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Celso José de Lima Júnior

Seeing L2 academic writer/writing development: a Vygotskian sociocultural theory study

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O presente trabalho em nível de Doutorado foi avaliado e aprovado, em 26 de abril de 2024, pela banca examinadora composta pelos seguintes membros:

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Certificamos que esta é a versão original e final do trabalho de conclusão que foi julgado adequado para obtenção do título de Doutor em Inglês: Estudos Linguísticos e Literários.

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ABSTRACT

Although research on academic writing has advanced in recent decades, there are still essential questions about the development of writer/writing expertise in English in the context of higher education (De Lima Junior, 2022; Principe, 2017; Prior, 1998; Shresta, 2020; Smith; Prior, 2020). Being writing a situated and mediated activity that involves an individual's lived experience, embodied semiosis, interaction with others, and use of semiotic-material resources (Principe, 2017; Prior, 1998), it is crucial to acknowledge that the learning-to-write experience is interconnected with broader sociocultural contexts and the importance of understanding the writers' lived experiences, emotions, interactions, and resources in shaping their writing practices. Considering this need to explore our teaching practices, this study employs Vygotskian sociocultural theory (Vygotsky, 1987; 1997a; 1997b) to systematically, empirically, and longitudinally investigate and document the development of academic writing expertise in two preservice English as a Foreign Language (EFL) teachers. Specifically, it explores how dialogic interaction influences the conceptual development of aspects of academic writing as these preservice teachers engage in talk-in-interaction sessions mediated by their teacher while composing a research article. This study found that for each participant, different aspects of academic writing were discussed during the talk-in-interaction sessions and different cognitive/emotional dissonances emerged as a growth point for each of them. By externalizing their needs and motives, relating emotionally to the process of learning to write and engaging with the teacher in different ways, each participant demonstrated an individual and unique development trajectory as they walked the teaching-learning path.

Keywords: Academic Writing; Concept development; Dialogic interaction; Mediation.

RESUMO

Embora as pesquisas sobre a escrita no contexto de ensino superior tenham avançado nas últimas décadas, ainda há questões essenciais sobre a aprendizagem e desenvolvimento da expertise do escritor/escrita em língua inglesa no contexto de ensino superior (De Lima Junior, 2022; Principe, 2017; Prior, 1998; Shresta, 2020; Smith; Prior, 2020). Sendo a escrita uma atividade situada e mediada pela experiência vivida do indivíduo, interações sociais e o uso de recursos semióticos e materiais (Principe, 2017; Prior, 1998), se faz imperativo reconhecer a conexão entre a escrita e contextos sociais e culturais mais amplos, enfatizando a importância de compreender as experiências, emoções, interações e recursos do escritor na formação de suas práticas de escrita. Considerando essa necessidade, este estudo emprega a teoria sociocultural Vygotskiana (Vygotsky, 1987; 1997a; 1997b) para investigar e documentar de forma sistemática, empírica e longitudinal o desenvolvimento da escrita em inglês de dois professores de inglês como língua estrangeira (EFL) em formação inicial. Especificamente, este estudo explora como a interação dialógica entre professor e estudante influencia o desenvolvimento conceitual de aspectos da escrita acadêmica à medida que esses futuros professores se envolvem sessões de interação dialógica mediadas por seu professor, enquanto redigem um artigo de pesquisa. Este estudo constatou que, para cada participante, diferentes aspectos da escrita acadêmica foram discutidos durante as sessões de "Talk-in-interaction" e diferentes dissonâncias cognitivas/emocionais emergiram como um ponto de crescimento para cada um deles Assim, ao externalizar suas necessidades e motivos, relacionar-se emocionalmente com o processo de aprender a escrever e engajar-se com o professor de diferentes maneiras, cada participante demonstrou uma trajetória de desenvolvimento individual e única ao percorrer o caminho de ensino-aprendizagem.

Palavras-chave: Escrita acadêmica; Desenvolvimento de conceito; Interação dialógica; Mediação.

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1. INTRODUCTION

1.1 STATEMENT OF PURPOSE

This study stems from my lived experience as an academic writing teacher and my long-standing interest in exploring the role of teachers in the learning process. Since joining the faculty at *Universidade Estadual da Paraíba* in 2016, I have had the opportunity to teach English academic writing courses. As a writing teacher, I have observed that many of the challenges my students face stem from their previous experiences with learning to write. Over the years, I have realized that their abilities and difficulties are deeply influenced by past experiences, whether they feel such experiences as positive or negative. Some students bring with them a rich background of writing practices built since childhood through family or educational stimuli. In contrast, others arrive in my classroom with a less developed relationship with writing. Additionally, I notice how the concepts they have internalized throughout their educational journeys directly influence how they think about and enact their writing activity (De Lima Junior, 2021; 2022).

Previous and current research on Second language[1] (L2) academic writing has focused on analyzing the linguistic, rhetorical, and generic features of texts (Hyland, 2000; 2019; 2021; Martin; León Perez, 2014; Swales, 1990, 2004) as well as comparing rhetorical issues across and among multiple language and cultural contexts (Golebiowski, 2018; Hyland; Wong, 2019; Kaplan, 1966; Ventola; Mauranen; Connor, 2011). In the last few decades, a substantial amount of research on L2 writing has been carried out in efforts to examine L2 writing learners' behavior and attitudes emerge when they engage in while writing (Carless, 2015; Coffin; Donohue, 2014). Some of the previous studies were process-based approach conceiving writing as a cognitive problem solving and exploring L2 writing learners' cognition while engaging in writing activity, such as planning, analyzing, synthesizing, reasoning, and monitoring (Flower; Hayes, 1981; Zamel, 1983). Other studies have focused on the relationship between L2 writing learners' engagement, trajectory, voice, and identity with writing in different fields and their disciplinary cultures. Scholars such as Curry, Lillis (2022), Hyland (2000), Ortmeier-Hooper (2013), and Samway (2016) have conducted research in this area. However, there has been limited progress in answering essential questions about the learning and development of L2 writer/writing expertise in higher

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[1] In this study, "L2" refers to any language beyond an individual's first language.

education (De lima junior, 2022; Principe, 2017; Prior, 1998; Prior; Smith, 2020; Shresta, 2020).

In recent times, sociocultural theory has been increasingly used in the field of second language acquisition (SLA) to understand how L2 writing activity is influenced by a learner's social and cultural contexts. Notable works in this area include those of Bazerman et al. (2018) and Prior (1998; 2006). According to Smith and Prior (2020), all writing activity is situated, distributed, layered, and shaped by historical context. Consequently, more than analyzing textual artifacts alone it is required to understand the complexities of writing activity entirely. Writing is a situated and mediated activity that involves an individual's lived experience, embodied semiosis, interaction with others, and use of semiotic-material resources (Prior, 1998; Principe, 2017). As individuals write across different times and spaces (Curry; Lillis, 2022), they construct and rely on chains "[…] not limited to texts, but located in laminated literate activity, including diverse histories of talk, reading, observation, action, thinking, and feeling as well as writing" (Prior, 1998, p. 244). In other words, in writing, many activities converge, such as reading, speaking, observing, doing, creating, thinking, interaction and how individuals are experiencing it , in addition to putting words on paper and mastering grammar (Bazerman et al, 2018; Prior, 1998). Thus, writing expertise development, both in the first language and in the second language, goes far beyond learning spelling and grammatical rules or developing handwriting motor skills but also learning "the social practices and cognitive functions required to decode and produce written texts" (Ferris; Hedgcock, 2014, p. 16).

This interconnectedness of writing with broader social and cultural contexts leads L2 academic writing to the sociocultural theory by the Russian psychologist Vygotsky (Prior, 1998). For him, the development of human cognition "emerges out of participation in external forms of social interaction that become internalized psychological tools for thinking (internalization)" (Johnson; Golombek, 2016, p. 4). Vygotsky (1998) aimed to create a "cultural psychology" that takes into account the social, cultural, and interpersonal contexts that contribute to development at various levels. In a Vygotskian Sociocultural Theory perspective, the development of human cognition is a constructive process that "is not direct but mediated" (Johnson; Golombek, 2016, p. 4) and emerges "through engagement with cultural artifacts and activities, concepts, and social relations" (Johnson; Verety. Childs, 2023, p. 16).

Being writing a mediated activity, teachers who spouse a sociocultural perspective intentionally "[…] shape the social [environment] of development by creating safe structured

mediational spaces" (Johnson; Golombek, 2020, p. 116). In van Lier's words (2004), these spaces "create[s] invitational structures and spaces for learners to step into and grow into" (p. 162). In teaching and learning writing, these spaces are essential for enhancing writer/writing expertise. As essential participants in this process, teachers play an imperative role in "seeing, supporting, and strengthening the development" of their students' writing skills by being attuned to what students need and how they are experiencing the learning-to-write activities as a way to mediate them while they are learning to write (Johnson; Verity; Childs, 2023, p. 4). In doing so, as claimed in Vygotskian Sociocultural Theory, the focus of teaching and learning writing does not rely on the product, in this case, the text itself, but on the process of producing it for understanding the development of writer/writing expertise.

Thus, like other studies based on Vygotskian Sociocultural Theory (Agnoletto, 2019; Agnoletto; Dellagnelo; Moritz, 2020; Agnoletto; Dellagnelo; Johnson, 2022; Biehl, 2016; 2020; Biehl; Dellagnelo, 2016; Johnson; Golombek, 2016; 2018; 2020; Johnson; Verity; Childs, 2020; 2023), I believe in the need to explore our teaching practices not just for the sake of the practice itself, but to understand how our students are experiencing these practices and what and how they are learning through them.

1.2 OBJECTIVES AND RESEARCH QUESTIONS

Considering this need to explore our teaching practices, this study aims to systematically, empirically, and longitudinally investigate and document the development of writer/writing expertise of two preservice English as a Foreign Language teachers. Specifically, it explores how dialogic interaction influences the conceptual development of aspects of academic writing as these preservice teachers engage in talk-in-interaction sessions mediated by their teacher while composing a research article. Additionally, this dissertation seeks to highlight the significant role that teacher mediation and a Vygotskian Sociocultural perspective play in the teaching and learning of academic writing at the higher education level. Thus, the primary research question of this study is: How does dialogic interaction impact the conceptual development of aspects related to academic writing of a cohort of undergraduate students of English as they engage in a series of talk-in-interaction sessions mediated by their teacher while writing a research article?

Specifically, it examines the following two research questions (RQs):

1. Which aspects of academic writing were discussed during the talk-in-interaction sessions? How did the students' pre-understanding of these aspects emerge as a point of growth?

2. How have the students' understandings of the aspects covered as growth points in the talk-in-interaction sessions changed due to the teacher's mediation?

1.3 SIGNIFICANCE OF THE STUDY

This dissertation is a qualitative study that aims to provide a detailed description of a dialogic interaction practice called Talk-in-interaction session. The practice is used in an L2 academic writing course for undergraduate students at a public university in the northeast of Brazil. The study aims to contribute to a better understanding of the learning-to-write and writing practices in higher education, especially in L2 academic writing.. This study intends not to promote or advocate for this specific learning-to-write practice as the best method for L2 academic writing. Instead, it aims to present a distinct comprehension of the processes involved in teaching and learning writing at the university level, including the role of teachers in facilitating the development of students' writer/writing expertise. This study challenges the discourse that attributes the declining academic standards to the low levels of academic writing among university entrants. This deficit discourse overlooks several important factors (Lea; Sreet, 1998; Wingate, 2015). Rather, the lack of recognition of the diversity of student backgrounds and experiences in higher education is a significant contributing factor. The expansion of higher education systems globally has led to increasingly diverse student populations, and providing additional support is crucial to ensure equal opportunities for success. Furthermore, focusing only on language deficiencies disregards other factors such as students' lived experiences, which play a critical role in academic performance. Learning to write is not the development of the ability to communicate competently in an academic discourse community (Wingate, 2010). Instead, it is a development that shows "diverse ways of knowing, being and doing", informing that the need of new approaches to educational practice and research to understand individuals "more fully—as social, emotional, cognitive, and cultural beings whose quality of life depends, in part, on supportive and informed learning environments" (Moje et al., 2020, p. 3).By acknowledging and addressing these factors, we can gather empirical data that justifies dialogic interaction as a means of mediation

in developing writer/writing expertise instead of corrective or formative/interactional
[2]feedback that focuses on the judgment and assessment of the text itself (Huot, 2002). .

1.4 STRUCTURE OF THE DISSERTATION

This dissertation comprises eight chapters, including the introduction. Chapter 2 presents the central concepts of VSCT that guide this dissertation study. Chapter 3 familiarizes the reader with our stance on writing in the context of higher education. Chapter 4 presents the methodology by characterizing the research, detailing the research context, data collection and selection procedures, and the analytic framework. Chapter 5 constitutes the analytic part of the dissertation. Chapter 5 presents the analysis of the quality and character of the dialogic interaction between teacher and two students. Chapter 7 presents the study's findings on its research questions. The chapter also provides a comprehensive understanding of the study's outcomes and highlights avenues for further research.

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[2] Formative Assessment "refers to assessment that is specifically intended to provide feedback on performance to improve and accelerate learning. (SADLER, 1998, p. 77)

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK: VYGOTSKIAN SOCIOCULTURAL THEORY

2.1 INTRODUCTION

In this chapter I establish the theoretical foundation and educational rationale to systematically, empirically, and longitudinally investigate and document the development of writer/writing expertise in two preservice English as a Foreign Language teachers. This chapter has four sections including this introduction. In section 2, I will provide a brief overview of Vygotsky's philosophy. In section 3, I will discuss the development of human cognition and establish the theoretical foundations for Vygotsky's developmental perspective. Lastly, in section 4, I will introduce the concept of mediation.

2.2 VYGOTSKY'S PHILOSOPHY

Adopting a Vygotskian sociocultural theory perspective involves a crucial change: recognizing the importance of social factors in the development of human cognition (Vygotsky, 1978; 1981; 1986; 1997a; 1997b; 2012). This shift claims the central role of social interaction in the development of human cognition and challenges the psychological dualism that Descartes' philosophy (Cartesian thought) has brought into the scene (Newman; Holzman, 2014). According to Cartesian thought, two distinct and separate entities interact in the philosophy of the relationship between the mind and body. From his philosophical viewpoint, the mind is an intangible, reasoning entity capable of consciousness, while the body is a physical entity that obeys the principles of physics and biology. Descartes postulated that the mind-body interaction occurs through the pineal gland in the brain, which serves as the point of connection between the two. Since its inception, Cartesian dualism has profoundly impacted Western philosophy and has been the subject of extensive discussion and refinement by numerous philosophers.

To overcome this dualistic perspective, Vygotsky adopted a unified perspective that views human development dialectically. This unified perspective is called "Vygotsky's dual-dialectical vision", in which "[t]he internal aspects are first influenced by external" (Robbins, 2003, p. 5). This dialectical approach is based on Spinoza and Hegel's philosophical stance. Vygotsky was heavily influenced by their ideas on the nature of human consciousness, the relationship between the individual and society, and the role of history in shaping human

development (Lantolf; Thorne, 2006; Zavershneva; Van der Veer, 2018). Vygotsky's understanding of how the individual and society relate to each other was greatly influenced by Spinoza's philosophy, particularly his concept of substance (Bakhurst, 2023). Spinoza believed that the individual and society are not separate entities but interconnected and part of the same substance. Vygotsky similarly believed there is a connection between the inner (psychological) and outer (social) planes and that social interaction and cultural tools shape human development and consciousness.

Hegel's philosophy of the spirit and dialectical idealism on the role of history in shaping human development also influenced Vygotsky's work (see Vygotsky, 1997b and Bakhurst, 2023). Hegel believed that history is a developmental process in which human consciousness and society evolve. Vygotsky similarly believed that historical and cultural factors shape development and that this development is closely tied to the development of these factors. With that, Vygotsky's work was significantly influenced by Spinoza and Hegel's perspectives on the interplay between the individual and society and the impact of historical events on human development. His "cultural-historical psychology" theory incorporates their dialectical stance on the relationship between individuals and society (Miller, 2011. p. ix).

This is a stance that has begun to gain prominence in the field of applied linguistics (Lantolf; Thorne, 2006). It points out that the development of human cognition emerges firstly in social processes embedded dialectically in social interaction. In this way, development takes place based on both "historical experience," in which we experience the social world through history and culture, and "social experience" in which we experience the social world through our interactions with those around us, as a "double experience" (Vygotsky, 1997a, p. 69). According to this theoretical stance, our psychological development should "encompass in research the process of development of something in all its phases and changes, from the moment of its appearance to its death – means to reveal its nature, to know its essence, for only in movement does a body exhibit what it is" (Vygotsky, 1997b, p. 43). In the next section, we lay down the theoretical and methodological foundation of Vygotsky's sociocultural theory by providing an overview of the following principles and concepts: The Genetic Method, Internalization, and psychological tools.

2.3 VYGOTSKY'S DEVELOPMENTAL STANCE: THE SOCIOCULTURAL THEORY

In his book "Mind in Society: The Development of Higher Psychological Processes", Vygotsky (1978) emphasizes the importance of a fundamentally "new approach to scientific

problems" and how it leads to the development of "new methods" of investigation and analysis, especially in psychology. In fact, he believes that effectively addressing the novel ways problems are presented requires more than just adjusting existing methods (Vygotsky, 1997a, p. 27). As such, Vygotsky's insight highlights the importance of adapting research methods to the changing nature of scientific problems and underscores the need for researchers to be open to new approaches and methods and constantly seek innovative ways to approach scientific inquiry.

Delving into those viewpoints, Vygotsky (1997a) took issue with the perspective of psychology research in which experiments follow a stimulus-response framework. In this perspective, besides variations in procedural details and artificial conditions and settings, the researcher can only observe and analyze participants' responses to specific stimuli. By examining these responses, researchers only gain insights into the nature and development of psychological processes. Vygotsky (1997a) highlighted that this approach has limitations, as it may not fully capture the complexity of real-world psychological phenomena. Furthermore, depending solely on artificial settings in experiments may restrict the applicability of research findings to real-life situations.

According to Vygotsky (1997a; 1997b), while different psychology schools may have different theoretical interpretations of stimuli, they tend to follow the same fundamental approach to understanding scientific problems. In other words, despite their theoretical differences, most psychology schools rely on the same basic stimulus-response framework to investigate psychological processes. However, Vygotsky (1997a) acknowledges that while the stimulus-response framework has limitations, it has also provided a valuable context within which researchers can obtain descriptions of the psychological processes that are presumed to be elicited by the stimulus. For example, he cites the work of Wundt, who used the stimulus-response framework to investigate various psychological phenomena. Despite his criticisms of this framework, Vygotsky recognizes that it has played an essential role in advancing our understanding of psychological processes. At the same time, however, he argues that researchers must be willing to explore alternative approaches to complement or replace the stimulus-response framework as needed. By doing so, researchers could gain new insights into the complex and multifaceted nature of psychological processes not fully captured by the traditional stimulus-response framework.

