siegen-based students. The remaining 12 students (*n*= 14) were grouped into one tandem and three groups of 3/4 members, according to criteria of novelty or of expressed personal affinity. Stage 3 should lead the groups to test, improve, and refine their analysis grids. Eventually, the grids should allow the groups to carry out analyses of the teaching practice of each member of the group. In order to accomplish this, each student will be video-recorded during his/her internship[6].

Stage 4 will run from June through to December 2015 and involve no fieldwork. It should allow for the French and German research team to gather and analyse the data in order to (in)validate the underlying hypothesis and develop further research questions.

In what follows, the first analyses of the data that have been produced in stage 2 are presented.

3. Data and research methodology: an action-research

An action research methodology was adopted for the CONFORME project (Narcy-Combes, 2005: 112-117). Data generated along the 4 stages is progressively gathered, which allow the research team to design and implement a training environment. New data iteratively bring evidence of the environment's adequacy, or suggest aspects in need of revision, as well as ways to implement the necessary changes.

Data collection and coding

The following data illustrate how the project assesses the viability to raise and act upon the pre-service language teachers' awareness of whatever emotional states they may feel during the act of teaching. To this end, a qualitative analysis is conducted of the two individual written tasks – namely a pre-questionnaire and a final reflexive account – produced by each

6 At the time this paper was written, two video-recordings were produced, ranging from 50 to 110 minutes.

student during stage 2. The assumption here is that cross-examining these opening and closing individual tasks, which contain the group-work produced along the three collaborative tasks, may reveal elements that shed light on the expectedly, transformative training process, as far as the pre-service language teachers' emotional awareness is concerned.

Two aspects are to be noted. First, the use of a written pre-questionnaire and a final reflexive account as data for the current analysis may only shed light on conscious, rational aspects of the pre-service teachers' emotional reflexivity. At this stage of the action-research, no data have been produced that allow for an analysis of the emotions felt by the pre-service teachers as they perform their teaching. A discourse analysis approach will be used to navigate through the data in order to identity both beliefs and themes. Second, throughout the analytical process, the choice of the tools allowed for the systematic cross-examination of data by the analysts/encoders in France and Germany, who could verify and (in)validate one another's coding and analyses.

Step one: the pre-questionnaire

The 54 participants were requested to answer an online pre-questionnaire (*Google* form), available in French and German (participants were given the choice), about the likely relationships between language learning, teaching, and the feeling of emotional states. Questions 1 through 3 were open:

> In your own words: 1) How would you describe "teaching"? 2) How would you describe "emotion"? 3) Would you say there is a link between "teaching" and "emotion"?[7]

Questions 4 through 6 presented three excerpts from exploratory, semi-structured interviews, conducted during the 2014 spring term, by the French and German research team among masters and undergraduate students. Excerpt 1 concerned the language teacher's responsibility over the climate of the language lesson. Excerpt 2 presented a master student's doubts about his capacity to become a language teacher. In excerpt 3, a masters student explained how the learners' attitude influenced his own emotional state. The students participating in the current project were asked to freely discuss the three excerpts.

Voyant[8], a collaborative, web-based text-mining tool, was used to navigate through the 53 completed pre-questionnaires[9], which were compiled into a single file of 14816 words. Since the students had the choice to answer in French or German, it was decided to split the corpus into two sub-corpora, one in French (11711 words), the other in German (3105 words), and to pursue two parallel analyses that would account for the idiomatic

7 The original questions are available in an appendix section, at the end of the article.
8 Cf. http://voyant-tools.org/.
9 One Parisian student did not complete the questionnaire.

particularities of each set of data. Some statistical measures were operated in order to confirm the quantitative complementarity of both sets of data, as shown in the table below:

Subgroup	Total	$\bar{x}$	Questions 1-3	$\bar{x}$	Questions 4-6	$\bar{x}$
Paris (*n*= 43)	11711	292,8	3951	98,8	7760	194
Siegen (*n*= 11)	3105	282,2	1047	95,2	2058	187

Table 1. Number of words in the two sets of Pre-Q.