Historically, there have been two broad categories of schools in psychology: objective and introspective (Bakhurst, 2023). Objective schools, such as behaviorism and contemporary cognitive psychology, focus on observable behavior and use experimental

methods to investigate psychological phenomena. In contrast, introspective schools, such as structuralism and Gestalt psychology, focus on subjective experience and often rely on introspective methods to investigate psychological phenomena. Despite their differences, both types of schools have contributed to our understanding of psychological processes (Bakhurst, 2023).

Vygotsky (1978) argues that the stimulus-response framework needs to be revised to study psychological functions, such as complex problem-solving or creative thinking. He notes that this stimulus-response framework was initially considered adequate only "for studying elementary processes of a psychophysiological character" (p. 60), such as simple sensory perceptions or reflex actions.

Considering this claim for change, Vygotsky (1997a) proposes that new ways of understanding psychological processes demand the invention of new investigation methods, which may entail the qualitative differences between human and animal behavior as well as between mental functions and how they are investigated. In relation to the qualitative differences between human and animal behavior, Vygotsky (1978, p.60) states that "human behavior differs qualitatively from animal behavior" due to humans' adaptability and historical development, which are unique to our species. This historical development is reflected in our psychological development.

According to Vygotsky (1997c), human cognition is not solely dependent on biological and mental processes. Still, culture also influences it, leading to different psychological functions in character and quality. He explained that some psychological functions are built upon biological and mental processes but restructured by culture. In these terms, Vygotsky conceives two distinguished mental functions[3] (Wertsch, 1985).

The distinction between elementary mental and higher psychological functions is based on four criteria (Vygotsky, 1978). The first criterion states that environmental circumstances directly influence elementary mental functions, while higher psychological functions are self-regulated by the individual. The second criterion emphasizes that higher psychological functions are consciously realized and voluntarily controlled. The third

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3 Vygotsky's developmental stance entails two distinct periods of focus. According to Veresov and Mok (2018), from 1928 to 1931, he conceptualized the sociogenetic process by which higher mental functions develop, developing key concepts such as sign, mediation, internalization, and higher mental functions. This period gave rise to the sociocultural approach, emphasizing the influence of social and cultural factors on cognitive development. From 1932 to 1934, however, Vygotsky shifted his focus to the systemic reorganization of inter-functional relations in human cognition. A new theory of consciousness drove this change as a dynamic, semantic system that emerged around 1932. For a better understanding, check the following Vygotsky's work: First period (Vygotsky, 1997) and Second period (Vygotsky, 1987; 1994; 1998; 1999).

criterion highlights that while elementary mental functions have biological origins, higher psychological functions are socially constructed through sociocultural activities. The fourth criterion underscores that higher psychological functions, such as language, require psychological tools to mediate our interactions with others and the world around us. This is because our contact with the outside world is indirect and mediated by signs (Vygotsky, 1978). In explaining those criteria, Shrestha (2020, p. 36-37) brings as a great example "the attention to a sudden loud noise" as an elementary mental function. In contrast, "attention to a conversation" is a higher psychological function. In short, involuntary attention to noises solely depends on the sense of hearing, which is biologically endowed; on the other hand, voluntary attention during a conversation does not solely depend on hearing, but on actively choosing to listen to what people have to say, an ability that develops as humans internalize – through social interaction – the psychological tools they need to self-regulate.[4].

While distinguishing mental functions into elementary and higher, and differentiating human and animal behavior, he proposes three principles in opposition to the criticized methods above: (a) focus on processes rather than objects, (b) focus on explanation rather than description, and (c) address the problem of "fossilized behavior":

a) Focus on processes rather than objects

Vygotsky (1978) argues that traditional approaches to experimental psychology must adequately capture the mutability and changeability of psychological functions. He advocates for a developmental psychology approach that can trace the process of psychological development under certain conditions. To do this, he proposes a method called "experimental-developmental," which artificially "creates a process of psychological development" (Vygotsky, 1978, p. 61). This method aims to reconstruct each stage of the developmental process by identifying the parts or components of dynamic changes that make up a whole process history. By replacing object analysis with process analysis, Vygotsky states that research can focus on the developmental history of a process by turning it back to its initial stages.

b) Focus on explanation, not on description:

Vygotsky (1978) emphasizes the importance of moving beyond mere description to understand phenomena underlying causal dynamics. He takes inspiration from K. Kevin's ideas about the difference between phenotypic (descriptive) and genotypic (explanatory) analysis. In Vygotsky's study of speech development, there is a "distinction between

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4 In part 2.4, we present an overview of the mediational activity.

phenotypic and genotypic similarities" (1978, p. 62), as clear opposition to Stern's research, which posits that children and adults have the same awareness of the relationship between signs and meaning. For Vygotsky, while external aspects of speech may appear similar in young children and adults, they are fundamentally different from a developmental perspective.

To uncover these hidden internal differences, Vygotsky proposes a shift toward process analysis instead of objective analysis. He stresses the need to focus on the processes of psychological development and identify the parts or components of dynamic changes that are part of a whole process history. He also highlights the importance of distinguishing between two processes that may appear similar on the surface but are radically different "in their causal-dynamic aspects and vice versa" (1978, p. 62). In this way, Vygotsky seeks to reject nominal descriptions and determine the causal-dynamic relations that underlie higher forms of behavior.

c) The problem of fossilized behavior:

Vygotsky's conception of fossilized behavior refers to processes that have undergone long historical development and become fixed over time. To fully understand their essence and nature, analyzing their historical behavior and tracking their changes over time is essential. Vygotsky believes "the historical study of behavior is not an auxiliary aspect of theoretical study but [instead] forms its base" (1978, p. 65). He suggests that psychological analysis must include several essential factors, including process analysis to study how behavior changes over time and analysis of accurate, causal, or dynamic relations instead of merely describing outer features of behavior. Hence, the analysis must focus from its origin to the moment it reaches a relatively stable state and acknowledge that the development outcome is a distinctively novel form that arises from the process rather than just an aggregate of basic processes or a purely psychological function. In this way, Vygotsky's (1978) method is not just a tool for studying behavior but also the product of that study: "In this case, the method is simultaneously prerequisite and product, the tool and the result of the study" (p. 65). For example, when studying why a person uses specific strategies to write a paper, the process we track is also the method. This duality of Vygotsky's method is essential to understanding how to conduct a thorough psychological analysis.

In this manner, Vygotsky provides a method for systematically and dialectically exploring cognition without separating it from environment. In this method, mind "is not what we have; it is what we do in the world when being engaged with the environment. The mind is embodied and engaged with the world – there is no "Mission Control" somewhere in the

brain because the mind is not a "thing"; instead, it is relational" (Arievitch, 2017, p. 14). In the next subsection, we provide an overview of this method, called the Genetic method.

2.3.1 Approaching the development of human cognition: The Genetic Method

As pointed out by Johnson and Golombek, Vygotsky made a significant contribution to Psychology by claiming "the basic maxim that the relationship between the word (sign form) and thought (sign meaning) does not remain constant, but instead is unstable and undergoes fundamental change" (2016, p. 41), in other words, this relationship is dynamic and subject to substantial changes (Johnson; Dellagnelo, 2013). As an attempt to study the development of the human mind, Vygotsky (1978) formulated the genetic method to explore how these changes imply qualitative transformations in human cognition. By highlighting the integration of new psychological tools in the learning process, this method facilitates the identification of qualitative changes in human cognition. The genetic method also highlights the importance of social interaction and psychological tools in the development of human cognition.

The genetic method comprehends four domains of research of "the genesis of higher mental functions": "Phylogenesis", "Sociocultural History", "Ontogenesis", and "Microgenesis" (see Wertsch, 2007, p. 183). These interconnected and interdependent domains are essential for a comprehensive understanding of human cognitive development (Wells, 1999; Wertsch, 1985). Phylogenesis pertains to the evolutionary advancement of human beings and the distinctive features of human mental functioning that distinguish us from other species. This domain entails investigating the biological mechanisms that have contributed to the evolution of human cognition over time, such as exploring how the human brain has developed to support advanced cognitive processes like language. Sociocultural history refers to the sociocultural development of human cognition and how it is mediated by cultural artifacts such as language, tools, and symbols (Wertsch, 2007). The sociocultural domain differs "from the phylogenetic domain in that historical rather than biological processes" shape it (Shrestha, 2020, p. 28). This domain encompasses "higher mental functioning which is mediated by culturally created material and symbolic artefacts" (Shrestha, 2020, p. 28). One could investigate the role of language in shaping our cognitive processes as an example of this domain.

Ontogenesis refers to the development of an individual over their lifespan. Vygotsky argued that studying an individual's cultural and biological development is essential to fully

understand their development. This domain includes studying the changes in an individual's cognitive development throughout their lifetime – for example, how their reading and writing abilities have developed. Microgenesis refers to developing cognitive processes throughout specific sociocultural interactions (Wells, 1999). As a "short-term longitudinal study", microgenesis is highly influenced by specific social and cultural contexts (Wertsch, 1985, p. 55). An example of this domain could be examining how a second language learner acquires new conceptual frameworks during a writing course mediated by a teacher, which is the topic of the present dissertation. In the next subsection I provide a brief overview of Vygotsky's notion of the genesis of higher mental functions as a dialectical process from outside to inside, called Internalization.

2.3.2 Understanding the development of human cognition: Internalization

Every domain discussed previously attests that the development of human cognition is derived from the social relationships existing externally to the individual. As Vygotsky (1993) stated, any psychological function before becoming a higher mental function occurs twice in the developmental process: "first as a function of collective behavior, as an organization of the child's collaboration with his social environment, and then as an individual behavioral operation, as an internalization of psychological activity in the narrow and precise sense of the word" (p. 129). This "internal reconstruction of an external operation", Vygotsky names internalization (1978, p.56). In other words, for Vygotsky, an individual develops "through [social interaction with] others" (interpsychological) and within themselves (intrapsychological) (Vygotsky, 1978, p. 57). So, in terms of learning, this Vygotskian assumption can be seen as "the ongoing process of transforming from the social-external to the personal-internal" (Johnson; Golombek, 2016, p. 165), enabling individuals to internalize knowledge and skills acquired through social interactions. Internalization occurs when individuals can take what they have learned through social interactions and internalize it to the point that they can perform the activity independently, without any apparent external assistance.

The process of internalization is an essential aspect of the development of human cognition, as it shows individuals in the process of transformation, going beyond what they can do with the help of others and enabling themselves to adapt to the environment and advance their maturing capabilities (Leont'ev, 1981). Thus, Internalization is a crucial mechanism for an individual to make sense of themselves and the world around them.

Making sense of the world, Individuals manifest interpsychological and intrapsychological variability as internalization is processed due to their actions and interaction in different contexts. Internalization is a unique process in which individuals are "agents in and on the social situations in which they are embedded, being both shaped by and shaping the social situations of cognitive development" (Johnson; Golombek, 2016, p. 3). In this way, we can perceive that internalization processes demonstrate our individuality, even though they have their genesis in the external world or, in an interpsychological manner, making us unique beings, like unique processes, yet following the same transformation trajectory.

More explicitly and directly, Vygotsky (1978, p. 56-57) states that internalization occurs as the result of a "series of transformations" the individual undergoes during the process of cognitive development. Initially, an "external activity" undergoes reconstruction and starts to take place internally. "Interpersonal interactions" then shift to become "intrapersonal" ones. As pointed out, every function in an individual's cognitive development occurs twice: first at the social level among individuals (interpsychological) and then internally within themselves (intrapsychological). This transformation from interpersonal to intrapersonal is the culmination of developmental events." The process being transformed" persists externally for a significant period before fully transitioning inward.

2.3.3 Transforming external knowledge and capabilities in internalized tools of thinking: The psychological tools

In his later studies, Vygotsky acknowledged the limitations of his discussions in understanding the process of transformation. He further explained that this process involves not only the transformation of functions and their structure, but also "the connections between the functions which become changed and modified" (Vygotsky, 1997a, p.30). This results in new configurations not being present in the preceding stage. Vygotsky continued to refine his ideas and emphasized that this transformation does not occur directly but is instead mediated[5] by the activity of other individuals and tools.

In this Vygotskian sociocultural theory stance, the relationship between tools and their users is not one-sided but rather a two-way interaction. Physical tools are directed towards expanding "physical abilities and thus enable [individuals] to change the conditions in which

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5 In the next section, I draw on Vygotsky's concept of mediation.

they live. In short, physical tools are externally oriented to shape the material world", while psychological tools "develop our higher mental processes—to transform ourselves" (Johnson; Golombek, 2016, p. 22). Intrinsically, both the physical and psychological tools are of a social nature (Kozulin, 1998, p. 13).

Johnson and Golombek (2016) assert that Vygotsky's theory of mind is centered around psychological tools. These tools enable humans to regulate their cognition, emotion, and activity. Vygotsky (1997a) points out that psychological tools, such as artifacts, concepts, and symbols, possess a unique characteristic of dual-directionality or "reversibility," in contrast to physical tools primarily directed outwardly toward the physical world. According to Lantolf and Thorne (2006, p. 26-27), psychological tools function in two directions: they can be directed outwardly towards others, such as social communication, or inwardly to regulate mental processes like memory, attention, reasoning, and learning. As such, the potential for psychological tools to be directed inwardly and outwardly underscores the notion that individuals are not only influenced by their environment but also actively participate in shaping it through their use of psychological tools. In other words, psychological tools originate "on the external plane through social interaction, to later on become internal through the dynamic and essential interplay between what is individual and what is social" (Agnoletto; Dellagnelo, Johnson, 2022, p. 14).

Kozulin (2003) further explains this idea by defining psychological tools as symbolic artifacts that assist individuals in mastering their psychological functions, such as perception, memory, attention, and others, once they have been internalized. He highlights that psychological tools are not only external means of communication and interaction but also become a part of an individual's internal cognitive processes, shaping how they perceive, remember, and attend to information. Psychological tools are not universal and vary across cultures, with each culture possessing unique tools utilized in specific situations. Kozulin (20023) states that "[e]ach culture has its own set of psychological tools and situations in which these tools are appropriated. Literacy in its different forms constitutes one of the most powerful of psychological tools" (p. 16). These tools have wide-ranging applications in various fields, including education and psychology, as they can promote cognitive development and facilitate communication and learning in individuals (Scribner; Cole, 1981).

Lantolf (2000) states that internalization of those psychological tools enables individuals to become competent cultural community members. Individuals appropriate symbolic and cultural artifacts used in communicative activities, converting them into psychological tools that end up mediating their thinking. This process transforms symbolic

artifacts from being exclusively intended for social others into bidirectional artifacts that serve both social others and the self, being "unique cultural manifestations of artifacts and activities, concepts and social relations, or mediational means" (Johnson; Golombek, 2016, p. 22).

This issue of psychological tools as mediational means "leads to one of Vygotsky's main concerns, the problem of instruction and [conceptual] development" (Barrs, 2023, p. 22). Karpov (2003) states that Vygotsky believed that school instruction is the most important way of mediated learning and plays a crucial role in children's conceptual development during middle childhood. For Vygostky, "a development-generating effect of instruction would take place only if the process of instruction were organized in the proper way" (Karpov, 2003, p. 65). Vygotsky asserts that "the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening functions" (2012, p. 199-200).

For Vygotsky, learning from "the life that is lived" (Marx; Engels, 2006, p. 26), from our lived experiences, only forms "everyday concepts" (1994, p. 359). In Johnson and Golombek's (2016, p. 5) words, everyday concepts are "a kind of unconscious, empirical knowledge that may actually be incorrect or misinformed. From school learning, involving what Vygotsky called academic (scientific) concepts, more systematic and generalized knowledge, enables learners to think in ways that transcend their everyday experiences". For Vygotsky, "the acquisition of everyday concepts does not add much to the student's cognitive development because these concepts are based on already existent cognitive mechanisms and just add empirically rich experience" (Kozulin, 2003, p. 32).

Johnson and Golombek (2016) elucidate Vygotsky's stance on the interplay between academic and everyday concepts, emphasizing that Vygotsky did not prioritize one over the other. Instead, he envisioned a symbiotic relationship where both types of concepts converge to form what he termed "true concepts" (Vygotsky, 1987, p. 156). As delineated by Vygotsky (2012), this merging process involves academic concepts gradually descending to concrete phenomena while everyday concepts ascend toward generalizations. According to Johnson and Golombek (2016, p. 5), "the goal of concept development is for academic concepts and everyday concepts to become united into true concepts". In Vygotsky's words: "[academic concepts], which being applied systematically, gradually comes down to concrete phenomena. The development of [everyday] concepts knows no systematicity and goes from the phenomena upward toward generalizations" (2012, p. 157).

The significance of internalizing academic concepts proposed by Vygotsky and expounded by Johnson and Golombek (2016) extends beyond mere learning achievement. It

is pivotal in fostering cognitive development by facilitating a more profound comprehension of abstract ideas and their practical applications. Furthermore, "[c]onceptual development emerges over time, depending on the affordances and constraints of the learning environment and learner agency" (Johnson; Golombek, 2016, p. 24). As a result, students "begin to think in concepts" (Johnson; Golombek, 2016, p. 173), in other words, their "thinking becomes much more independent of their personal experience. They become "theorists" rather than "practitioners" and develop the ability to operate at the level of formal–logical thought" (Karpov, 2003, p. 66). In the following section, I will present Vygotsky's concept of mediation and define and discuss the one of zone of proximal development through Vygotsky's lens and Vygotskian-inspired theoretical assumptions. Additionally, I will provide an overview of responsive mediation and explain Vygotsky and Vygotskian-inspired theoretical concepts that inform responsive rediation, such as *obuchenie*, *perezhivanie*, growth Point, intermental development done, and interthinking.

2.4 MEDIATION: THE CORE CONCEPT IN VYGOTSKY'S SOCIOCULTURAL THEORY

Mediation is a term that carries various meanings for different individuals in different situations (Johnson; Golombek, 2016). While some may associate it with conflict resolution, others may consider negotiation or communication. However, when we approach the topic from a Vygotskian sociocultural perspective, the concept of mediation takes on a different significance (Johnson; Golombek, 2016). In the Vygotskian sociocultural perspective, mediation is not commonplace but rather a crucial concept underpinning the development of human cognition. Mediation refers to using tools and cultural artifacts to help us navigate our world and make sense of our experiences.

Lantolf and Thorne (2007, p. 79) explain that mediation is how individuals utilize "culturally constructed artifacts, concepts, and activities to regulate" their external relationship to others and activity in the society and their internal mental activity. Mediation can take diverse forms, ranging from language and writing to physical tools, technology, and art (Wertsch, 2007). By using these cultural resources, individuals can mediate their experiences and interactions with the world around them, developing new understandings and higher mental processes.

In this way, mediation suggests that almost all human activity and all higher mental functions are mediated by various external factors. These factors can be objects, such as

mobile devices, psychological tools, language, text, or even other individuals. These cultural artifacts help individuals shape their experiences and interactions with the world, allowing them to make sense of complex concepts and develop new ways of thinking about how we explicitly use physical and psychological tools in the regulation process.

According to Lantolf and Thorne (2007), the regulation process is integral to human cognition development. External factors such as physical tools initially regulate an individual's activity. However, as we mature, we develop the capacity for self-regulation, which unfolds through three distinct stages. In the first stage, known as object-regulation, individuals are predominantly controlled by external tools. Moving to the second stage, regulation transitions to the mediation of more experienced peers. For example, a novice student might learn effective study habits by observing and imitating the strategies employed by a more experienced classmate. Finally, individuals can independently manage their activities in the self-regulation stage.

Wertsch (2007) points out that mediation is an integral part of the sociocultural framework, and it emphasizes how our environment and cultural context shape our understanding of the world and our cognitive development. Mediation underscores the interconnectedness of the individual, the cultural context, and the environment and highlights how these factors work together to shape human development.

Figure 1, adapted from Lantolf and Thorne (2006), illustrates the complex relationship between humans and the external world. The figure depicts two types of connections: direct connections (the dotted arrow) and indirect connections (the solid arrows). Direct connections refer to how individuals interact directly with the world around them, such as through their sensesor involuntary actions (See above the discussion about the four criteria that differentiate elementary mental and higher mental function). Indirect or mediated connections, on the other hand, refer to how individuals use culturally constructed artifacts and concepts to mediate their interactions with the world. These artifacts and concepts can include language, technology, and other forms of cultural knowledge (Figure 1).

Figure 1 – Mediation
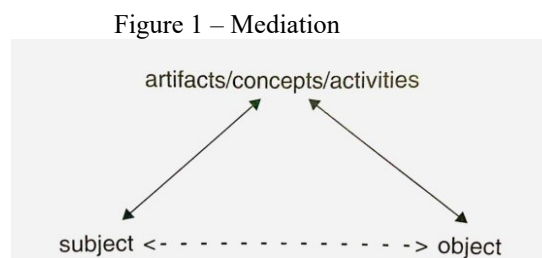
Adapted from Lantolf and Thorne (2006, p. 62)

By using these cultural artifacts and concepts to mediate our interactions with the world, we can forge true concepts and develop higher mental functions. Lantolf and Thorne (2006) state that there is an interconnectedness of the individual, the cultural context, and the environment and emphasize how these factors work together to shape human development. Hasan (2005) argues that mediation is crucial in developing higher mental functions. This process involves using semiotic tools, such as language, to regulate material and mental/social activities. For instance, this can entail defining concepts or explaining phenomena using appropriate language. Additionally, Hasan notes that mediation is not a unidirectional process; it is a dialectical process in which individuals influence each other's understanding, reasoning, and activity. I missed a link here.

2.4.1 The Zone of Proximal Development

The zone of proximal development is a critical notion of understanding mediation from a Vygotskian sociocultural perspective (Wertsch, 2007). The zone of proximal development is primarily concerned with an individual's potential for growth and development, but it is through mediation that this potential can be realized. In other words, mediation allows individuals to push beyond their current levels of understanding and develop new, more complex ways of thinking. Through tools and cultural artifacts, individuals can mediate their experiences and interactions with the world around them, where new knowledge and developing higher mental processes emerge (Vygotsky, 2012). Thus, while the zone of proximal development and mediation are distinct concepts, they are profoundly interconnected and play essential roles in shaping human development within the sociocultural framework.

The zone of proximal development is Vygotsky's most well-known construct in the Western world (Del Rio; Alvarez, 2007). However, it is "probably one of the most used and least understood constructs to appear in contemporary educational literature" (Palincsar, 1998, p. 370). Since Vygotsky's zone of proximal development construct was left unfinished due to his untimely death, some scholars from various disciplines have explored and expanded upon his original ideas, resulting in diverse interpretations and applications in contemporary contexts (Johnson; Verity; Childs, 2023; Poehner; Lantolf, 2021). For some scholars, the zone of proximal development is an individual attribute related to a human's potential ability in a given activity. According to Robbins (2003), this understanding stems from two of Vygotsky's statements. In the first statement, in the book *Mind in Society* (1978), the zone of

proximal development appears as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Another statement that points to the zone of proximal development as a human's potential ability can be found in *Thinking and Speech* (1987): "the psychologist must not limit his analysis to functions that have matured. He must consider those that are in the process of maturing. To fully evaluate the state of the child's development, the psychologist must consider the actual level of development and the zone of proximal development" (Vygotsky, 1987, p. 208-209).

Similarly, other scholars understand the zone of proximal development as a diagnostic tool for maturing processes (Poehner; Lantolf, 2021). As a diagnostic tool, the zone of proximal development appears as "maturing processes and the whole area of these processes" (Vygotsky, 1998, p. 204). Sternberg and Grigorenko claim that Vygotsky proposed the zone of proximal development as "a dynamic test as a means of measuring […] individual's independent and guided performance" (2002, p. xii). In other words, the zone of proximal development functions as a diagnostic tool of "the internal course of the process of development itself" (Vygotsky, 1998, p. 204) that may help teachers or expert-others in how to deal pedagogically with student difficulties (see Chaiklin, 1993; 2003).

Another different understanding is apparent throughout the work of Lois Holzman (2016; 2018), in which the zone of proximal development appears as a social activity between people that allows them to develop psychologically. This different understanding of the zone of proximal development is related to Vygotsky's characterization of the external forms of social interaction (interpsychological) as "a function of collective behavior, as a form of cooperation or cooperative activity" (2004, p. 202). As pointed out by Holzman (2018, p. 44), Vygotsky implies that the zone of proximal development is "actively and socially created, rather than it being an entity existing in psychological-cultural-social space and time". In this way, the word "zone" refers both to the "learning-leading-development environment" created collectively and to "what is created (learning-leading-development)" (Holzman, 2018, p. 44), explaining the idea of dual activity which is the process and the product at the same time.

Different views of the zone of proximal development probably come from some differences in translation. For instance, one of the first translations of English language of Vygotsky's work named *Mind in Society* (1978, p. 86) brings the following idea: "What we call the zone of proximal development […] is the distance between the actual developmental level as **determined by** independent problem solving, and the level of **potential**

development as determined through problem-solving under guidance or in collaboration with more capable peers". In contrast to a different translation in 2011 in which the same passage was translated as "the distance between the level of his actual development, **determined with** the help of independently solved tasks, and the level of his **possible development**, defined with the help of tasks solved by the child under the guidance of adults or in cooperation with more intelligent peer" (Vygotsky, 2011, p. 204).

According to Poehner and Lantolf (2021), the words in bold in the two excerpts reveal two disparate translations of Vygotsky's definition of the zone of proximal development, which offer clashing understandings. In the 1978 translation, the phrase "determined by" was used to describe how the actual developmental level is determined, while in the 2011 translation, "determined with" was used. Similarly, in the 1978 translation, the zone of proximal development was described as the "level of potential development". In the 2011 translation, it is referred to as the "level of his possible development". The use of "determined by" in the 1978 translation suggests that the actual developmental level is solely determined by independent problem-solving. In contrast, the use of "determined with" in the 2011 translation implies that the actual developmental level is determined through a collaborative process involving the child and an adult or a more skilled or experienced other.

This suggests a more social and interactive perspective on learning and development. The use of "potential development" in the 1978 translation indicates that the zone of proximal development is a fixed level that a learner can potentially reach. In contrast, the use of "possible development" in the 2011 translation suggests a more fluid and dynamic perspective on the zone of proximal development, as it implies that the level of development is not fixed and can change depending on the type of guidance and collaboration that takes place. Overall, the different translations of Vygotsky's definition of the zone of proximal development reflect the evolution of Vygotskian theory and its interpretations over time. The 1978 translation highlights the importance of independent problem-solving, while the 2011 translation emphasizes the role of collaboration and guidance in determining a learner's actual developmental level and possible development.

Scholars have also interpreted the concept of zone of proximal development metaphorically. In one interpretation, the zone of proximal development is described as a form of scaffolding where a more experienced other assists a learner to complete a task or solve a problem beyond the learner's unassisted efforts (Wood; Bruner; Ross, 1976). This interpretation is rooted in an engineering metaphor, where the learner is seen as a machine that can be improved by applying external forces (Cazden, 1983). According to Wood,

Bruner, and Ross (1976, p. 90), scaffolding "enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts. This scaffolding consists essentially of the adult "controlling" those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence".

In another metaphorical interpretation, the zone of proximal development is viewed as an agricultural metaphor, where the learner is seen as a plant that has not yet fully matured. Vygotsky claims that the zone of proximal development sheds light on "those functions that are not mature yet but are currently in the process of maturation, the functions that will mature tomorrow. These functions are not fruits yet, but buds or flowers of development" (2011, p. 204). This perspective emphasizes the importance of identifying the current level of development and the processes in the period of maturation. Vygotsky highlights that

> "[l]ike a gardener who in appraising species for yield would proceed incorrectly if he considered only the ripe fruit in the orchard and did not know how to evaluate the condition of the trees that had not yet produced mature fruit, the psychologist who is limited to ascertaining what has matured, leaving what is maturing aside, will never be able to obtain any kind of true and complete representation of the internal state of the whole development and, consequently, will not be able to make the transition from symptomatic to clinical diagnosis. Ascertaining the processes that have not matured at the time but are in the period of maturation is the second task of the diagnostics of development. This task is accomplished by finding the zones of proximal development". (1998, p. 200-201)

In this view, a more comprehensive diagnosis of the learner's abilities is required, including those that have yet to develop fully but are in the process of doing so. Both perspectives have their strengths and weaknesses. The engineering metaphor provides a clear and straightforward way of understanding the role of the zone of proximal development in learning. However, it may oversimplify the complex and dynamic nature of learning. The agricultural metaphor, on the other hand, emphasizes the need for a more nuanced and holistic understanding of the learner's development. However, it may be more challenging to apply in practice. According to Kozulin (2020), those different views, translations, and interpretations do not reveal inadequacies with Vygotsky's development concept of zone of proximal development. In an attempt to clarify this issue, he has remarked that zone of proximal development is an umbrella term that covers mutually developmental, educational, and assessment-related aspects such as "distance," "tool," and "activity." The developmental aspect refers to the changes from what a learner can do alone to what this learner can do with the help of a more skilled or experienced other or teacher. For this developmental change to

occur, particular mental functions should undergo shift transformation. However, this transformation is not always immediately visible (Kozulin, 2020).

This idea highlights Vygotsky's psychology as "future-oriented" (Robbin, 2003, p. 6) in which "all development involves the construction of distance between the present and the past, and overcoming the distance from the present to the future" (Valsiner; van Der Veer, 1993, p. 35). The shift transformation is often a gradual process that begins in the "present," it can take time for the effects of this transformation to be fully realized in its final form (van Der Deer; Valsiner, 1991).

This orientation makes a paradox emerge from trying to observe the future. While teaching and learning can guide development toward a goal, it is impossible to directly observe the process of creating the zone of proximal Ddevelopment (van Der Deer; Valsiner, 1993, p. 46). Instead, we can only observe well-formed psychological functions in the present and wait to observe the development of new functions as they approach their recognizable final forms.

According to Poehner and Lantolf (2021), another paradox emerges concerning creativity. The zone of proximal development is not simply about copying or imitating existing knowledge or skills. Instead, it involves the transformation and creation of something new. As a result, it is challenging to predict the future state of an individual's psychological functions through a socially mediated problem-solving process. One possible resolution to this conundrum is to focus on assessing creativity. Becoming an expert in any domain requires mastery of the basics and understanding the disciplinary features to create something new. By encouraging creativity and mastery of the basics, we can help learners develop their psychological functions and abilities in new and exciting ways.

Critical to the zone of proximal development is the notion of "imitation". The word imitation may be commonly used daily, but in Vygotskian sociocultural theory, imitation involves more than simply mindlessly copying an action; instead, it is a purposeful and discerning cognitive activity that can transform the original model. As Lantolf and Thorne (2007) explain, imitation is a higher mental process that requires intentional and selective attention to the observed behavior. In this way, Vygotsky (1962, p. 150) highlights that imitation is not a passive or automatic process such as "empty verbalism" but rather an active, constructive, and meaningful one that plays a vital role in learning and development activity directed toward maturing mental functions (Vygotsky, 1987).

In Vygotskian sociocultural theory terms, learners "do not imitate what they know well nor what is far beyond their linguistic level. They imitate what they are in the process of

learning" (Newman; Holzman, 2014, p. 45). In this sense, imitation allows them to expand their capabilities and develop new ways of thinking and doing. It plays a significant role in the ongoing cognitive growth and developmental process: "We would like to promote to the first rank the significance of one of the basic paths of cultural development of the child, which we might call by the generally accepted word imitation. It may seem that in speaking of imitation as one of the basic paths of cultural development of the child" (Vygotsky, 1997, p. 95).

Vygotsky (1998) emphasized that when discussing imitation, it is essential to consider that it is not simply a matter of mechanical and automatic replication of action but rather a sensible and thoughtful activity based on understanding. As Vygotsky explained, the symptomatic significance of intellectual imitation lies in its ability to diagnose mental development. The capabilities and functions that the learners can already perform independently without assistance are revealed through independent problem-solving, which is typically the basis for testing the actual level of mental development. However, it is equally important to identify the activities that a learner cannot perform independently but can learn with adult direction or collaboration, as these are the tasks that fall within the area of imitation. By adopting this definition of imitation, Vygotsky (1998, p. 202) underscored its essential role in cognitive development, transferring knowledge and skills from the more experienced individual to the less experienced one through guided participation and joint activity.

Another critical notion of the zone of proximal development is qualitative and quantitative changes and, where these changes emerge, the social situation of development. For Vygotsky (1998, p. 198), "the social situation of development represents the initial moment for all dynamic changes that occur during the given period". As pointed out by Johnson, Verity, and Childs (2023), Vygotsky's (1935/1994) later work, child development (pedology), involved examining the environmental structure or social situation of development concerning the child's psychological organization or higher-level consciousness. He claims that it is not the environment that determines cognitive growth, but the learners' lived experiences and relationship with the environment. The goal is to appropriate a specific psychological function through these interactions (Kozulin, 2003). Therefore, the focus should be on whether the interactive activity promotes the development of new abilities and functions that were not previously attainable rather than just on the quality of mediation (Johnson; Golombek, 2016).

Some researchers, such as Chaiklin (2003), argue that the zone of proximal development should only be applied to qualitative changes associated with transitions between developmental periods. These transitions involve structural changes in the relationship between different functions, such as the transition from sensory-motor to verbal thinking. However, other researchers suggest that the zone of proximal development can also support quantitative changes by providing learners with tasks and activities that are challenging but achievable with the support and guidance of a more expert other.

Assessing a learner's zone of proximal development also involves understanding the difference between independent and assisted activity performance, recognizing that two students with the same independent task performance may have different "depth" of their zone of proximal development, and considering relative achievement vs. absolute achievement (Vygotsky, 2011).

Independent activity performance refers to a learner's ability to complete a task without any assistance or guidance from others. On the other hand, assisted activity performance involves a learner completing a task with the help and guidance of a more expert other, such as a teacher or peer. The difference between these two forms of activity performance defines the learner's zone of proximal development - the difference between what they can do on their own and what they can do with assistance. It is important to note that two students with the same independent activity performance may have different "depths" of their zone of proximal development. For example, one student may require minimal guidance and support to perform a task at a higher level. In comparison, another student may require more extensive advice and support to perform the same task at a higher level.

I summarize the discussion on zone of proximal development by quoting Johnson, Verity, and Child, who aptly captured what was previously presented and discussed: "[The zone of proximal development] is not a physical place or a mental level [but an] arena of potentiality, where we can see what an individual might be able to do with assistance; one's potential versus what one has already internalized and thus can do on one's own" (2023, p. 8).

2.4.2 Responsive Mediation

As defined and proposed by Johnson and Golombek (2016), drawing from a Vygotskian perspective, responsive mediation refers to a collaborative and intentional dialogic process between a more expert other and a learner. This process is characterized by

the teacher responding to the needs of learners and the learners responding to the mediation provided by the teacher. It is a multidirectional process that is dynamic and contingent upon the interactions and activities in which the teacher and learners engage (Johnson; Golombek, 2016; 2018; 2020). Johnson and Golombek claim that responsive mediation may be "emergent, dynamic, and contingent on teacher and student interactions" (2016, p. 31). In this sense, learners' development is "provoked when they are attempting to accomplish something that they cannot yet accomplish on their own. However, they are quite active, in both explicit (i.e., asking for help) and implicit (i.e., expression of negative emotions) ways, in shaping the quality and character of the mediation that emerges during interactions with [teachers]" (Johnson; Golombek, 2016, p. 31).

While our study does not focus specifically on teacher education, the concept of responsive mediation proposed by Johnson and Golombek (2016; 2020; 2023) is highly relevant for understanding the nature of teacher mediation and the dialogic interaction between teacher and student. As Johnson and Golombek (2020) note, responsive mediation involves teachers making their motives, intentions, and goals explicit in their pedagogy, as well as committing to learning as much as possible about their students' lived experiences, knowledge, capabilities, goals, and identities. This kind of "fine-tuning" of mediation in response to students' needs, responses and contexts is critical for introducing them to relevant academic concepts that can restructure their everyday concepts and promote their development. In other words, responsive mediation is a highly active attunement to the emergence of zone of proximal development activity and enables teachers to intentionally and responsively mediate each learner by identifying the constellation of their emotion, cognition, and activity and facilitating learner reciprocity in their own arena of potentiality. In order to establish responsive mediation, I will present five concepts encompassing quality, goals, and activities that inform responsive mediation.

2.4.2.1 Obuchenie

The concept of *obuchenie* emphasizes the interdependent and interconnected nature of teaching and learning. It suggests that learning cannot occur without teaching, and teaching cannot be effective without learning. In Vygotsky's (1997a, p. 212) words, the teacher and the learner are mutually and dynamically dependent on each other for learning and teaching to occur. As Daniels (2018, p. 39) adds, to truly learn, one must also teach, "communicate one's understanding with the teacher", and to teach effectively, one must also learn about the

understanding and knowledge of the learner. This mutual exchange of knowledge and understanding forms the basis of *obuchenie*.

Moreover, Johnson, Verity, and Childs (2023) emphasize that teaching and learning are in a dialectic unity, meaning they cannot exist independently. Each depends on the other for its existence and effectiveness. The role of the teacher in this process is to help the learner develop their understanding and knowledge, while the learner's role is to actively engage in the learning process and communicate their thoughts and ideas to the teacher. *Obuchenie* emphasizes the inextricable unity of teaching and learning. It highlights the importance of a mutual exchange of knowledge and understanding between the teacher and the learner and emphasizes the need for learners to engage in the learning process actively. By recognizing the interconnected, dynamic, and complex nature of teaching and learning, teachers can create a more effective learning environment. In other words, teachers shape structured mediational spaces within their formal educational contexts that support cognitive development and facilitate the acquisition of knowledge and understanding.

Furthermore, Johnson and Golombek (2018), as Cole (2009), highlight that *obuchenie* does not follow but rather leads to cognitive development, and the role of a teacher is to responsively mediate learners so they can become capable of doing more than they currently do. This approach emphasizes the importance of challenging learners to push their limits and extend their understanding and knowledge beyond what they currently know and can enact in their arena of potentiality. It is not a question of possibility but potentiality. Johnson and Golombek (2016, p. 40) assert that this distinction between leading or following development is crucial because Vygotskian ideas challenged the prevailing idea of his time that a child's psychological functions needed to reach a certain level of maturity before they could benefit from instruction. Instead, he proposed that teaching and learning are separate from development but that *obuchenie* facilitates various developmental processes.