Upon confirmation of the qualitative equilibrium between the two sets of data, Tropes/Emotaix[10] (Piolat & Bannour, 2010) was used to lexically explore the French subset[11]. The automatic analysis suggested several lexical universes, namely "sentiments", "education", and "cognition". Each of these three universes contained a number of lexical units, whose frequency was calculated using Voyant. Different occurrences were observed among the lexical units in the French and German sets of data, as shown in the table below:

	"sentiment"		"education"		"cognition"	
French	"peur" (18)	"confiance" (12)	"apprenant" (134)	"enseignant" (118)	"savoir" (55)	"transmission" (37)
German	"motivieren" (5)	"Motivation" (4) "demotiviert" (4) "Angst" (4)	"Lehren" (25)	"Unterricht" (23)	"Wissen" (9)	

Table 2. Lexical terms table - French and German.

Finally, two compatible text-mining pieces of software[12] were used to qualitatively analyse these lexical items within the context of the students' pre-questionnaires, as shown in the next section.

Step two: Pre-questionnaire qualitative analysis

French pre-questionnaires

Within the universe of reference "sentiment", "peur" and "confiance" were the two most frequent variables, from the French subset of data, kept for further, qualitative analysis. Contrary to other, more frequent, lexical entries such as "émotion" or "amis", neither "peur", nor "confiance" echoed any of the questions/excerpts within the pre-questionnaire. This was taken as an indication of creativity, of being in a reflexive, position of recall, undertaken by some of the responding students. Lexical synonyms, or near synonyms, of "fear" are found within the French Pre-Q subset, such as "angoisses" (1), "anxiété" (1), "appréhension" (4) or

10 Cf. http://www.tropes.fr/index.htm.
11 Tropes/Emotaix was not used on the German subset because it is only compatible with French.
12 MaxQDA and a free version of QDA Miner Lite.

“crainte(s)” (6)[13], as well as other negative-emotion lexical terms, such as “frustration” (3) or “soucis” (2). Their lower frequency made them less fit candidates for the qualitative analysis. In what follows, we present discursive elements taken from the project participants’ written productions. It is to be noted that these elements have a declarative nature; they convey neither a general reality nor a particular truth, but statements that originate from an individual's subjectivity and personal standpoint. As such, these discursive elements are taken as ad hoc ways in which the individuals define themselves, which may serve as evidence of how these individuals perceive and portray themselves at a particular moment along their training.

Universe of reference “sentiment”: “peur”

11 French students out of the 44 wrote “peur” in some of their Pre-Q answers. Some students used “peur” to illustrate a generic, universal characterization of human emotions:

> Pour une même situation plusieurs personnes auront des émotions différentes, cela peut être l'intérêt, la joie, la peur, le stress. (Tanaka)[14]

In some cases, “peur” was used to describe the teacher’s emotional state in the presence of a group of learners:

> Je comprends l'anxiété que l'on peut avoir devant une classe qui nous regarde et qui nous juge. (Isabelle)

Some students described such emotional state as a lens through which they characterized aspects of their future teaching:

> Je pense aussi avoir encore des craintes, j'ai peur de me retrouver devant un public en ne sachant que dire, en ayant des doutes sur ce que je vais leur apprendre. (Léo)

The fear to be in front of a group of learners was justified by some students in terms of the teachers’ responsibility vis-à-vis the learners’ expectations:

> L'inquiétude ou la peur de se retrouver seul devant une classe on peut bien la comparer à celle que doit éprouver l'acteur dans un théâtre devant les spectateurs. On est confronté à un groupe de personnes qui attend de nous quelque chose. (Viola)

According to some answers from the students, fear may generate a dynamic that interferes with the aims and roles of both the learners and teachers

> Si une autocensure se met en place de peur de dire des bêtises, cela peut brider fortement l'apprentissage, du côté de l'élève mais aussi pour le professeur qui

13 “Anxiety”, “apprehension”, “fear”.