In other words, Vygotsky argued that instruction could play a vital role in an individual's development, even before they reach certain levels of psychological maturity. He was highly critical of traditional approaches to formal schooling, claiming that "a straightforward learning of concepts always proves impossible and educationally fruitless. Usually, any teacher setting out on this road achieves nothing except a meaningless acquisition of words, mere verbalization in children, which is nothing more than simulation and imitation of related concepts that are concealing a vacuum" (Vygotsky, 1935/1994, p. 356).

Instead, Vygotsky postulated that the development of academic concepts in mind substantially differs from that of everyday concepts, which arise spontaneously through lived experiences. For Vygotsky, academic concepts in children undergo a fundamental developmental process, meaning that "when a child assimilates a concept, he reworks it and in the course of this reworking, he imprints it with certain specific features of his own " thoughts" (1994, p. 361). As previously mentioned, internalization is how systematically organized instruction unites academic and everyday concepts into true concepts when *obuchenie* occurs. Notably, the concept of *obuchenie* highlights the importance of instructional interactions between experts and novices, suggesting that it plays a leading role in cognitive development rather than simply following it (Cole, 2009).

As posited by Johnson and Golombek (2016, p. 40), *obuchenie* serves as "a lens through which to explore" the quality of teacher mediation in the course of activity. Thus, mediation is not merely characterized as scaffolding where the teacher observes simply the student and offers assistance in their needs within the realm of potentiality. Instead, mediating becomes dialectically intertwined with teaching and learning, where the teacher intentionally guides the student in performing the activity more independently. The teacher's intention is for the student to learn and not rely on the teacher to carry out the activity progressively. In this way, *Obuchenie* emerges as a quality of mediation that is not defined by making the student more dependent on the teacher; on the contrary, it encourages the development of the student's potentialities so they (or he/she) can be more and more independent of teacher mediation. To accomplish *obuchenie* as a quality of responsive mediation, teachers must better understand how students are experiencing and responding to in this arena of potentiality. In the next subsection, we present Vygotsky's notion of emotional and cognitive experience or, in Russian, *perezhivanie*.

2.4.2.2 Perezhivanie as an analytical tool of cognitive and emotional lived experience

Learning is not a purely rational or cognitive process, as emotions significantly shape our experiences and ability to learn. Motivation, excitement, anxiety, or other emotions are always present and can impact how we perceive, process, and retain new information. In Vygotsky's words: "The emotional experience [*perezhivanie*] arising from any situation or from any aspect of his environment, determines what kind of influence this situation or this environment will have on the child" (1994, p. 339-340). To better understand how emotions and cognition interact, we can turn to the concept of *perezhivanie*.

This term "which has become a crux in translation" (Barrs, 2022, p. 111) can be loosely translated as "the living through" of an event (Johnson; Verity; Childs, 2023) or a "lived-through experience" (Michell, 2016). Essentially, it refers to the idea that our emotional response to an experience acts as a prism through which we interpret and make sense of our experience and activity. Our emotions can shape our perceptions, thoughts, and memories of an event and ultimately influence how we behave and respond to similar situations in the future (Bakhurst, 2019; 2023). In this vein, as pointed out by Severac (2017), Vygotsky (1997a, p. 41) emphasized the role of experiences in shaping our conscious awareness. He famously stated, "consciousness is the experiencing of experiences" (soznanie est' perezhivanie perezhivani)". In other words, our subjective experiences of the world - our emotions, thoughts, and sensations - make up our consciously lived experience.

For instance, a student who has previously been discouraged from writing or received negative feedback for their writing may feel anxious or uncomfortable when asked to write a poem or research article, even if they understand the task logically or have been given clear instructions. This emotional response may be obscure to the teacher or the student and could be mistaken for resistance or disinterest. However, by taking the time to explore the emotional and cognitive dimension of the experience, we can gain a deeper understanding of the student's perspective and provide the support they need to engage with the task more effectively.

As Johnson and Golombek (2016) point out, individuals can have vastly different experiences and interpretations of the same event, and their emotional responses to academic writing are no exception. In this way, *perezhivanie* refers not to the objective experience but to how the individual interprets,makes sense of, and feelsit. The emotions that students bring to writing can impact their motivation, engagement, and performance, highlighting the importance of acknowledging and addressing the emotional dimension of academic writing.

According to Veresov (2017), Vygotsky's construct *perezhivanie* offers theoretical lens to understand the role of environment in cognitive and emotional development. In other words, the concept of *perezhivanie* helps to advance our understanding of how the social environment shapes human development. Veresov (2017, p. 57) also argues that the term *perezhivanie*, which describes an individual's psychological experience in cultural-historical theory, cannot be simplified to "a single psychological process, function, or state of consciousness". Instead, *perezhivanie* is a multifaceted construct encompassing various psychological processes such "as emotions, understanding, awareness, insights, thinking, memory, attitudes, addictions, inner conflicts, dread, and fear" (Veresov, 2017, p. 57). These

processes are interconnected and cannot be separated from the individual's characteristics and the environmental factors surrounding them. Thus, *perezhivanie* is "not merely an emotional experience but a complex psychological phenomenon, a unity and nexus of different psychological processes such as awareness and interpretation, among others" (Veresov; Mok, 2018, p. 80). Secondly, Veresov (2017, p. 57) highlights that in "cultural-historical theory, *perezhivanie* is not viewed as an empirical fact about a given time" but as a developmental process. This means that *perezhivanie* is not static but changes over time and is influenced by the individual's past experiences and future potential for development. Vygotsky's use of terms such as "child development," "future course of his development," and "picture of disrupted development" emphasizes the importance of understanding *perezhivanie* as a developmental process that is shaped by inner characteristics and situated environment. In this way, Veresov (2017) claims that *perezhivanie* should be viewed as "a prism through which the influence of the environment" (Vygotsky, 1998, p. 294) on learner's development is refracted[6] rather than solely on the individual. This approach emphasizes the role of individual experience in shaping the relationship between people and their environment (Veresov, 2017, p. 57).

Therefore, the environment does not directly determine the development of the individual but rather refracts it through their subjective experience of the environment. Veresov (2017, p. 58) claims that refraction is a principle that describes the complex and dynamic relationship between "the social and the individual" in the developmental process. Refraction suggests that only the social aspects that are filtered through an individual's *perezhivanie* have developmental significance. In other words, not all elements of the social environment have equal importance in shaping an individual's development. Instead, those elements filtered through the individual's subjective experience of the environment, or *perezhivanie*, become significant in determining their developmental trajectory (Veresov, 2017).

Considering this perspective for the lived experience, *perezhivanie* "is not just a concept for examining the influence of the sociocultural environment on the individual but also a tool for analyzing the impact of the environment on the developmental process itself" (Veresov, 2017, p.57). As Vygotsky noted, this process is the "path along which the social

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6 According to Gonzales Reys: "[t]he term 'refraction', used by [Vygotsk] instead of the term reflection, has important implications for thinking of psyche not as an effect; this idea is crucial for the development of the topic of subjectivity from this approach. [...]. The 'refraction' implies a recognition that the effect of any external event to the person's situation or process would depend on the individual's psychical organization and action in the ongoing process of a living experience" (2009, p. 69). – I'd add it to the body of the text (this is very important).

becomes the individual" (1998, p. 198). Thus, an individual's emotional and cognitive experience of the environment plays a crucial role in shaping their development.

As pointed out by Verosov, "[…] *perezhivanie* determines the very essence of such an interaction. *Perezhivanie* is the personal way of experiencing a dramatic event (inter-mental category). It is a form in which this dramatic event is experienced (refracted) by an individual" (2018, p. 61). Thus, through/in *perezhivanie*, some cognitive/emotional dissonance emerges, making visible growth points (McNeil, 2000) in the arena of potentiality at which mediation should be directed (Johnson; Golombek, 2016; 2020). In the next subsection, I present two concepts that inform how *obuchenie* and *perezhivanie* take place in mediation, based on Johnson and Golombek's concept of responsive mediation (2016).

2.4.2.3 Intermental Development Zone and Interthinking

Mercer (2000) proposes a unique method of conceptual development by promoting interaction and active engagement in joint activity. This approach presents an alternative viewpoint on Vygotsky's concept of the zone of proximal development, referred to as the intermental development zone. Mercer's concept is built upon the zone of proximal development as the difference between what a learner can do on their own and what they can achieve with the help of someone more experienced. This difference represents the arena of potentiality of the learner. However, the intermental development zone is defined as the range of conceptual development that can occur through social interaction, collective dialogue, and engagement in joint activity. In other words, the intermental development zone refers to a difference between what and how a learner thinks about and enacts a concept on their own and what and how they think about and enact this concept with the help of someone more experienced, a teacher, a more experienced peer, a tutor, or a mediator. According to Mercer (2000), the development of concepts involves ongoing negotiation and dialogue, as well as emergent processes. He argues that the intermental development zone is not a fixed place, but rather a dynamic and structured activity that is continually negotiated and mediated through engagement in joint activities. In order to create a constructive learning environment, it is important that teaching and learning are seen as

> "a shared communicative space, an 'intermental development zone' (IDZ) on the contextual foundations of their common knowledge and aims. In this intermental zone, which is reconstituted constantly as the dialogue continues, the teacher and learner negotiate their way through the activity in which they are involved. If the quality of the zone is successfully maintained, the teacher can enable a learner to become able to operate just beyond his/her established capabilities, and to

> consolidate this experience as new ability and understandings. If the dialogue fails to keep minds mutually attuned, the IDZ collapses and the scaffolded learning grinds to a halt". (Mercer, 2000, p. 141)

Mercer and Littleton (2007) explain that the intermental development zone is not just a fixed potential development zone within the individual learner but rather a dynamic and negotiated zone that emerges through social interaction and dialogue within the context of joint activity. Communication and dialogue play a critical role in constructing and negotiating to develop conceptual understanding in the intermental development zone. As Johnson and Golombek, I believe that emotion also plays a crucial role in the development of conceptual understanding, so the intermental development zone should be conceptualized as "how teachers and learners stay attuned to each other's changing states of knowledge and understanding […] [as well as] how teachers stay attuned to the learners' emotions, over the course of an educational activity" (Johnson; Golombek, 2016, p. 50-51).

Another concept that emerges from Mercer's work on the intermental development zone is interthinking. This construct highlights the importance of language as a semiotic tool for joint intellectual activity and sense-making. Interthinking is grounded in Vygotskian sociocultural theory, which emphasizes the importance of social and cultural contexts in shaping human development. According to Mercer, language serves both communicative and psychological functions, and it is through language that individuals can jointly reason and regulate their actions to solve problems together.

Littleton and Mercer (2013) further highlight that language can be used "as both a means for communicating socially (a cultural tool) and for thinking individually (a cognitive tool)" (2013, p. 11). However, because language is often ambiguous, thinking together can lead to misunderstandings if collaborators do not share a common context or conversational ground rules. These conversational ground rules are often implicit, yet they shape and organize how we interact based on the roles or positions we assume. For effective interthinking, Littleton and Mercer (2013) argue that it is crucial to establish a collective understanding of these ground rules. Both teachers and students can collaboratively create and exchange knowledge through language, which can be passed down from one generation to another (Rymes, 2016). Language is the bridge that connects the individual with society, and it can be used to explore the evolving and historical aspects of human interactions and progress.

In the next chapter, titled "Literature Review and Theoretical Framework II: Learning to Write in the Context of Higher Education," I will discuss writing as a social

practice and how it informs teaching and learning writing in the context of higher education. I will also provide an outline of a Vygotskian sociocultural perspective on learning and teaching writing

3. LITERATURE REVIEW AND THEORETICAL FRAMEWORK II: LEARNING TO WRITE IN THE CONTEXT OF HIGHER EDUCATION

The internationalization of higher education has significant implications for teaching and learning in the changing student body. The increasing number of non-traditional students, along with the heterogeneity of the student population, has led to greater diversity in terms of linguistic, socio-economic, and educational backgrounds. This diversity has created new challenges for higher education institutions in meeting all students' needs (Wingate, 2015).

One of the most significant challenges related to student diversity is addressing the varying learning needs of students (Fiad, 2011; Mitchell, 2015; Wingate, 2015; Wingate; Tribble, 2011). It is crucial to ensure that all students have equal access to the resources and opportunities necessary to excel in their academic pursuits. Students from different socio-economic and linguistic backgrounds may encounter more significant financial and cultural barriers when trying to access the resources and opportunities required to comprehend and engage with academic content (Street, 1984; 2009).Academic writing plays a significant role in evaluating and monitoring teaching and learning standards in higher education. While various methods of assessing student learning exist, written assignments remain a prevalent and essential means of facilitating learning across most disciplines. Particularly in the humanities and social sciences, as highlighted by Martin, Maton, and Doran (2020), academic writing summative assignments remain the most conventional way to evaluate and rank students. Through academic writing assignments, students can demonstrate their understanding of course content, critical thinking skills, and ability to communicate complex ideas.

In their 2011 article, Wingate and Tribble emphasized two crucial points concerning academic writing assignments. Firstly, they argued that the process of learning academic writing is about more than just improving language skills. It also requires grasping the ways in which knowledge is presented, debated, and constructed within a particular discipline. In other words, academic writing involves mastering not only grammar and syntax but also the ability to think, reason, and communicate effectively within a specific field of study. Secondly, Wingate and Tribble highlighted the challenges that both native and non-native speakers of a language face when it comes to academic writing assignments. This implies that even students who are fluent in the language of instruction might require assistance with the distinctive conventions and expectations of academic writing in a particular field.

Lillis and Turner (2001) state that these conventions and expectations of academic writing are often presented as common-sense and transparent, even though students may struggle with them. Indeed, numerous studies have shown that students face various challenges in academic writing beyond just language barriers (Fisher, 2015; Lea; street, 1998; Lillis, 1999; Street, 1984; Torres, 2019). Besides that, teachers may lack awareness of what students already know and what they need to learn, leading to inadequate or problematic literacy instruction. Furthermore, academic or "genre features" are often not made explicit to students, creating what has been termed an "institutional practice of mystery" (Lillis, 2001, p. 53). This can make it difficult for students to understand what is expected of them, leading to confusion and frustration.

3.1 WRITING AS SOCIAL PRACTICE

The challenge of limiting oppressive conceptions of writing is significant, as these conceptions have been deeply ingrained in society and underpin the culturally dominant neoliberal worldview (Lillis, 2001; Lillis; Curry, 2022). Brian Street's book *Literacy: Theory and Practice* (1984) introduces the concept of literacy as "shorthand for the social practices and conceptions of reading and writing" (p. 1). Street emphasizes the significance of considering the contextual factors that shape the "particular practices and conceptions of reading and writing" (1984, p.1) within a particular society. The author argues that literacy is inherently linked with ideology and cannot be considered a neutral entity. In this vein, social literacy theories suggest that different communities and groups develop different literacy practices based on their social contexts and purposes. Brice-Heath's (1982) research on three communities in the Piedmont area of the Carolinas illustrates this point, as each group deployed different literacies for various social purposes. The literacies of each group could not be easily categorized or hierarchized and could not be linked to individual cognitive development in the way that Great Divide theorists had suggested. This contradicts the notion of a singular, universal standard of literacy and highlights the significance of comprehending the social and cultural circumstances in which literacy practices are learned and utilized.

Street (1984) states an essential distinction between "an autonomous model and an ideological model of literacy", working from the perspective that literacy is "shorthand for the social practices and conceptions of reading and writing" (p. 1). According to him (1984, p. 1), the autonomous model "tends to be based on the "essay-text" form of literacy and to generalize broadly from what is on the fact a narrow, culture-specific literacy practice". In

other words, this model could view literacy as a standardized collection of cognitive and linguistic abilities and procedures mainly independent of the social environment in which reading or writing activities occur.

The autonomous model of literacy has a division between literate and illiterate people or societies, with literacy viewed as "a set of cognitive and linguistic skills", strategies, and processes that enable participation in reading and writing practices. According to Bourdieu (1987), those practices become a power source that comprises cultural and symbolic capital. However, Street argues that the autonomous model is ideologically situated, disguising "the cultural and ideological assumptions that underpin it so that it can be presented as neutral and universal" with mild effects (2003, p. 77).

Street (2003) argues that an alternative framework to the autonomous model is the "ideological model." According to this model, literacy is not just a single practice but as "complex, socially situated set of meaning making practices" (Gourlay, 2009, p. 182). The context in which a society exists is crucial in understanding how reading and writing practices are carried out, as they are influenced by a particular ideology and cannot be considered as "neutral or merely technical" (Street, 1984, p. 1). The ideological model acknowledges that literacy is a subject of debate and accepts that specific forms of literacy are inevitably "ideological," shaped by a particular viewpoint with the intention of promoting that particular perspective while disregarding others (Street, 2003, p. 77-78). The practices and meanings of reading and writing can be seen as products of cultural ideologies that serve as symbolic tools to maintain a ruling class's social control and hegemony (Street, 1984, p. 2).

Working from the ideological model's underpinning theoretical and methodological perspective, in 1998, Lea and Street analyzed the student struggle in coping with the reading and writing practices in higher education contexts. The great divide that considers student writing "good" or "poor" might be contested to offer an attempt to reflect on "the gaps between academic staff expectations and student interpretations of what is involved in student writing" (Lea; Street, 1998, p. 159). In their 1998 article, Lea and Street challenge the commonly held belief that there has been a decline in student literacy standards. They contend that, as academics and educators, it is crucial to grasp the intricacy of writing practices in a specific setting where students must acclimate to novel ways of understanding. Lea and Street have suggested that a cultural and social approach to literacy can be helpful in understanding writing and reading practices at the university level. This approach recognizes the cultural and contextual aspects of these practices and moves away from a skills-based, deficit model of

student writing. By adopting this approach, a more nuanced understanding of writing practices at the university level can be facilitated.

According to Lea and Street (1998, p. 158-159), it is crucial to comprehend the expectations, beliefs, and conceptions of both students and faculty when it comes to writing. It is important to avoid making any initial judgments regarding which practices are effective or appropriate. Since students and faculty come from different cultural and social backgrounds, they may have different understandings or conceptions of writing. Therefore, it is vital to consider issues related to student writing and learning, such as "epistemology and identities, rather than [just] skill or socialization" (Lea; Street, 1998, p. 159). Considering this concern, Lea and Street (1998; 2006) propose three models of research into student writing that are not mutually exclusive or linear. The first model, "Study skills," is rooted in behavioral psychology and training programs. It focuses on "surface-level writing features", such as grammar and spelling, and evaluates students based on their ability to replicate linguistic patterns. In this model, writing is viewed as a diagnostic tool for measuring literacy, and students are graded on a scale of "good" to "poor" writing. The second model is "academic socialization," which assumes the tutor's critical role in guiding students into a "new culture". Even though, taking account of students' cultural context and their role as learners, academic socialization conceives that "the academy is a relatively homogeneous culture, whose norms and practices have simply to be learned to provide access to the whole institution" (Lea; Street, 1998, p. 159). Lea and Street (1998; 2006) argue against this model for failing to consider the power dynamics within the academy that shape all practices within any academic writing activity.

The third model, Academic Literacies, considers the social nature of literacy. This view of literacies as social practices is essential to the New Literacy Studies (Barton, 2007; Gee, 1990; Street, 1984, 1986) and contributes in various ways to understanding academic practices as "constituted in, and as sites, of discourse and power" (1998, p. 159). Being not neutral but embedded in ideologies, the academic literacies provide a view that student writing is a product of tensions that occur in and by all the participants involved in any writing practice (Barton, 2007; Barton et al, 2006; Barton; Hamilton, 1998; Barton; Hamilton; Ivanic, 2000). Lea and Street (1998) add that evaluating student writing practices is not merely concerned with their formal aspects but is inherently linked to epistemological issues. They suggest that a more comprehensive approach to evaluating student writing should acknowledge the cultural and contextual elements that underpin writing and reading practices (p. 157), emphasizing the need to consider these factors.

According to Swales (2004), in his book titled "Research Genre: Explorations and Applications", there has been a shift in academic settings from a "study skills" approach to an "academic literacies approach". This new approach emphasizes raising consciousness of rhetorical skills and focusing on form. Swales mainly focuses on research genres at the graduate level in U.S. universities, and he offers new perspectives on genres as metaphorical endeavors that consider their producers, consumers, and contexts. This conception of genres departs from Swales' earlier definition of genres as sets of communicative events with shared communicative purposes among members.

Bazerman (2004) highlights that genres are more than sets of communication events, they are frames for social life and environments for learning, where meaning is constructed. In Bazerman's claiming (1997, p. 19), genres are "forms of life" guided by social action rather than social actions themselves. Swales concurs with this notion, affirming that "genre functions as a frame, a scaffolding, which provides only a limited portion of what may ultimately be required for effective communication" (2004, p. 62). Swales stresses the significance of assessing genres from a social and cultural standpoint by pinpointing the communicative context, objectives, values, and material circumstances of the active groups, the pace and expectations of work, the genre collections and protocols, the re-appropriation of particular genres, and the textual and other characteristics of the genres (2004, p. 73).

In order to understand the role of genres in society, Bazerman (2004) has introduced a set of conceptual and analytical tools. These conceptual and analytical tools can be conceived as four actions: a) to identify the specific conditions under which texts can effectively perform their functions; b) to recognize patterns in which texts consistently perform similar roles across different contexts; c) to associate certain texts with specific professions, situations, and social organizations, highlighting the limited range of genres in these areas; and d) to analyze the production, distribution, and use of those texts. Through those actions, we gain insights into how these processes are integral to the functioning and organization of social groups, revealing the intricate ways texts contribute to shaping the dynamics of our social world. Being "organized way of life" (Bazerman, 2004, p. 311), genres are agents that "create social facts". In this context, social acts refer to "meaningful actions", or "speech acts".These speech acts are organized in genres, which are grouped in "genre sets" and "genre systems" that are part of human activity systems .

3.2 A VYGOTSKIAN SOCIOCULTURAL PERSPECTIVE ON LEARNING AND TEACHING WRITING

As discussed in Chapter 2, the interaction between individuals and the world is not straightforward but mostly mediated by tools. Individuals can use physical tools shaped by their culture and history in order to change the world around them. Furthermore, they can use psychological tools, such as language, to regulate their thoughts and actions, expand their cognitive abilities, and modify themselves and their activity. According to Johnson and Golombek , "how we learn to use these psychological tools to develop our higher mental processes—to transform ourselves—is explained through the role of mediation" (2016, p. 22).

Within a Vygotskian Sociocultural perspective on development in which "human development is a process of people's changing participation in sociocultural activities of their communities" (Rogoff, 2003, p. 52), Bazerman claims that writing

> "is a culturally mediated achievement (Vygotsky,1978, 1989), reflecting the interwoven effects of history, people, linguistic resources, and material contexts. Writing skill is often treated as adhering solely (and stably) in the individual and the performance of writing is often treated as emanating solely from the individual. But such a view obscures the vital and lively constitutive power that contexts play in conditioning, stabilizing, amplifying, or interfering with individual writing efforts. In actuality, writing is dynamic, a synergistic process engaging self and world." (2018, p. 27).

In this stance, the writer and writing are interconnected in human cognitive development (Bazerman *et al*., 2018). People participate in and contribute to cultural activities that they themselves develop with the involvement of others in successive generations. The social practices that make up materials, activities, and institutions are integral parts of writer/writing development. In other words, individuals are not separate from the social practices in which they participate (Vygotsky, 1978).

Vygotsky's emphasis on the networks formed during a child's development resonates deeply within higher education, where similar networks shape academic writing. Just as children are enculturated into their sociocultural contexts, students in higher education are exposed to a multitude of influences: professors, disciplinary cultures, research fields, an academic genres like essays and reports. These sociocultural contexts not only inform their writer/writing experience but also contribute to their broader social and historical enculturation within the academic community (Shrestha, 2020).

Socially situated academic writing practices are crucial in higher education. As Vygotsky emphasized, cultural pedagogies are essential in child development; similarly, participation in and mediation around academic writing practices have become essential to

bridge the gap between students' existing knowledge and the expectations of higher education. According to Huot (2002, p. 103), understanding each writer's potential and limitations within the context "rhetorical, linguistic, practical and pedagogical demands of reading and writing" prevalent in higher education is as important as evaluating the quality of writing.

Assessment in higher education writing should not solely aim at evaluating the end product but rather focus on the developmental trajectory of students' writing abilities. Just as learning in higher education involves grappling with new epistemological, linguistic, and sociocultural knowledge, academic writing development encompasses improvement in linguistic resources, genre knowledge, and disciplinary understanding over time (Huot, 2002; Shrestha, 2020)

In the context of higher education, students start to write different genres and need to develop writer/writing expertise. In Vygotskian sociocultural theory, we can see students as individuals attempting to use psychological tools which are not internalized. Students are not born with these psychological tools, nor do they need to discover or reinvent these tools themselves. In a writing course informed by Vygotskian sociocultural theory, teachers play a crucial role in facilitating student learning and development. Teachers need to use verbal tools in joint activity to regulate or mediate student activity with a clear purpose. This helps students use academic concepts as psychological tools to regulate their activity (Johnson; Golombek, 2016).

Based on Vygotskian social cultural theory perspective (see Chapter 2), to design their courses effectively, teachers should intentionally integrate theoretical learning and offer theoretical insights packaged for use by novices. Lantolf, and Poehner (2014) argue that teachers need to engage students in joint and learning activities that expose them to the psychological tools required for successful performance to develop writer/writing expertise. Additionally, teachers must present psychological tools to students explicitly through theoretical learning. They should clearly understand their motives, try to elicit them from students and work to promote new motives for students if necessary. Teachers must also orchestrate and monitor students' use of these externalized psychological tools until students gain increasing control over them. As students begin to internalize these external psychological tools, teachers can be less involved in assisting them. Ultimately, students "move beyond imitation and can independently use these psychological tools to address [their] challenges and [writing] problems" (Johnson; Golombek, 2016, p. 28). In learning to understand writing as a reasoned and agentive activity, novice writers should focus more on how to write rather than what to write.

Writing activity can be challenging for many students, particularly in higher education contexts, where they are required to engage in extensive reading and writing. These activities can trigger a range of emotions, from excitement and curiosity to frustration and anxiety. Each student has a unique *perezhivanie* in learning to write and engaging in writing activities. Teachers also need to be attuned to students' *perezhivanie*. This attunement is critical in creating suitable learning environments that foster writer/writing expertise development.

Research on writing, first or second language, has highlighted the pivotal role of literacy practices which emerge from those lived experiences (i.e., perezhivanie (Barton; Hamilton, 1998; Bloome *et al*., 2018). In spite of this "sociocultural turn" in writing teaching and learning (Barton, 1994; Gee, 1996; Street, 1984, 1995), Lea and Street's (1998) critique of the normative practices of writing in the context of higher education still remains pertinent: most of writing courses in the context of higher education emphasize "the surface features, grammar and spelling" knowledge to write "adequately" and to develop as academic writers (p.159). Those courses "pay little attention to context and is implicitly informed by autonomous and additive theories of learning, such as behaviourism, which are concerned with the transmission of knowledge" (Lea; Street, 2006, p. 228). In this way, courses conceive "student writing as technical and instrumental" (Lea; Street, 1998, p. 159). In terms of Vygotskian sociocultural stance, in such courses, writing learners only "exhibit empty verbalism (Vygotsky, 1935/1994), meaning they are able to mechanically reproduce academic concepts, yet those concepts have not become internalized as psychological tools for thinking, which then can be used to (re)shape" themselves as writers and their writing activity (Johnson; Golombek, 2016, p. 159). The purpose of those courses may be "to mediate learners' conceptual systems, so they are aligned with the most up-to-date scientific knowledge available" (Johnson, 2022, p. 6).

When the purpose of teaching is mediating that kind of system, classroom practices may be seen as "cultural practices and artifacts that create mediational spaces" for learners to engage in and manipulate academic concepts in systematic way and mediated by teacher (Johnson; Golombek, 2016, p. 116). In this way, teachers "have to think purposefully about what their activities/assignments are designed to accomplish, [and] what kinds of mediational spaces they create, and the role that they will play as these activities/assignments are carried out" (Johnson; Golobemk, 2016, 116).

4. METHODOLOGY

4.1 OBJETIVE AND RESEARCH QUESTION

This study aims to systematically, empirically, and longitudinally investigate and document the development of writer/writing expertise in two preservice English as a Foreign Language (EFL) teachers . Specifically, it explores how dialogic interaction influences the conceptual development of aspects of academic writing as these preservice teachers engage in talk-in-interaction sessions mediated by their teacher while composing a research article. Additionally, this dissertation seeks to highlight the significant role that teacher mediation and a Vygotskian Sociocultural perspective play in the teaching and learning academic writing at the higher education level. Thus, the primary research question of this study is:

How does dialogic interaction impact the conceptual development of aspects related to academic writing of a cohort of undergraduate students of English as they engage in a series of talk-in-interaction sessions mediated by their teacher while writing a research article?

Specifically, it examines the following two Research questions (RQs):

1. Which aspects of academic writing were discussed during the talk-in-interaction sessions? How did the students' pre-understanding of these aspects emerge as a point of growth?

2. How has the student's understanding of the aspects covered as a growth point in the talk-in-interaction sessions changed due to the teacher's mediation?

To address the research questions, this study is based on Vygotskian Sociocultural Theory (Lantolf; Poehner, 2014; Lantolf; Thorne, 2006; Johnson; Golombek, 2016; 2018; 2020; Johnson; Verity; Childs, 2023; Vygotsky, 1978; 1981; 1986; 1997a; 1997b; 2012) described in Chapter 2. The present chapter aims to provide information about the methodology used in this study. The chapter is divided into four sections. Firstly, the research objectives and questions are revisited. Secondly, the nature and characteristics of the study are described comprehensively, including its general and specific aspects. Next, the research design, including its context, sample size, participants, and duration, is discussed in detail. Finally, the analytical approach and its procedures for the research questions are explained.

4.2 NATURE OF THE STUDY

A longitudinal case study research design was implemented to explore how dialogic interaction influences the conceptual development of aspects of academic writing as two preservice teachers engage in talk-in-interaction sessions mediated by their teacher while composing a research article. A longitudinal case study is "a time-ordered analysis of events that occur during a period of the entity's history" (Jensen & Rodgers, 2001, p. 238). Schwandt and Gates (2018) highlight that approaches like this "generate an in-depth, multi-faceted understanding of a complex issue in its real-life context" (p. 602). In stressing the robustness of case study research, Berg (2007) has highlighted that the type of information gathered is characterized by "extremely rich, detailed, and in-depth" insights (p. 283).

Epistemologically, this research employs Action Research Method grounded in qualitative interpretative research (Morin, 2004). Dorney (2007) claims that the Action Research Method involves "a close link between research and teaching" and between "the researcher and the teacher" (p. 191). As such, the researcher is not merely a spectator but a practitioner seeking to understand the impact of "a small-scale intervention to improve practice" (Shrestha, 2020, p. 86) and change social realities. Action research enables researchers to develop situated, systematic, intentional, goal-directed, and theorized activities to solve problems in their teaching and learning contexts (Boudah, 2011). It involves tracking students' learning and mediating the process through collaboration with them (Nunan, 1990).

By adopting an action research approach, this study may bridge the gap between theory and practice and contribute to improving teaching and learning practices in the specific context of academic writing. Highlighting the role of language and dialogic interaction in developing writer/writing expertise, this research can be conceived as classroom-based research (Howe; Hennessy; Mercer et al., 2019; Littleton; Mercer, 2013; Manchón, 2017; Mercer, 2019; Mercer; Littleton, 2007). Classroom-based research comprises studies that aim to effectively use oral interaction, such as dialogic interactions, in the context of teaching (Lago, 2023). This educational approach is known as the "dialogic turn" (Wilkinson; Son, 2011), "emphasizing students' voice, agency, and participation in the co-construction of knowledge (Lago, 2023, p. 1).

In addition, this interventionist research required the researcher (myself) to assume dual roles: teacher and researcher. As a teacher, I designed and implemented a Vygotskian Sociocultural Theory-informed intervention called Talk-in-interaction session as a "tool-and-result activity" (Newman; Holzman, 2014). As a researcher, I recorded audio during the talk-in-interaction sessions, transcribed the data, and analyzed the interaction between students and me and the impacts of this interaction on the conceptual development of aspects of academic

writing as it unfolds. After that, I analyzed how students' pre-understandings of aspects of academic writing were enacted in the first draft and during the sessions and if these understandings changed after each talk-in-interaction. In other words, I analyzed how changes in understanding materialized along the dialogic interaction between teacher and student.

4.3 RESEARCH CONTEXT

After introducing the study's goals and research questions and providing an explanation of its nature, the focus will shift to the research context. The data utilized in this study was drawn from Academic writing in English and Talk-in-interaction sessions, which are reflective activities within this course. This section will also provide information regarding the participants' requirements and sociohistorical background..

4.3.1 Academic writing in English course

Academic writing in English course is a mandatory course in the 6th semester of the *Letras* (English) program at *Universidade Estadual da Paraíba* – UEPB. As part of the semester-long course with a workload of 120 hours, this course comprises eight classes per week, equivalent to two regular courses in this university. The *Letras* (English) program is an undergraduate program which prepares English teachers to teach in a range of instructional contexts in Brazil. As the teacher of this course, in the 2022.2 semester (August to December) of this program, I grounded it in the following assumption: Writing is a social practice that takes place within discourse communities, oriented and "as a communicative purpose oriented and mediated social action influenced by cultural and contextual factors" (Shrestha, 2020, p. 4). Throughout the semester, pre-service English as a foreign language teachers[7] engaged in a range of reflective, and systematic, intentional, goal-directed activities that would enable them to:

- Reflect on their own writing and learning-to-write experiences;
- Reflect on issues related to academic literacy and its learning and teaching such as plagiarism, students' voice, the dominance of the Anglo rhetoric, teaching academic discourse;

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[7] To eliminate confusion, I will refer to these pre-service teachers as "students", "learners", or "L2 writing learners".

- Develop students' ability to engage in academic genres in the context of Higher Education: to write outlines, summaries, and a research article, using appropriate format, language and organizational structure as well as genre features;

- Develop students' ability to read and write texts critically.

As part of their coursework, L2 writing learners were required to write a critical literature review research article, in addition to participating in class activities. This assignment involved two phases. The phase one involved: establishing research interest related to applied linguistics and second language acquisition (e.g., L2 reading, teaching English through technology, the use of the mother tongue in English as a foreign language classroom, etc.) and designing goals and research questions to investigate it. For this purpose, L2 writing learners had previously been instructed by me in class on formulating research objectives and questions. After that, they formed groups based on similar research interests and engaged in a peer feedback activity. Ferris and Hedgcock's (2014) chapter "Response to Student Writing: Issues and Options for Giving and Facilitating Feedback" also provided the guidelines for this peer feedback activity. To engage them in their research interest, I assigned readings, primarily articles, to each of them. The objective of these readings was the application of genre analysis, as introduced in class through Désirée Motta-Roth's (2008) article "Critical genre analysis: contributions to language teaching and research". In addition to this genre analysis, students were required to create outlines and critically summarize each assigned reading, presenting at least three of them to the class.

Throughout Academic writing in English course, L2 writing learners also engaged in learning-to-write practices focused on word order and sentence length, paragraph structure, conciseness and redundancy, readability, genre and genre analysis, Swales's Creating-a-research-space model, and disciplinary cultures. Grounded in Vygotskian sociocultural theory pedagogy, this content of the course was conceived by me as academic concepts which are "a more systematic and generalized knowledge [which] enables learners to think in ways that transcend their everyday experiences" (Johnson; Golombek, 2016, p. 5). The specific targets of instruction for this course were to enable L2 writing learners "to come to understand their everyday concepts concerning [writing] through relevant academic concepts concerning [word order and sentence length, paragraph structure, conciseness and redundancy, readability, genre and genre analysis], thereby enriching the academic through the everyday, and building the capacity to think in and act through true concepts as they develop L2 [writer/writing] expertise" (Johnson; Golombek, 2016, p. 6).

In the fourth month following the completion of phase one, L2 writing learners engaged in a reflective activity called talk-in-interaction session [8] to draft the research article during phase two. A substantial portion of the grade for the research article was based on learner participation in an ongoing drafting process. Specifically, learners were asked to submit three drafts of their developing research article to me during this second phase. As long as the draft was completed in "good faith," learners received total points for turning it in, and it was not graded down for content, organization, or language problems. A draft will be considered "good faith" provided it meets the following criteria: 1. it was handed to the appropriate folder on time. 2. It demonstrated learners' engagement with the drafting process (i.e., if the second draft is identical or nearly identical to the third draft, it shows no engagement with the drafting process). The remainder of the grade was based on the quality of their final draft. Rather than turning in the research article all at once at the end of the semester, learners completed them in stages and engaged in the talk-in-interaction with me to reflect on their writing activity and experience. The required stages were as follows:

1. First draft: learners submitted a rough or partial draft of no fewer than 4 pages of research article and engage in the first talk-in-interaction session.

2. Second revised draft: Based on their reflection from the first talk-in-interaction sessions, learners revised and expanded their drafts before submitting a partial (or rough) draft to me. After that, they engage in the second talk-in-interaction session.

3. Third complete draft: Based on their reflection from the second talk-in-interaction session, learners submitted a revised, full draft of their research article and engage in the third talk-in-interaction session;

4. Final draft: Learners submitted the final draft to me. This final draft must be accompanied by a critical narrative which they reflect on what they learned through the process of completing this research article.

The talk-in-interaction sessions were carried out either virtually or one-to-one in person at the *Universidade Estadual da Paraíba*. Each session lasted forty-five to sixty minutes and was conducted in Portuguese, the leaners" first language. Although the course classes were taught in English, the decision to conduct these sessions in Portuguese was made based on the activity's objectives. Since it was a reflective activity, using the mother tongue could facilitate interaction and make students feel more comfortable.