14 All names of participating students have been made anonymous. A table showing all pseudonyms is available in the appendix section, at the end of the article (§ 5.4).

> communique moins avec les apprenants et donc peut moins les aider s'il ne connait pas leurs difficultés, leurs erreurs. (Tanaka)

One student, however, underlined the virtues of fear, which may act as a mediating device for teachers

> [...] avoir peur et douter est utile pour la réussite d'un acte d'enseignement. Car ces sentiments permettent de se remettre en question [...] (Omar)

Several students suggested that it is possible to act on the teacher's fear, as well as other emotional states for that matter, in order to reduce their undesirable effects on the teaching performance. Experience and preparation are highlighted as the chief tools for this

> la peur d'être devant la class [*sic*] part seulement avec l'expérience. Au début, une bonne dose de préparation pour le cours peut bien aider. (Olga)

In any case, emotional management was pointed out as a desirable skill for the language teacher, which may be acquired through formal training

> l'enseignant doit pouvoir contrôler ses émotions ou en tout cas apprendre à le faire avant d'enseigner car une classe semble être très hostile parfois… (Isabelle)

Universe of reference "sentiment": "confiance"

"Confiance" (trust) was evoked twelve times in ten student's pre-questionnaire responses. Trust may first refer to the overall climate that reigns within a group, and would depend on the teacher's capacity to trigger it

> [...] il faut crée [*sic*] un climat de confiance presque amicale (s' il s'agit d'adultes car pour les enfants il faudra garder une certaine autorité) afin de mettre les apprenants à l'aise pour qu'ils puissent communiquer [...] (Jasmine)

Secondly, (self) trust appears as a desirable, complementary, and opposing emotional state to fear, insofar as it may help the teacher come to terms with occasionally uneasy aspects of teaching

> Si un professeur est confiant en soi, il peut facilement accepter le fait qu'il y parfois a des élèves qui ne sont pas motivés (Olga)

As was the case with fear, the students suggest that the gain of (self) trust depends on time and experience

> après un peu de temps et avec un peu plus de confiance en soi, le fait de donner des cours, de transmettre du savoir est une expérience incomparables enrichissante, pleine de satisfaction (John)

Universe of reference "education": "apprenant"

Out of the 43 Paris-based students who completed the Pre-Q, 33 wrote “apprenant”[15], or a similar form - “apprenants”, “l’apprenant”, “les apprenants” - in some of their answers. The qualitative analysis shows the frequent co-occurrence of “enseignant” close to “apprenant”. Three main uses of “apprenant” were identified. Some students characterized the learner as an individual

> après un peu de temps et avec un peu plus de confiance en soi, le fait de donner des cours, de transmettre du savoir est une expérience incomparables enrichissante, pleine de satisfaction (John)

German pre-questionnaires

Within the universe of reference “sentiment”, “motivieren”, ”Motivation”, “demotiviert” and “Angst” were the most frequent variables, from the German subset of data, kept for further, qualitative analysis. As for the French analysis, these variables are not mentioned in any of the six questions or excerpts of the pre-questionnaire. It is noticeable that two of them are lexical synonyms, that is “motivieren” and “Motivation” while “demotiviert” is the contrary.

Universe of reference “sentiment”: “motivieren”

The German students indicate that in their understanding the purpose of teaching is to motivate students and to keep the teacher motivated in their role:

> Für mich sind die zwei Aspekte “lehren” und “Emotionen” fast immer miteinander verbunden. Emotionen können beeinflussen, wie ich lehre, es würde mir beispielsweise schwerfallen, mit schlechter Laune jemanden für etwas zu motivieren. (Maya)

The influence of emotions on the learners’ motivation is described by one student:

> Ich kann mir vorstellen, dass Emotionen die Einstellung gegenüber einem bestimmten Schulfach prägen. Somit können sie Einfluss auf die Motivation haben. (Leyla)

When commenting on one of the excerpts, three of the German students explain that negative emotions on the side of the learners, such as a lack of interest, can influence the teacher’s emotions:

> Hier sieht man, dass der Studierende durch das Desinteresse der Schüler selbst demotiviert wird. Der Gemütszustand wirkt sich auf den Lehrenden aus, in diesem Beispiel im negativen Sinne. (Maya)

One student, however, argues that being demotivated as a teacher can lead to a vicious cycle:

> Es ist nicht einfach, wahrscheinlich sogar unmöglich bei allen Anwesenden, einschließlich sich selbst, die Motivation immer oben zu halten. Aber die Aktionskette: der

15 “Learner”.