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[8] In the next section, I will outline educational goals and pedagogical procedures for this reflective activity.

Considering the "relationships of power and authority between novice student and experienced academic" (Lea; Street, 2001, p. 169), the educational goal and pedagogical procedures were discussed with the students before the first session. It was emphasized that the main objective was to involve students in interactive discussions to reflect on their writing activity and experience by examining their drafts and their personal experiences. Additionally, it was clarified that both the teacher and the students would play an active role through comments and questions.

In this way, I engaged learners in a collaborative activity to reflect on their writing and learning experiences. I instructed learners to read their drafts and pause to discuss their writing activity and experience. So, learners could stop reading and discuss their own activity. This was intended to control researcher subjectivity in the data collection (Johnson; Golombek, 2016). During a reflective activity, researchers should try to minimize their subjectivity. However, teachers can intentionally guide a reflective conversation with a student about their writing experience and activity by making goal-direct question and being responsive to their lived experience (i.e., *perezhivanie*). Before and even during the session, I highlighted that my role in the session was not to tell them what was wrong with their writing but to encourage them to share and articulate consciously their feelings, understandings, reasoning, and evaluation of their writing activity and experience.

Before the first talk-in-interaction session, I read the first draft [9] and commented in a private notetaking. Those comments were guided by concept-directed questions such as: How does the student enact paragraph structure concept? Or how the student enacts the concept of creating a research space? As mentioned in section 4.3.1, throughout the Academic Writing in English course, L2 writing learners engaged in learning-to-write practices focused on the following academic concepts: word order and sentence length, paragraph structure, conciseness and redundancy, readability, genre and genre analysis, Swales's Creating-a-research-space model, and disciplinary cultures. Even though being the concrete object for reflection in the dialogic interaction, I started the first talk-interaction session by making *perezhivanie*-directed questions [10] to learners as a way to be attuned to what they "bring to our interactions: where they are coming from and how they understand what they are

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[9] I claim that the texts are the materialization of learners' writing activity and experience, but to serve as an object for their reflection and a way to development, learners should engage in structured mediational spaces where a more expert and experienced other can mediate directed at cognitive and emotional dissonances which usually emerge in reflective activity when they make visible their activity and experience. As discussed before, structured mediational space also has the potential of being an *obuchenie* opportunity where a more expert and experienced other offers more expert thinking for learners.

[10] See section 2.4.2.2 *Perezhivanie* as an analytical tool of cognitive and emotional lived experience.

experiencing" (Johnson; Golombek, 2016, p. 43). I also asked questions about concepts to prompt them to verbalize their understanding and enactment of those concepts. So, in this first session, I stayed tuned to their pre-understandings and *perezhivanie* and engaged with them in making a joint sense of their experience and carrying on a joint intellectual activity in their writing activity through their draft. In the second and third sessions, learners and I drew on their drafting process, highlighting what they rewrote, how they rewrote, and why they wrote as a way to make visible their thinking about and enactment of concepts related to academic writing. Their verbalization served as my guide for selecting discussion topics during the talk sessions. Thus, during the three sessions, I offered responsive mediation[11] directed at their dissonances, which emerged while they reflected on their writing activity and experience.

4.3.2 Talk-in-interaction sessions as a structured mediational space

From my experience as a language teacher and researcher, the realm of L2 writer cognition has yet to offer a definitive account of the development of L2 writer/writing expertise, and how L2 writing instruction can purposefully enhance such development (De Lima Junior, 2022). The implementation of reflective sessions such as talk-in-interaction sessions presents a promising opportunity for teachers and researchers to effectively explore this matter. While corrective feedback and mediation are related concepts in teaching writing and language learning, the two have significant theoretical differences. Firstly, mediation is seen as a responsive activity that may lead to cognitive development (Johnson, Golombek, 2016), while feedback is often randomly assigned for the assessment of writing performance (Jacobs, 2005).

Corder (1981) stated that how writing teachers address students' errors can positively or negatively affect writer/writing development. He argues that correcting every single error a learner makes is not always effective, as it can lead to frustration and anxiety. He suggests that teachers should instead focus on addressing mistakes that are preventing effective communication and that they should provide corrective feedback that is tailored to the individual learner's needs and abilities. Truscott also initiated a debate regarding the usefulness of error correction in L2. Following Corder's findings, Truscott (1996) claimed error correction "has significant harmful effects" and highlighted the need for a structured and

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[11] See section 2.4.2 Responsive Mediation.

situated approach to feedback that considers the learner's goals, needs, and undeveloped capabilities.

A study by Nassaji and Swain (2000) claims that mediation, conceived in a Vygotskian stance, significantly affected English article learning more than randomly assigned corrective feedback. Secondly, there is a conceptual distinction between corrective feedback and mediation. Corrective feedback is seen as an instructional practice (Hyland; Hyland, 2006), whereas mediation is viewed as a defining feature of human cognition and activity (Johnson; Golombek, 2016; Lantolf; Thorne, 2006).

From my Vygotskian sociocultural perspective, I designed the talk-in-interaction session as an attempt to go beyond corrective feedback, by focusing on learner's writing activity and experience. This Vygotskian Sociocultural Theory-informed intervention can be defined as "a process through which novice [writers] are supported in their [writer/writing expertise] development through individual/group activities from a more experienced colleague, mentor teacher, or teacher educator" (Johnson, 2022, p. 3). Talking-in-interaction session is inspired in part by Golombek and Johnson's (2021) approach to L2 teacher narrative inquiry, recurrent restorying, which its methodology is based on their notion: learners can analyze their own activity through narratives to "re-experience and reconceptualize" their learning experiences "as a means of tracing the origins of their development" (p.8). Based on a Vygotskian sociocultural theory stance, Golombek and Johnson (2021) conceive recurrent restorying as a "tool-and-result activity" (Newman; Holzman, 2014, p. 96) that has a dialectical and dual purpose. It is a tool for analyzing learners' development and it also has the potential to provoke further development by learners examining their own learning experiences (result) (Rieker; Johnson, 2023). Inspired by this approach, talk-in-interaction session was used as a tool in Academic writing in English course for L2 writing learners to reflect on their writing activity and experience using their drafts and final version as the materialization of their activity and experience.

In other words, learners reconstruct their lived experiences (i.e., perezhivanie) and reflect on them and on their writing activity. So, the focus when using talk-in-interaction sessions for writer/writing expertise development shifts to reflection on writing activity and experience. Learners' drafts materialize their writing activity and experience, which can be analyzed from a Vygotskian sociocultural perspective, allowing for social restructuring through mediation from a more expert and experienced other, as a teacher or tutor. If the interaction between this other and learner while reflecting on their writing activity and experience can be conceptualized as a teaching/learning (obuchenie) opportunity, it has the

potential to become an intermental development zone (IDZ) in which the writing activity and experience materialized in the drafts become the object of reflection, the concrete resource through which learners and the more experience other carry out joint intellectual activity and make joint sense of learners' writing activity and experience.

As pointed by Johnson and Golombek (2016), in this reflective activity, learners can make visible their thinking because "through talk our thinking is made transparent and transformed" (p. 61). As it is difficult, if not impossible, to directly access thinking (Vygotsky, 1978; 2012), the sessions can be considered as an "introspective tool" or a "stimulated recall procedure" (Calderhead, 1981; Rieker; Johnson, 2023) used by learners to express their thoughts retrospectively, such as what they wrote, how they wrote and why they wrote in that way.When learners make their thinking transparent, they simultaneously open their activity to analysis (self-analysis and teacher analysis) and to social influence (teacher mediation) and transformation (Rieker; Johnson, 2023).

Considering the talk-in-interaction session "a tool for collective thinking" (Mercer, 2019, p. 159) and "a tool-and-result activity" (Newman; Holzman, 2014), these sessions create the potential for L2 academic writer/writing expertise development through engagement in this practice. In these sessions, teachers can shape a new developmental opportunity, or a "social situation of development", in which they and learners engage in dialogic interaction, as "a structured mediational space". To shape this opportunity for development, there must be a focus on the quality and nature of teacher mediation in the dialogic interaction (Rieker; Johnson, 2023).

Mediation is viewed as a defining feature of human psychology (Johnson; Golombek, 2016; Lantolf; Thorne, 2006). In the context of talk-in-interaction, mediation emerges as a form of intentional dialogue that depends on the nature of interactions and activities, so there is "no prescribed script for the mediator to follow, the mediator responds intentionally and spontaneously to the emerging needs of the learner" (Johnson; Golombek, 2016, p. 32). It is not just a one-sided approach where the mediator is the expert, but rather a collaborative talk between teacher and learners were both teacher and students are involved in the process, not just the teacher responding to the needs of the students but also the students responding to the teacher's mediation (i.e., responsive mediation). So, teachers play a pivotal role "in facilitating and sustaining dialogic interaction with learners in an effort to prompt reflection" (Rieker; Johnson, 2023). Making joint sense of experience and carrying out joint intellectual activity (i.e., interthinking) through the dialogic interaction can provoke

writer/writing expertise development, as the teacher offers insights and connections that can lead to reflection and even reconceptualization of learning-to-write experiences.

Another focus which can lead development is cognitive/emotional dissonances as growth points (McNeil, 2000; Rieker; Johnson, 2023). According to Vygotsky, the development of human cognition unfolds situated in concrete social relations and is "most fully developed in the form of drama" (1989, p. 59). Rieker and Johnson explain that "as people confront and work through tensions and contradictions in their environments (i.e., drama), qualitative transformations in thinking and activity can take place". When reflecting on their writing activity and experience, learners may express "intensely emotional 'highs and lows'" (Johnson; Golombek, 2016, p. 43) refracted through their perezhivanie. In this way, the teacher mediation directed at growth points which emerged through emotional highs and lows (i.e., cognitive/emotional dissonance) from their reflection can lead to development (Veresov, 2017).

In sum, the talk-in-interaction session is designed to be a space where teacher can intentionally shape the social situation of development by creating a highly interactive and co-constructed environment (i.e., a structured mediational space). In shaping the social situation of development, teachers, along the dialogic interaction, can continuously assess learners' understanding and thinking, current capabilities, experience, emotions, and potential for growth by being attuned to learners'perezhivanie and mediating responsively and directed at cognitive/emotional dissonances which unfold through reflection. This view of the dialogic interactions on reflection of learners' writing activity and experience has led me to call these interactions: "talk-in-interaction sessions"

4.3.3 Participants

This study had three participants, including two L2 writing learners and myself (the researcher-teacher). In this subsection, I will explain the criteria used to select the participants and provide sociohistorical information of each.

4.3.3.1 Criteria for participant's selection

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Several procedures were implemented before the research began. Firstly, the research project was developed, outlining the objectives, methods, and other relevant aspects for

conducting the study. The project was then submitted to the ethics committee, which is responsible for evaluating the ethical considerations of the research. After review, the committee granted approval[12], ensuring that the study adhered to established ethical principles . Participants were recruited by sending invitations to all students enrolled in Academic Writing in English course, detailing the research particulars. The students were informed about the voluntary nature of participation, their role in the study, potential risks and benefits, assurance of anonymity, and the freedom to withdraw or cancel participation without penalty. These measures aimed to ensure transparency, respect for participants' rights, and the integrity of the research process.

All 14 students who were part of the course provided written consent through an Informed Consent Form[13] (ICF) to formally accept their participation. Moreover, all sessions were recorded in audio format. However, only two participants had their texts (drafts and final version) and teacher/writing learners interaction audio recorded as the object of analysis for this study. This selection only occurred after I placed grades in the system. The data generated and the limited time to start and finish this research justify the choice of only two participants. I decided to follow this path in the study so that my subjectivity would not interfere so much during the sessions and in the choice of participants. . The selection process was conducted mechanically through a random number draw. To maintain anonymity, students were assigned codes and were not informed about the selected participants. Only I and the selected participants were informed about the selection through an online platform. Lastly, I altered the names of the participants and any other identifying information to ensure confidentiality. For future research, I will make the selection in the same way, asking for authorization to analyze again.

4.3.3.2 The L2 writing learners

The participants chosen for this study were two preservice English as a Foreign Language (EFL) teachers, Caio and Gustavo. Firstly, we will provide socio-historical background information about Caio, followed by an overview of Gustavo's background.

Caio was born in 1998 in Campina Grande. His journey as an undergraduate student has been unique. He has been studying English since 2014 in a private language school in his

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[12] Approval from the Ethics Review Board (CEPSH-UFSC) under CAAE number **69836823.8.0000.0121** was granted since this research involved human subjects. See Appendix A for consent forms.

[13] See appendix A for *Informed Consent form*.

hometown. In 2018, due to his excellent performance and proficiency in English, he was offered a teaching position at the same school where he studied. This initial exposure sparked a genuine passion for teaching, prompting him to pursue an English language teaching career and enroll in an undergraduate program, *Letras* (English).

Despite his passion for teaching and experience, Caio has encountered significant challenges in improving his writing skills in English. Even in Portuguese, his first language, he admits to grappling with writing, characterized by a lack of confidence and a sense of inadequacy. In his most recent *TOEFL* iBT in 2022, he achieved a High-Intermediate score in speaking, reading, and listening but obtained a Low-Intermediate score in the writing section.

The next participant is Gustavo, a twenty-year-old Brazilian who resides in close proximity to the university and holds a great passion for the English language. He had previously studied English for six years at a language school and subsequently took the *TOEFL* ITP, scoring 540, which is a B2 level on the Common European Framework of Reference for Languages.

Gustavo was passionate about the English language and decided to pursue a career in teaching. He enrolled in an undergraduate program, *Letras* (English). At the time this study was conducted, Gustavo was in his third year of the program and was taking the academic writing course, which was being taught by me .

4.3.3.3 The researcher-teacher

In this research, I assume the roles of both teacher and researcher. My academic journey began with the intention of pursuing translation within the *Letras* (English) program at *Universidade EStadual da Paraíba* - UEPB. However, I later discovered a passion for teacher education and applied linguistics. Early in my career, I focused on language instruction with a strong emphasis on literature, culminating in a master's degree in Literature and Interculturality in UEPB. My interest in teacher education and applied linguistics deepened after participating in an advanced training program at the University of Texas at Austin in 2013, sponsored by *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*- CAPES, Fulbright, and the US government. In 2014, I became a supervisor for the *Programa Institucional de Bolsas de Iniciação à Docência* - PIBID[14]   In 2016, I returned to

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[14] Pibid offers scholarships to pre-service teachers who dedicate themselves to internships in public schools and who, when graduated, commit to teaching in the public schools. The objective is to engage pre-service teachers in teaching activities in public school.

Letras (English) program at UEPB as substitute professor [15]. I continued in this position until 2022, the year of data collection for this study. My fascination with academic writing emerged from my involvement in thesis committees and student advising at UEPB. Since 2021, I have been an academic writing tutor at *Laboratório de Letramento Acadêmico - LLAC/Universidade de São Paulo* - USP.

4.4 DATA ANALYSIS

4.4.1 Data source, preparation and transcription

The present study is based on two sources of data: (1) drafts and final versions of research articles produced by the two participants presented above, and (2) audio recordings of the talk-in-interaction sessions between these learners and myself.

I selected the drafts and final version because I conceive them as the materialization of learners' writing activity and experience. The drafts and final version of the research article data come from the selected L2 writing learners who wrote them as a final project for the academic writing in English course that I taught, through a drafting process. The data consists of 2 blocks of texts by those learners (3 drafts for each learner). As mentioned before, the research article should be a theoretical review research. The methodology used for the drafting process of the research article involves an iterative cycle of reflection and revision. In this process, the student reflects on their writing activity and experience, using their texts as objects for reflection.

Phase one: The students brought their first draft to reflect on their writing activity and experience in the first talk-in-interaction session. After the first session, the student received a recorded audio of the session via individual sharing on Google Drive. The audio could help them recap what was discussed and assist in rewriting the first draft.

Phase two: After 20-25 days, the student participated in the second talk-in-interaction session and brought the second draft, which is a rewrite of the first draft. This rewrite is based on the reflections from the first session. In the second session, the student reflected on the second draft with me and received insights to improve their writing further. After the second session, the student received the audio recording of the session via individual sharing on

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[15] I use "professor" and "teacher" interchangeably in this text because I believe that the terminology is dictated solely by context, yet the ultimate purpose remains the same: teaching.

Google Drive. They could use the audio to recap what was discussed and assist in rewriting the second draft.

Phase three: After 20-25 days, the student participated in the third talk-in-interaction session and brought the third draft, a rewrite of the second draft. This rewrite is based on the reflections and insights from the first and second sessions. In the third session, the student reflects on the third draft with the professor and receives final feedback to make any necessary changes. After the third session, the student got the recorded audio of the session via individual sharing on Google Drive. They could use the audio to recap what was discussed, assist them in making any final changes to their third and final draft, and hand the final version to me.

I selected the talk-in-interaction sessions by its structured mediational space nature and tool-an-result activity that allow teacher and learners engage in "dialogic interactions that attend to the learning of [writing] and, in particular, the interactional spaces, mediated through language, where obuchenie takes place" (Johnson; Golombek, 2016, p.42). The talk-in-interaction session data consists of six approximately one-hour talk-in-interactions sessions led by me. The interval between sessions was around 20-25 days. Those sessions happened from September to November 2022. As mentioned above, the sessions included learners reflection on their writing activity referring to and discussing learner's texts (drafts) to reflect on their writing activity and experience. Learners could bring their printed text or visualize it on the teacher's computer to facilitate the reflection activity. This reflection focused on prompting the learners to reflect on their writing and learning-to-write experiences and examine the enactment of concepts offered in the previous months of the course. The sessions were conducted face to face, and audio was recorded via a recorded app on my cellphone, which was subsequently uploaded to a file in Google Drive for each student and broadly transcribed. This file with the recordings was also shared with learners as artifacts that they could return to in making sense of their reflections. The pseudonymous participant, Caio, participated in all three offered sessions, totaling 178 minutes of audio, while for the other participant, Gustavo, a total of 195 minutes of audio was recorded. When transcribing, I did not use any applications. Instead, I would listen to the recording and write down what was heard, I paused and went back it when necessary. After completing this initial step, I would listen to the recording again while reading through to ensure the accuracy of the spoken content. I would also make notes of non-verbal instances such as pauses or hesitations. For that, I followed the model proposed by Johnson and Golombek (2016), which was adapted from van Lier (1988) and Johnson (1995). The outcome of this was the following codes:

Table 1: Codes for transcription

T	Teacher
C	Caio
G	Gustavo
[	Overlap between teacher and participant
=	turn continues, or one turn follows another without any pause
(.)	a dot indicates a just noticeable pause
(2.0)	a number indicates a timed pause, e.g., 2 seconds
_____	emphatic speech, usually on a word
?	rising intonation—question or other
wo (h) rd (h)	to indicate the word is expressed with laughter
((laughter))	indicates paralinguistic sounds like laughter, crying, etc.
((italics))	notes on gestures, actions, eye gaze, etc.
(word)	a guess at unclear or unintelligible talk
wo:rd	colons indicate elongation of a sound

Source: Adapted from Johnson and Golobemk (2016, p. xvii)

To ensure anonymity, each participant's transcriptions and sociohistorical information were thoroughly reviewed, and any information that could potentially identify them was redacted. The participants' real names were removed from the stored files. No changes were made to the proficiency and test-related information as these were considered private and confidential by the participants themselves.

4.4.2 Analysis procedures

The main focus of the study was on the content conveyed and what was happening inside the sessions through the dialogic interaction between learners and me: learning and mediation. After transcription, I reviewed this data multiple times and I selected five excerpts for Caio and seven excerpts for Gustavo based on "grounded content analysis principles" (Bogdan; Biklen, 2007; Glaser; Strauss, 1967). These excerpts captured five a priori dimensions of the dialogic interactions:

(1) Learners' lived experiences regarding the student's writing and learning of writing.

(2) Learners' thinking about and enactment of concepts offered by me in the course;

(3) The emergence of cognitive/emotional dissonance from their reflection;

(4) The quality and character of mediation provided by me.

(5) The consequences of mediation on the ways in which learners begin to think about and enact those concepts.

After this first qualitative content analysis, following Johnson and Golombek's (2016) analytical framework, I proceeded to analyze each excerpt by highlighting the linguistic, rhetorical, and pragmatic characteristics of the dialogic interaction between the two L2 learners and me. In doing that, I looked for evidence of refractions of experience through *perezhivanie*, verbalization of concepts, interthinking activity and the emergence and preservation of an intermental development zone, the emergence of cognitive/emotional dissonance as potential growth points, responsive mediation, and consequences of responsive mediation. Once I highlighted the characteristics of the dialogic interaction and identified the shreds of evidence, I characterized each excerpt as a selected moment of how each participant was engaging and experiencing the sessions .As discussed in Chapter 3, our epistemological and methodological stance on conceptual development is firmly rooted in Vygotskian sociocultural theory (Vygotsky, 1978, 1981, 1986). To reveal the qualitative changes or transformations in developing writer/writing expertise that may happen within a short time through three talk-in-interaction sessions during an academic writing course,.., I drew on a classroom-based analysis approach (Littleton; Mercer, 2013; Mercer, 2019; Mercer; Littleton, 2007; Rymes, 2016). This approach focuses on how teachers and students talk in ways that support both student learning and cognitive development. Following Mercer (2019), this learning and cognitive development is described as qualitative changes in thinking about and enactment of concepts (i.e.,neoformations) in which "contradiction and qualitative reorganization in complex developing systems" emerge (Veresov; Mok, 2018, p. 92). This developmental criterion is distinct from anything reported in the L2 writing literature to date and naturally arises from "analysis by units, rather than elements" (Veresov; Mok, 2018, p. 90). For each study case our analyses of students' emerging conceptual development accomplish the following:

a)	Examine student's emergence of contradictions (cognitive/emotional dissonance) through the identification of changing states of understandings and perezhivanie while engaged in the talk-in-interaction;

b)	Trace student's qualitative reorganization that emerges from the teacher/student dialogic interaction.

In order to make clear the interrelation among our Research Questions and how data will be collected and analyzed, we present the following information:

1.   Research Question 1: Which aspects of academic writing were discussed during the talk-in-interaction sessions? How did the students' pre-understanding of these aspects emerge as a point of growth?

- Instruments: Talk-in-interaction session (Audio-recorded); students' first draft

- Data Selection: Selection of the linguistic, rhetorical, and pragmatic instances in the dialogic interaction between teacher and student which infer: student's pre-understandings of aspects of academic writing; Student's cognitive/emotional dissonance (growth points); Student's perezhivanie; Student's responses to the teacher; teacher and student carrying out joint intellectual activity; teacher and student making joint sense experience; teacher's mediation.

- Analytical Tool: Identifying students' pre-understandings related to aspects of academic writing; Examining student's emergence of contradictions (cognitive/emotional dissonance) through the identification of changing states of understandings and perezhivanie while engaged in the talk-in-interaction and in student's first draft.

2.   Research Question 2: How has the student's understanding of the aspects covered as a growth point in the talk-in-interaction sessions changed due to the teacher's mediation?

- Instrument: Talk-in-interaction session (Audio-recorded); Student's drafts

- Data Selection: Selection of the linguistic, rhetorical, and pragmatic instances in the dialogic interaction between teacher and student which infer: student's emerging changes in understanding of aspects of academic writing; Student's cognitive/emotional dissonance (growth points); Student's *perezhivanie*; Student's responses to the teacher; teacher and student carrying out joint intellectual activity; teacher and student making joint sense experience; teacher's mediation.

- Analytical Tool: Tracing student's qualitative reorganization of understanding that emerges from the dialogic interaction between teacher and student through the identification of changing states of understanding of aspects of academic writing and *perezhivanie*.

5. DATA ANALYSIS AND DISCUSSION

5.1 INTRODUCTORY ASPECTS

In this chapter, I systematically, empirically, and longitudinally investigate and document the development of writer/writing expertise in two L2 writing learners . Specifically, I explore how dialogic interaction influences the conceptual development of aspects of academic writing as these L2 writing learners engage in talk-in-interaction sessions mediated by their teacher while composing a research article. The chapter's organization is influenced by Johnson and Golombek 's (2016) book on understanding L2 teacher development through responsive mediation. However, it includes modifications to suit the unique context of academic writing in an immersed setting (i.e., an Academic writing course). In so doing, this chapter addresses the two specific research questions: (1) Which aspects of academic writing were discussed during the talk-in-interaction sessions? How did the students' pre-understanding of these aspects emerge as a point of growth?; and (2) How has the student's understanding of the aspects covered as a growth point in the talk-in-interaction sessions changed due to the teacher's mediation?. To answer them,, I drew on the aforementioned classroom-based analysis approach (Littleton; Mercer, 2013; Mercer, 2019; Mercer; Littleton, 2007; Rymes, 2016).

To illustrate and trace the conceptual development of each participant, key episodes were identified based on the student's pre-understanding and emerging changes in understanding of aspects of academic writing; Student's cognitive/emotional dissonance (growth points); Student's perezhivanie; Student's responses to the teacher; teacher and student carrying out joint intellectual activity; teacher and student making joint sense of experience; or teacher's mediation.

5.2 CAIO'S EMERGENT CONCEPTUALIZATION OF TOPIC SENTENCE AND
  SUPPORTING SENTENCES

The present section discusses Caio's reflection on his writing activity and experience through dialogic interaction between him and me during three talk-in-interaction sessions. Caio's engagement in the talk-in-interaction is summarized in the following subsections: 5.2.1 - Eliciting Caio's *perizhivanie*: "I don't even consider myself average in writing; I find myself mediocre"; 5.2.2 - Recognizing and responding to Caio's *perezhivanie*: "I'm afraid I won't be

able to pass. Writing is already tricky, and it's even more complicated in English": 5.2.3 - Identifying Caio's cognitive and emotional dissonance: "I thought I understood those concepts"; 5.2.4 - Seeking teacher's assistance: "One supports the other for clarity. Isn't it?"; and 5.2.5- Supporting Caio's development of new understandings: "Yeah, I was mixing everything up before. But now I can understand", which highlights several key episodes that illustrate his developmental trajectory.

5.2.1 Eliciting Caio's perizhivanie: "I don't even consider myself average in writing; I find myself mediocre"

Caio decided to write his research article about technology in the context of English language learning. He read twelve research articles on this topic during the semester. As a mandatory part of the coursework, Caio was required to write one outline and a critical summary for each before starting the process of writing the research article. During our first talk-in-interaction session, one week after submitting his first draft, when I asked him about his writing activity and experience as way to engage him a reflective activity, Caio expressed negative emotions and thoughts about his learning-to-write process. He exposed a series of emotions of inadequacy about writing. For him, the task of writing in English at the context of university evokes lived experiences of writing in his mother tongue at school, highlighting a similarity between the challenges faced in both languages. He highlights that his exposure to writing in English during elementary and high school was predominantly centered on mechanical activities, which generated feelings of frustration and incapacity. Caio even attributed his difficulty in writing well to what he considers the absence of the "gift" of writing. Furthermore, he expressed concern that teachers' standards may be too high, fueling the fear of being unable to be approved for this academic writing course.

The following excerpt is based on the first talk between Caio and me after I began recording the session. I initiated the session by asking him about his previous and current experiences with writing. During this dialogic interaction, Caio displayed a strong commitment to the purpose of the talk-in-interaction sessions. As I inquired about his writing activities, he shared his negative past experiences and reflected on his present experience of learning to write, particularly in academic writing in an English course:

Excerpt 1 – First talk-in-interaction session (T=teacher, C=Caio)

1	T:	*How has your relationship with writing been?*
2	C:	*A bit complicated because, in the case of a university, you have to*
3		*write about certain subjects as it was in school with Portuguese.*

4		*In school, the writing part is more for short sentences or more*
5		*mechanical texts like "my daily routine, I wake up at, I take a*
6		*shower...".In the English course, we have compositions, but I*
7		*also see them as mechanical activities.* **Actually, my experience**
8		**with writing, real writing like this, is not very good. My biggest**
9		**fear is writing. As I've already said, my lowest score on the**
10		**Toefl was in writing. I see that I don't have this gift. It's not for**
11		**me**.
12	*T:*	**It was the same with me**. *These contexts are more about the*
13		*product, not the process. About the gift of writing, actually, it's*
14		*learning.* **Why do you think writing isn't for you?**
15	*C:*	*I thought you hadn't been through this. That you were born with*
16		*the GIFT. About me, well, my grades speak for themselves*
17		*((laughter)). Always getting the minimum on final activities*
18		*that involve writing.* **I don't even consider myself average in**
19		**writing; I find myself mediocre**. *I didn't sleep well, so I wonder*
20		*what you would say today.* **My fear is getting to me**.
21	*T:*	*But I said it would be a conversation and reflection about your*
22		*writing process and text.* **Really, you don't need to feel like this**.
23		**Would you attribute this feeling or perception to me or the way I**
24		**taught the course?**
25	*C:*	*Considering the amount of text in the course and the course itself, I*
26		*think you are very demanding. Similar to the other teachers. Today*
27		*would be a report attesting that I don't know how to write. I know I*
28		*need to overcome the average grades and that maybe I won't be*
29		*able to.*
30	*T:*	**You can do it. You submitted your first draft on time. I'm sorry if**
31		**I sounded like that**. *Regarding the course's reading load, I consider*
32		*it reading for writing. Those reading and summarizing writing*
33		*activities help with understanding the textual genre. You become*
34		*familiar with the textual genre, in this case, the article, and how*
35		*researchers in a specific area write.* **As I said, writing is a matter**
36		**of learning and teaching. It's a process. It's not a matter of**
37		**learning by doing, but reflecting about it**.

Considering the dialogic interactions in this first excerpt as an *obuchenie* opportunity, my action and intentions were on co-constructing an intermental development zone with Caio where we could think together on his writing activity and experience. In other words, I attempted to engage him in a reflective activity by creating a structured mediational space. To achieve that, I asked him about his relationship with writing. This move invited Caio to expose, albeit succinctly, his experience of learning-to-write. Even though not explicitly questioned about the university context, Caio directs his response to the current moment of his writing learning, emphasizing that it has been complicated. In doing that, he started to make transparent how he saw himself as a writing learner. . Caio's reflection about the activity of his writing activity and himself as a writer are refracted by his *perezhivanie*: "I don't even consider myself average in writing; I find myself mediocre" (Line 18-19). Understanding and validating this direction and negative emotion of Caio regarding his learning-to-write experience, I commented that I also went through these struggles: "***It was the same with me***" (Line 12). In addition to co-constructing a more empathetic and trusting

dialogical interaction, I attempted to engage him in a thinking together process (i.e., interthinking) to make a joint sense of his experience by asking him *perezhivanie*-oriented questions: "***Why do you think writing isn't for you?***" (Line 14). Furthermore, I also posed this *perezhivanie*-oriented question to assess Caio's previous experiences and how he refracts those experiences more deeply, given that Caio has previously expressed this experience as unfavorable. Although not explicitly externalized, Caio, while co-constructing this dialogical interaction with the teacher, demonstrated trust in the teacher and saw that the talk-in-interaction session as a safe space to critically reflect on himself as a writer and on his writing activity, as well as to express his subjectivity regarding the teacher and his learning-to-write process. However, even while experiencing the session negatively emotionally, he understands and recognizes the teacher's intention to access his experiences. Thus, in instances such as "***Actually, my experience with writing, real writing like this, is not very good***"(Line 7-8) and "***My fear is getting to me***" (Line 20), signaled that a safe space for reflection is established. As we can see in all Caios's interaction with me by not responding monosyllabically but by engaging into the dialogic interaction and expressing his lived experiences and how he was experiencing the session. His perception of the session remains overwhelmingly negative, even with the previously defined objectives and roles for the sessions. Fear and the image of oneself as mediocre express Caio's understanding and experience on the writing activity and the emotion that this thought and activity carry.

Realizing that Caio was enabling the co-construction of an intermental development zone by his attunement to my action and intention in the session and by the emergence of his *perezhivanie*, I continued in thinking together with him by making sense of his experience through questions such as "***Would you attribute this feeling or perception to me or the way I taught the course?***" (Line 23-24), as well as offering support and assistance during moments of negative emotions about himself and his learning to write experience, such as: "***It was the same with me***" (Line 12); "***Really, you don't need to feel like this***"(Line 22); and "***You can do it. You submitted your first draft on time. I'm sorry if I sounded like that***" (Line 30-31). . In this movement of making joint sense of his experience, Caio revealed that how he refracted his past writing activity and experience would influence how he is experiencing the course and the session. Unfortunately, this refraction has negatively impacted his present learning-to-write experience, causing him to view his writing activity and experience through a negative lens. Caio's reflections reveal that he approaches each step forward with apprehension, fearing that he may repeat past mistakes. This pessimistic mindset has reduced his confidence and enthusiasm as he learns in the academic writing course: "***My biggest fear is writing. As***

I've already said, my lowest score on the Toefl was in writing" (Line 8-10). Furthermore, Caio expressed that the writing activity and writing itself would be a gift. By relating writing activity to a gift, Caio showed his understanding of the writing process constructed by and in his lived experiences, which he attributes to writing a cognitivist characteristic: "*I see that I don't have this gift. It's not for me*" (Line 10-11) Caio's understanding of writing as a gift demonstrates a misconception about the writing process. His negative past experiences with writing have influenced his perception of it as something one is either born with or not. He believes that he was not born with this gift, which is a refraction of how he sees the world around him.

Upon recognizing this understanding of writing and how Caio has lived the learning-to-write experience in terms of his *perezhivanie*, the teacher responsively offers a more expert understanding of writing, in Vygotsky's words, an academic concept, in which writing is considered a social practice in which one does not solely learn by doing: "*writing is a matter of learning and teaching. It's a process. It's not a matter of learning by doing, but reflecting about it*" (Line 35-37). By providing this more expert understanding, the teacher explicitly seeks to mediate Caio within the zone of proximal development, an activity in which he can transform his everyday experience of writing into a psychological tool through which he can think in academic concepts.

In general terms, we can understand the quality and characteristics of the dialogical interactions between Caio and me in this first excerpt not as a regular feedback practice, in which I supported directly and/or explicitly specific points in student text, in this case, the writing activity, nor as a "dynamic assessment" which in general terms follows development through mediation from explicit to implicit mediation. In this case, my interaction is intentional and goal-directed to understand Caio's perception of himself and his learning-to-write experience as a way to calibrate the mediation process to be more sensitive and responsive to his current emotions and immediate needs.

5.2.2 Recognizing and responding to Caio's *perezhivanie*: "I'm afraid I won't be able to pass. Writing is already tricky, and it's even more complicated in English"

Documenting and examining Caio's *perezhivanie* becomes imperative to create conditions for mediation that are emergent, contingent, and responsive. In this second part of the first talk-in-interaction session, the selected data focus on instances of *perezhivanie*, or through which prism Caio has been living the present learning-to-write experience: the

production of the research article. Although there are numerous instances in which we believe that can be conceived as *perezhivanie* throughout the first session, for methodological reasons, we specifically present the moment when asked by the teacher Caio directly expresses reflections on past learning-to-write experience and how these are present and active in the current learning experience:

Excerpt 2 – First talk-in-interaction session (T=teacher, C= Caio)

1	T:	*How was the process of producing the outlines and summaries? Did*
2		*they help you with writing the article?*
3	C:	*I think so. I observed how the authors of the texts wrote the*
4		*paragraphs and the words they used to make the text more*
5		*academic. As you said about the discipline culture. Like writing how*
6		*they write. A template.*
7	T:	*Did you take notes during the readings? How did you organize*
8		*these observations? These templates?*
9	C:	*I make the markings directly on the PDF and then try to organize*
10		*them in a Word file.*
11	T:	*I didn't quite understand the question about the templates...*
12	C:	*The templates (1.0) they're structures of how to start a*
13		*paragraph(2.0) like firstly (1.0) or According to (1.0) or author x*
14		*emphasizes the importance of blablabla (1.0) or highlights the*
15		*importance of x (1.0) or stresses the importance of x.*
16	T:	*Interesting. Very good. So, besides getting to know the discipline*
17		*culture, you're expanding your vocabulary. Very good. When have*
18		*you been using this strategy? Let's say it's a strategy for writing,*
19		*reading, and collecting these templates*
20	C:	***I feel very insecure about writing in English (2.0) even***
21		***Portuguese***. *The templates help me a lot to express what I want.*
22	T:	*Do you remember when you started using templates in your*
23		*writing?*
24	C:	*In my preparation for the Enem, I had a Portuguese teacher who*
25		*did exercises like that ((laughter)).* ***Basically, I would write any***
26		***essay with the same templates. I felt more confident***. ***I've***
27		***always had difficulty with essays***. *That's why I took that essay*
28		*writing course =*
29	T:	*I see =*
30	C:	*= I started using them here in the course after getting low grades*
31		*on the written assignments.* ***My grades improved a bit***. *But I guess*
32		*they're not working anymore. Right?* ***Otherwise, you wouldn't be***
33		***asking these questions*** *(2.0)* ***I think I'm not doing well***
34		*((laughter)).* ***Now comes the failure***.
35	T:	***As I mentioned, this moment is just a conversation to***
36		***understand your writing process. Speaking of which, how did***
37		***you feel while writing the article?***
38	C:	***I'm afraid I won't be able to pass***. ***Writing is already tricky, and***
39		***it's even more complicated in English. (2.0) I just remember the***
40		***red marks and the parts of the texts crossed out with question***
41		***marks, proving my stupidity. When it comes to writing, I'm just***
42		***dumb***.
43	T:	*Dumb? Why? (3.0) Writing isn't just about applying templates or*
44		*structures. It involves numerous processes that we've discussed in*
45		*our course.* ***If someone asks me to write a memo or a technical***
46		***document, I don't know, but I know other genres; it's a***
47		***construction and learning. It has nothing to do with being***
48		***dumb***.
49	C:	*True.* ***But I'm scared (1.0) I am (1.0) of what you're going to say.***

50		*I already imagine I need to rewrite everything.*
51	T:	*What's the connection between this fear and these negative*
52		*feelings about yourself and your writing experience?*
53	C:	*Maybe this idea of writing and talking with you would be*
54		*better (2.0) make me think differently, but I'm afraid of what*
55		*you're going to say.* I've never had feedback through conversation;
56		it's always been written and in the text. And it was always negative.
57		Like I said, I couldn't sleep wondering how today should be.
58	T:	How are you feeling with our conversation now?
59	C:	*I worried for nothing. It's been really lovely. I like the way*
60		*you're asking me.*

Within the empathetic and safe space created by the co-construction of the intermental development zone I continued engaging Caio in making joint sense of his experience, a thinking together interactional move. I sought to elicit how Caio understood his past learning-to-write experience and how it is refracted in the present experience by asking him, what I conceive, *perezhivanie*-oriented questions: "***how did you feel while writing the article?***" (lines 36-37) and "***What's the connection between this fear and these negative feelings about yourself and your writing experience?***" (lines 51-52). In response to those questions, Caio revealed the experience of producing templates as a writing strategy in which has a double function for him. In addition to helping him write better, resulting in better results in academic writing, Caio expressed that it also served psychologically as a tool that can modify his own image and his writing activity, providing a sense of self-confidence: "***My grades improved a bit***" (line 31) and "***Basically, I would write any essay with the same templates. I felt more confident***" (line 26). It seems that Caio's *perezhivanie* have affected his writing activity and experience. He believed that he could not write well on his own, but he was able to produce good writing when he used other people's work. It was as if he felt that it was not him but others who were performing. This suggested that his *perezhivanie* influenced his writing process and style.