> Schüler demotiviert den Lehrer ist die falsche. Man darf sich nicht runterziehen lassen, sonst demotiviert man dadurch noch mehr Schüler, ein Teufelskreis beginnt. (Aurinka)

Universe of reference "sentiment": "Angst"

As in the French pre-questionnaires, some German students refer to "Angst" to describe the pre-service teacher's emotional state in the presence of a group of learners. However, they argue that the teacher is not the only active participant in class and that the students should equally be involved:

> Die Studierende hat Angst und Zweifel davor, später alleine vor einer Klasse zu stehen und zu unterrichten. Jedoch ist der Lehrende im Unterricht nicht der alleinige Akteur. Der Lehrende sollte immer für eine beidseitige Kommunikation sorgen [...] (Antonia)

This refers to the need of teacher education to understand the learning environment as a complex sociocultural system and the need to bring pre-service teachers into an active analysis of their role and connected emotions.

Universe of reference "sentiment": "Vertrauen"

"Vertrauen" (trust) was evoked twice in the German students' pre-questionnaires. One student considers trust as being antithetical to authority. As a teacher, it is argued that it would be difficult to find a suitable balance between the two

> Für mich geht es in einem Lehrer-Schüler-Verhältnis vielmehr darum, auf der einen Seite eine Autoritätsperson zu sein, die von ihren Schülern ernst genommen wird, auf der anderen Seite eine Vertrauensbasis zu schaffen, durch welche mich die Schüler nicht als unnahbare Person sehen, sondern sich frei in ihrer Meinung fühlen und eine lockere und angenehme Atmosphäre für einen erfolgreichen Unterricht entstehen kann. (Maya)

Trust is necessary on the part of the teacher in autonomous learning situations because the teacher has to surrender a measure of control over the students, as the following statement shows:

> [E]s [ist] unvermeidbar [...] für einen Erfolgreichen Unterricht, von diesem klassischen Unterrichts-Bild abzuweichen und den Lernenden Autonomie für ihr eigenes Lernen zu ermöglichen [...]. Dies kann ich aber nur, wenn ich auch Vertrauen zu ihnen habe und für die zentrale Rolle in einer Klasse nicht als Bestätigung für mich selbst brauche [...]. (Leonie)

Step three: The reflexive account

Upon completion of the stage 2, the 54 students were requested to complete a four-page reflexive account. They were instructed[16] to give details on whatever developments their

16 The exact instructions can be found in the appendix section below (§ 5.5).

participation had brought about concerning their professional and multimedia, communicative skills. Finally, the students were asked to give answers on how they foresaw their future practice as language teachers. The table below presents the first step of the quantitative analytical approach, described above, as it was attempted anew for this particular set of data:

Subgroup	Total	$\bar{x}$
Paris (*n*= 42[17])	63591	1514
Siegen (*n*= 8[18])	9796	1225

Table 3. Number of words in the two sets of Pre-Q

The results obtained with this method, as regards the reflexive accounts, appeared to be lacking in both consistency and representativeness. It was thus decided to follow a more encompassing, qualitative approach. The first analyses are presented in the three case studies that follow.

Step four: the reflexive accounts qualitative analysis

The following case studies compare the students' definitions and arguments concerning emotion in learning and teaching before and after stage 2 of the project. The analysis was explorative and data oriented.

Case 1: Leyla

In her pre-questionnaire Leyla describes the relationship she wishes to establish with her prospective learners, in particular, to find the right distance between herself and the learners. She wishes to avoid becoming the learners' friend but seeks to support them in their autonomous learning process. She characterizes emotion as a positive or negative reaction and gives an example from her teaching experience; lack of interest or motivation on the learners' part may lead to boredom or embarrasement , but this negativity is contrasted with positive authentic tasks allowing for oral exchanges which do not cause the learners feeling an uncertainty as a result of strict correction.

In her final reflexive account Leyla develops her definition of emotion on the basis of theory. She is aware of the high impact of emotion in the learning process and in the language itself, and wants to use this in order to establish an individualized learning environment. This corroborates her statement in the pre-questionnaire where Leyla already focuses on the autonomous learner.

17 One reflexive account was discarded due to the student's recognized plagiarism.
18 Three Siegen-based students failed to submit their final reflexive account.

Furthermore, she recognizes the teacher's emotional intelligence as being crucial. The use of his/her emotional intelligence allows the teacher to discover the needs of his/her learners, not only to alleviate fear but also to motivate them. Learners might harbour doubts about their language proficiency and lack self-confidence to participate in the activities. Leyla explains later on her negative emotions about her language skills at the beginning of the project, which she could transform into positive ones. In this fashion she has managed her emotions in order to realize learning goals.

Finally, Leyla underlines the role of emotional self-management by the teacher in order to prevent a burnout due to the teacher's lack of capacity to separate his/her professional and private spheres, or to analyze his/her emotions. Therefore, she argues that pre-service teachers should learn to come to terms with and interpret their emotions as they teach.

We can argue that Leyla has largely developed her view on emotions in learning and teaching (as well from the perspective as learner, student, and future teacher). She understands the objectives of the contents and methods of the project in which she takes part.

Case 2: Laura

According to Laura, emotions are either positive or negative feelings. She deems that establishing an open-minded relationship between the teacher and the learner is the most important aspect in the classroom. This implies discussing about common goals. Laura wants to treat learners like members of her staff in a natural atmosphere whereas, in her perspective, the image of the teacher-learner relation in Germany is rather competitive.

In her account, Laura describes group discussions and ideas coming from different theoretical articles which reinforce the ideas above. In her understanding, motivational processes influence classroom discourse. The crucial variable for motivation is the social affiliation including the relationship with the teacher. An important finding for her is the role of distance in the relationship with the learner, particularly in the context of managing one's own emotions and evaluating the learners. This has been cause for an inner conflict for Laura during a teaching experience where she wanted to foster close contact with her learners but became embarrassed when evaluating them. This episode represented an example in which the emotions of the learners influenced her teaching practice. This is why she recognizes the theory of the three basic needs (competence, autonomy, and social affiliation) as important factors.

Finally Laura's reflexive account shows that her training process is positively influenced by the group discussions in which the students brought together their views regarding the theories, and analyzed their former practical experiences. The social context appears as an

important element in Laura's reflexion, as far as her participation in the training programme is concerned.

Case 3: Tanaka

For Tanaka, emotions are initiated by a situation or a mental state and are difficult to be acted on. In the language classroom a severe atmosphere will reduce oral participation and learner-teacher interaction, a compounding problem that results in the teacher knowing even less about the learners. The teacher is responsible for the learning process, which is rather frightening for Tanaka. According to her, the teacher's positive emotions will facilitate learning, while negative emotions will hamper it. She finds that standing in front of the class and having such a responsibility vis-à-vis the learners, may be frightening at the beginning of a teacher's career.

Tanaka continues by explaining how profitable it was to read the different articles and to find the notion of transfer in order to develop her definition of the relationship between the teacher and the learner, and the responsibilities of the teacher. Fear can arise when the learner knows more than he/she can express in the language and self-esteem helps handling this fear, according to Tanaka. Furthermore, Tanaka combines the view on fear with the notion of motivation and states how difficult it is to make motivation visible and observable for the teacher. A good atmosphere and good relationships between the learners in turn motivate the learners and the teacher. This is what Tanaka wants to realize as a teacher.

Tanaka demonstrates an ability to bring together her experiences as a learner with her subjective theories about learning, along with scientific theories.

Intermediate discussion

The pre-questionnaires produced perspectives on emotion and teaching that showed no evidence of explicit theoretical input. It is interesting to note that each student concentrates again on one rather individual and capital aspect in the final reflexive account. The close reading of the case studies suggests evidence of both the students' personal development and deeper understanding of the interaction between that emotion, teaching, and learning, as well as their awareness of the scope that emotion may have on their teaching practice.

4. Concluding remarks: Limits, results and further questioning

Limits

This paper has presented a pre-service language teachers' training programme that focused on the emotional dimension of teaching. It therefore served as fieldwork to conduct a transdisciplinary research whose chief hypothesis concerned the possibility to trigger the pre-

service teachers' awareness of teaching-related emotions, which was brought about by means of a third party mediation. There are obvious limits to such a body of research, primarily due to the limited number of participants and their uneven distribution in the French and German contexts. The subjective nature of the data does not allow for a high degree of representativeness. The wealth of data produced, however, suggests the appropriateness of the tasks and tools specifically designed for the training programme, as elements allowing for both mediation and reflexivity, in order to facilitate the emergence of change. In this light, there is evidence of the possibility to extend the training programme, or to export it to other contexts - in which case, specific adaptations may be required. The programme's modular base, which made it adaptable, could be verified in the context of the participants' uneven distribution and engagement[19] from stages 2 through 3. Further implementations should attempt solutions that reconcile the institutional constraints and the possibility for an innovative pedagogy, where the scope of the institution (namely the pedagogical and the evaluative practices) may become blurry, particularly for the students.

Results

The analysis of the students' productions temporarily validates the project's hypotheses. The participating students do seem to recognize a link, as well as an ongoing interaction, between emotions, teaching and learning. As such, students agree, by means of their discourse, to declaratively acknowledge emotions as complex constructs of a biological and psychological nature, which may determine the quality of, and the possibilities for, effective teaching and learning. This indicates the appropriateness both of emotional reflexivity as a piece of content in a language teachers' training programme, and of the designed course as an artefact to trigger the pre-service language teachers' emotional reflexivity concerning their prospective practice.

The discursive analysis of the students' written productions show a quantitatively remarkable use of modal formulae that denote moral obligation. A teaching ethics of sorts (Mangubhai, 2007) sketches out through the students' awareness of the actions and gestures that may either favour or hamper an effective interaction between teaching and learning, thus conducive to the emergence of change.

Lexical units such as fear, emotion-based moral values, and trust appear as recurrent emotion-based moral values, whose remarkable impact on the teachers' practice the participants put forward. The students recognize a diachronic dimension to these emotional variables, insofar as they suggest the possibility for an evolution to take place as years go by

19 Only 3 students in Paris, out of the original 44, decided to pursue the experience, which required for a specific organisation. The fact that stage 3 was not compulsory for the Parisian students appears today as the most plausible explanation for such massive disengagement.

and experience is gained. Such a standpoint suggests the students' idealized visions of likely emotional states as teachers-to-be. In effect, such visions seem to may originate from previous experiences as learners and also from recent proper teaching experiences, which may have lacked analytical and theoretical frameworks that allow for those in the teaching position to distance themselves from what they experience.

Further questioning

The above observations lead to further questioning. May experience – understood as a stock of lived situations, in specific contexts, with particular co-participants, along a measurable diachronic scale of time – be the overriding factor that helps to develop/accommodate a sense of legitimacy among language teachers? Is it possible to implement tools, practices along the pre-service training that help de-idealize? Longitudinal fieldwork will certainly increase the opportunities to document the complexity and scope of the construct experience, as far as emotionally aware, teaching development is concerned. Further research on the teachers' emotional dimension should certainly aim at clarifying whether pre-service teachers' training maintain an adequate balance between theoretical and practical content. Such adequacy must be understood as catering for a multidisciplinary theoretical framework that allows for the emergence of the pre-service teachers' awareness of their responsibility for learning to occur (Narcy-Combes, 2005). This responsibility certainly requires understanding the complexities of the learning process (Aguilar & Brudermann, 2014), but also being aware the deep, inner subjectivity that the teaching process implies.

The data analysed deal with emotional reflexivity. As such, they are insufficient to (in)validate the question concerning the appropriateness of the training programme as a complex mediating tool that ultimately leads to more efficient learning opportunities. In effect, one of the research hypotheses suggests the possibility that a teaching practitioner aware of the emotional dimension that binds teaching and learning may perform more accurately as a facilitator of learning. Stage 3 should allow for the production of data that link emotional reflexivity and emotional activity, and thus bring the focus closer to the learning affordances made possible by emotionally aware, observable teaching practices. Again, providing for a solid, longitudinal dimension, both on learning and teaching, will only increase the possibilities to characterize the complexity of such a link.

5. Appendixes

5.1. Pre-questionnaire open questions (French)

Qu'entendez-vous par "enseigner" ? - Répondez avec vos propres mots.

Qu'entendez-vous par "émotion" ? - Répondez avec vos propres mots.

Voyez-vous un lien entre "enseigner" et "émotion" ? - Répondez avec vos propres mots.

5.2. Pre-questionnaire open questions (German)

Was verstehen Sie unter "lehren"? - Bitte antworten Sie mit Ihren eigenen Worten.

Was verstehen Sie unter "Emotion"? - Bitte antworten Sie mit Ihren eigenen Worten.

Sehen Sie einen Zusammenhang zwischen "lehren" und "Emotion"? - Bitte antworten Sie mit Ihren eigenen Worten.

5.3. Pre-questionnaire excerpts[20]

Excerpt 1: "des cours de langue c'est pour apprendre à communiquer, donc il faut, faut vraiment, créer, un contexte, une situation naturelle pour, leur apprendre à parler, il faut pas, être trop sévère ou bien comme vraiment une classe de pour les enfants, les prendre comme des amis c'est plus facile".

Excerpt 2: "j'ai encore des doutes quant au fait que j'ai envie d'enseigner, j'ai, c'est le côté de se retrouver seule de se retrouver seule devant une classe débout enfin vraiment être l'acteur de l'enseignement".

Excerpt 3: "parfois il y a des élèves qui ont l'air très fatigués et qui, pas, beaucoup d'intérêt sur ce que je raconte, ça me, pour moi, j'étais aussi influencé par, leur, état, leur émotion, je serais un peu, découragé".

5.4. Participating students

Group	Students				
1	Pauline	Tom	Léo	Goupil	Emilia
2	Christina	Liz	Zoé	Inès	
3	Emira	Vero	Louise	Mimi	Stella
4	Antonia	Isabelle	Rubén	Roseline	Manuel
5	Leyla	Anna	Lulu	Noah	
6	Leonie	Tanaka	Nuria	Lian	Alice
7	Markus	Lilie	Viola	Hélène	
8	Maya	Sofia	Leila	Qiang	
9	Laura	Carlos	Laetitia	Olga	
10	Rahel	Julian	Jasmine	Arif	John
11	Luisa	Mailin	Quentin	Anastasia	Adam
12	Aurinka	Charlotte	Nina	Omar	

20 Excerpts were kept in original French for the German version of the questionnaire.

5.5. Reflexive accounts open questions (French)

Apports de la théorie concernant le développement des compétences professionnelles : quels gains professionnels au niveau des compétences théorique, linguistique, interculturelle, émotionnelle, coopérative, médiatique, motivationnelle, de pratique de classe ou d'autonomie etc. ?
Apports de l'expérience de travail en équipe et de communication médiatisée : quelle transférabilité en tant que (futur) enseignant ? quelles difficultés, quels moyens pour les contourner et/ou dépasser ?

Apports de l'expérience en tant que participant, apprenant, futur enseignant : quel sont les gains professionnels au niveau des compétences pratiques maintenant et pour votre projet professionnel ?

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