Asking *perezhivanie*-oriented questions, my actions and intentions target the recognition of Caio's past and present *perezhivanie*. Those kinds of questions enabled Caio to express his emotions in terms of his *perezhivanie* in various ways. For instance, he may reflect on his self-image during certain situations: "***When it comes to writing, I'm just dumb***" (Line 41-42) or on his writing activity: "***I feel very insecure about writing in English (2.0) even Portuguese***" (Line 20-21); "***I've always had difficulty with essays***" (Line 27); and "***Writing is already tricky, and it's even more complicated in English***" (line 38-39). Despite reporting that the use of rhetorical models has helped him write texts in both English and Portuguese and has given him more confidence, Caio's *perezhivanie* regarding his learning-to-write continued to express itself negatively. He has seen writing skill as something innate, a

true gift he has or does not have. Furthermore, the emotions that permeate such practice are always negative, reinforced by how writing skill is taught and learned in the contexts in which Caio has engaged. Thus, Caio's initial draft was significantly influenced by his insecurities and fears in terms of his *perezhivanie*: "***But I'm scared (1.0) I am (1.0) of what you're going to say. I already imagine I need to rewrite everything***" (Line 49-50). Recognizing Caio's *perezhivanie*, I recalled the purpose of the session again to maintain the collaborative construction of an intermental development zone: "***As I mentioned, this moment is just a conversation to understand your writing process***" (Line 35-36), as the purpose of the talk-in-interaction session was to learners reflect on their writing activity and experience. Besides that, with access to those internal cognitive and emotional struggles that Caio went through, I could thus attempt to mediate responsively him by offering emotional support and expert thinking about the process of engaging in different genres: "***If someone asks me to write a memo or a technical document, I don't know, but I know other genres; it's a construction and learning. It has nothing to do with being dumb***" (Line 45-48).

Furthermore, perceiving the maintenance of the intermental development zone, I directly delved into Caio's *perezhivanie* as a way to recognize his critical reflection and thinking about his writing process: "***What's the connection between this fear and these negative feelings about yourself and your writing experience?***" (Line 51-52). Intentionally, questions like these can bring about a deeper reflection on the lived experience and how it is being refracted in the present learning-to write experience. However, Caio merely confirmed his *perezhivanie*, failing to engage in a deeper reflection on how much his *perezhivanie* influences his writing: "***Maybe this idea of writing and talking with you would be better (2.0) make me think differently, but I'm afraid of what you're going to say***"(Line 53-55). Seeing that Caio did not engage in this reflection, the teacher questions him about how he is feeling to prompt him to make a comparison and reflect to move past the cognitive and emotional dissonance faced. However, he just said the nature of his initial interactions is very different from what he has experienced as a student in the past: "***I worried for nothing. It's been really lovely. I like the way you're asking me***" (Line 59-60).

5.2.3 Identifying Caio's cognitive and emotional dissonance: "I thought I understood those concepts"

In this part of our data analysis, I present and discuss a specific cognitive and emotional dissonance that emerge in the dialogical interactions between Caio and me in the

first talk-in-interaction session and how I attempted to mediate responsively him. During the course taught by me, one of the content covered and offered for students as an academic concept was topic sentences[16] and supporting sentences[17] (see part 4.3.1.for more details). Upon reading Caio's first draft, I noted that his text presented confusing paragraphs beyond syntactic issues and that such paragraph constructions resided in the concepts of topic sentences and supporting sentences. As the purpose of the talk-in-interaction session is not to be a feedback on inadequacies that happened in his text, but to Caio reflect on his writing activity and experience, opening up them to analysis, I was not directive toward or addressed any specific topic in Caio's writing activity. Moreover, I could not conceive those inadequacies or confusing paragraphs as a real need or maturing capability in his writing activity that needed mediation. To offer mediation that is responsive to Caio's maturing capabilities, I needed to access what those maturing capabilities are. As my first attempt to access them, I asked[18] Caio about the concept that caught his attention the most in the course. Caio said that he found the ideas of topic sentences and supporting sentences fascinating and had consciously applied them in his article. The following excerpt focuses on a possible emergence of a cognitive and emotional dissonance:

Excerpt 3 – First talk-in-interaction session (T=teacher, C=Caio)

1	T:	*Before diving into your text, it's essential to understand that*
2		*rewriting isn't a sign of incapacity but a natural part of the writing*
3		*process. **Regarding this process, could you point out something***
4		***from our course that caught your attention and that you tried to***
5		***apply while writing this first version?***
6	C:	*When I was drafting, something that was always on my mind was*
7		*the paragraph structure; each paragraph has a topic sentence, and*
8		*the others support it (2.0) I remember you emphasized paragraph*
9		*Construction.*
10	T:	*How did this idea come to you?*
11	C:	*I kept telling myself that the paragraph needs a topic sentence.*
12		*Start by writing that. And then, I'd write the supporting sentences.*
13	T:	*Was it just in your thoughts, or do you remember verbalizing this*
14		*thought?*
15	C:	*I would say it out loud and imagine you saying it. I heard your*
16		*voice ((laughter)).*

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[16] In the academic writing course, I presented the following definition for topic sentence: "Every good paragraph has a topic sentence. A topic sentence is the most important sentence in a paragraph. The topic sentence briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it" (Oshima; Rogue, 2014, p. 5).

[17] In the academic writing course, I presented the following explanation for supporting sentence: "Supporting sentences explain or prove the topic sentence. One of the biggest problems in student writing is that student writers often fail to support their ideas adequately. You need to use specific details to be thorough and convincing. There are several kinds of specific supporting details such as examples, facts and statistics, and quotation" (Oshima; Rogue, 2014, p. 11).

[18] A conceptual adaption of the concept of "be direct, not directive" presented originally by Johnson, Verity, and Childs (2023, p. 22).

17	T:	*Goodness gracious ((laughter)). I hope it wasn't with a*
18		*commanding tone.*
19	C:	*It was, actually. ((Imitating teacher's voice)) Caio, you have to*
20		*have a topic sentence; otherwise, your paragraph will be confusing*
21		*((ends imitation)) (3.0) It's nothing to do with you, but that's how I*
22		*imagined it.*
23	T:	*Interesting. Do you realize that these emotions permeate your*
24		*writing process and even your learning process of writing?*
25	C:	*True. Complicated, then.*
26	T:	*It's not that complicated. You'll figure out where you can redirect*
27		*or even change things. Let's see how this played out in your text.*
28		*Can we go to your text? Could you read each sentence or*
29		*paragraph and stop to comment or ask something? Alright?*
30	C:	*Okay. Here we go ((laughter)). ((reads)) English is the most*
31		*spoken language in the world, according to Albuquerque (2022)*
32		*there are about 1.132 million speakers, besides that it is present in*
33		*business, and especially in the technological area, science, tourism*
34		*etc. For this reason, many people have become interested in*
35		*learning English, however, the dream of some has become a*
36		*frustration, because not everyone has enough financial resources to*
37		*get a qualification as important as this ((ends reading)). I started by*
38		*providing context. Did I do it right?*
39	T:	*This context is important. I just found this context confusing.*
40		*Specifically, this first paragraph. Could you reread it, please?*
41	C:	*I think it's confusing too. Looking at this first sentence... it's almost*
42		*the whole paragraph.*
43	T:	***Could you reread it and identify what causes confusion?** =*
44	C:	*= I think I mixed up ideas.*
45	T:	***Which ideas?***
46	C:	*I wanted to say that English is the most spoken language, so I am*
47		*bringing arguments to prove it.*
48	T:	*Excellent direction. But this mix-up happened because you didn't*
49		*address the issue of the topic sentence and the supporting*
50		*sentences. **Could you tell me the topic sentence and supporting***
51		***sentence in this paragraph?***
52	C:	*I put the first sentence as the topic and the second as supporting.*
53	T:	***Can you see the relationship between them?***
54	C:	*Let me reread it ((reading in silence)). (6.0) I don't know; I think*
55		*the idea of each one is clear, one supporting the other.*
56	T:	*Interesting analysis. **Why is the first a topic sentence and the***
57		***second a supporting sentence?***
58	C:	*The idea of one being the main idea and the other being*
59		*complementary (2.0) I think I got confused, actually.*
60	T:	***When you were writing this paragraph, do you remember***
61		***using this structure (1.0) where we have a topic sentence and***
62		***supporting sentences?***
63	C:	***That's what I thought the most ((laughter)), but I see now that it***
64		***didn't work out. Man, writing is tricky and complicated for just a few***
65		***people. Not even the templates helped.***
66	T:	*You presented excellent ideas and moves here. That's why you*
67		*need to notice areas where your text needs improvement during our*
68		*conversation.*
69	C:	*I got it. Should I do it like this, then? What do you suggest? I've*
70		*realized writing isn't for me.*
71	T:	***We learn to write. Writing is a skill we develop. Your paragraph's***
72		***ideas are muddled with the topic and supporting sentences. Here,***
73		***you need to check how you understand a topic sentence and***
74		***supporting sentence and see how you've placed them in the text.***
75	C:	***Oh, it's so difficult. I thought I understood those concepts***
76		***and that my problems would be more about grammar. Looking***

77   *at the others, I see I did the same thing. Just proving my*
78   *stupidity.*
79 T: *Look, Caio, it's not like that. This moment is precisely for this.*
80   *Look at it from the perspective of your learning. You already know*
81   *where you need to pay more attention.*

Upon analyzing the dialogic interactions in this third excerpt as an *obuchenie* opportunity, my actions and intentions were aimed at mediating Caio towards a more robust understanding of topic sentences and supporting sentences, as well as helping him move past the dissonance faced, once such a dissonance was identified. Being attentive to Caio's *perezhivanie* and how it is refracted in his present learning-to-write experience, the teacher does not directly point out the inadequacies in Caio's text but rather responsively questions him about his pre-understandings materialized in the text. This mediational move by me can be conceived as creating the zone of proximal development, in which Caio and I were are attentive to the intentions of the dialogical interaction through the my questioning like: "***Regarding this process, could you point out something from our course that caught your attention and that you tried to apply while writing this first version?***" (Line 3-5). In responding to this question, Caio maintains the intermental development zone, not being monosyllabic, but reflecting about his writing activity by expressing his understanding of a cohesive paragraph through the concept of topic sentence and supporting sentence. Those concepts caught his attention and that he consciously used in the drafting of his text. Recognizing that, in "***That's what I thought the most ((laughter)), but I see now that it didn't work out. Man, writing is tricky and complicated for just a few people. Not even the templates helped***" (Line 63-65) as cognitive and emotional dissonance that Caio was facing, I attempted to create a safe space in which I directed Caio to reflect that his activity, in this case, the writing activity, did not correspond to what was conceived and emphasized by me in the course. This responsive guidance occurs in the following kind of questions: "***Could you reread it and identify what causes confusion?***" (Line 43); "***Which ideas?***" (Line 45); "***Could you tell me the topic sentence and supporting sentence in this paragraph?***" (Line 50-51); "***Can you see this relationship between them?***" (Line 53); "***Why is the first a topic sentence and the second a supporting sentence?***" (Line 56-57); and "***When you were writing this paragraph, do you remember using this structure (1.0) where we have a topic sentence and supporting sentences?***" (Line 60-62). Through those questions, I stayed attuned to his *perezhivanie* that refracted an image of himself as incapable and lacking the gift of writing. . As facing a cognitive/emotional dissonance, Caio asked for mediation: "***I got it. Should I do it like this, then? What do you suggest? I've realized writing isn't for me***" (Line 69-70). In

response to that, I carried out a joint intellectual activity by offering him a more expert conceptualization of writing: "***We learn to write. Writing is a skill we develop***" (Line 71) and I also offered implicit mediation directed to his cognitive and emotional dissonance: "***Your paragraph's ideas are muddled with the topic and supporting sentences. Here, you need to check how you understand a topic sentence and supporting sentence and see how you've placed them in the text***" (Line 71 -75).

The realization of his misunderstanding of the concepts of topic sentence and supporting sentence and how he applied them in his first draft led to a moment of cognitive and emotional dissonance as mentioned before, which, I mediated responsively. This cognitive/emotional dissonance can be seen as a growth point, as can be understood in his statement: "***I thought I understood those concepts and that my problems would be more about grammar. Looking at the others, I see I did the same thing***" (Line 75-78). Through making sense of his writing activity with me, Caio understood that his conceptualization and enactment of the concepts of topic sentence and supporting sentences were inadequate. . Such a realization, although painful to Caio as showed in "***Oh, it's so difficult***" (Line 75) and "***Just proving my stupidity***" (Line 78) could serve as a growth point that I could capitalize on by mediating Caio towards a more academic-like conceptualization and, eventually, effective application of "topic sentence" and "supporting sentence".

5.2.4 Seeking teacher's assistance: "One supports the other for clarity. Isn't it?"

Following the reflection in the first session, a big issue in Caio's writing activity was the conceptualization and enactment of the concepts topic sentence and supporting sentences. He knew he needed to rewrite his text, focusing primarily on paragraph structuring through topic sentences and supporting sentences. The recording of the first session was shared with him for recap. Despite that reflection, Caio resubmitted the text without modifications to meet the deadline and participate in the second talk-in-interaction. The selected data for analysis in this section focuses on the continued cognitive/emotional dissonance of Caio and the recognition by the me of signals of Caio's pre-understandings, his past and present *perezhivanie*, and the dissonance of his understanding and enactment of the concepts of topic sentence and supporting sentences as a potential growth point.

Excerpt 4 – Second talk-in-interaction session (T=teacher, C=Caio)

1   T: ***I noticed you didn't change the paragraphs in your last draft.***
2   ***Didn't you think they needed rewriting?***
3   C: *Honestly, I didn't have time to change anything. Sorry about that.*

4		*I know I need to better organize each of them. Could we read*
5		*through them, and you correct them as we go? I think that'll*
6		*help me.*
7	*T:*	*Besides not having enough time, can't you do it alone? Do*
8		*you know what needs to be changed in each paragraph?*
9	*C:*	*Sorry for not sending it already with corrections. Writing just*
10		*isn't my thing. I know I have to organize the topic sentences and*
11		*supporting sentences, but I really can't. To me, they're all topic.*
12		*sentences They're all necessary for the text. One supports the*
13		*other for clarity. Isn't it?*
14	*T:*	*The topic sentence is the main idea the paragraph brings.*
15		*Each section has its own topic sentence. The other sentences*
16		*support the topic. The supporting sentences can be*
17		*explanations, examples, or arguments that support, just as the*
18		*name suggests. ((points to the text showing in computer*
19		*screen)) In your text, when you say ((reads)) English is the most*
20		*spoken language in the world ((ends reading)) we have one*
21		*idea. When you say ((reads)) according to Albuquerque (2022)*
22		*there are about 1.132 million speakers ((ends reading)) we have*
23		*another idea, and when you say ((reads)) besides that it is*
24		*present in business, and especially in the technological area,*
25		*science, tourism etc ((ends reading)) we have another (3.0) We*
26		*have three ideas about the English language, but they have*
27		*different functions here*
28	*C:*	*Got it. So ((reads)) English being the most spoken language*
29		*in the world ((ends reading)) is the topic sentence and these*
30		*others are like confirmations, arguments for that idea. I think*
31		*it's clear now.*
32	*T:*	*Exactly. Perfect. That's why we say they support the topic*
33		*sentence. Could you rephrase these sentences following this*
34		*reasoning?*
35	*C:*	*I think so. I think I got it now.*

Upon analyzing the dialogic interactions in this fourth excerpt as an *obuchenie* opportunity, my actions and intentions were on moving Caio toward a different conceptualization and enactment of the concepts of topic sentence and supporting sentences by mediating directed at his cognitive/emotional dissonance. In the previous analysis, we observed the significant negative impact of Caio's *perezhivanie* on his writing activity and his present learning-to-write experience. Being attuned to the repeated instances of cognitive/emotional dissonance Caio experienced in terms of his *perezhivanie* and his inadequate conceptualization and enactment of the concepts of topic sentence and supporting sentences in his writing activity, I started the second session trying to understand what happened so that Caio would not change the paragraphs that presented inadequacies. My question has a clear reason and intention: "***I noticed you didn't change the paragraphs in your last draft. Didn't you think they needed rewriting?***" (Line 1-2). During the previous session, I addressed his inadequate conceptualization and enactment of topic sentences and supporting sentences in the reflection, what could make him aware that he needed to return to

the academic concepts offered by me in the course and, based on them, rewrite the paragraphs of the first draft: "***I know I need to better organize each of them***" (Line 4). The objective of the first session was not instruction or resuming concepts but to co-construct an intermental development zone where Caio could reflect on his writing activity and experience by carrying out joint intellectual activity and making joint sense of his s lived experience in terms of *perezhivanie*. Before the second session, Caio should listen to the audio recording of the first session to recap what was reflected and guide his rewrite. This draft should come with changes based on the dissonance that emerged as a growth point. As discussed, Caio believed he had understood the concepts and had applied them appropriately to his first draft; however, when reading his first draft, I pointed out that the text was confusing and that this confusion resided precisely in the concepts he had just said he applied in a conscious way.

The time interval between one session and another is around 20-25 days. Caio was aware that he could revisit the concepts of topic sentence and supporting sentences as asked by in the previous session. When inquired why he had not made the changes as indicated by me in the first session, Caio initially justified that he did not have time to make the changes. However, I was attuned to how Caio was experiencing the present learning-to-write moments and could infer that it was not solely a matter of time: "***Besides not having enough time, can't you do it alone? Do you know what needs to be changed in each paragraph?***" (Line 7-8). In response to my inquiry, Caio revealed his inability to differentiate between topic and supporting sentences and again resorted to the idea that writing is a talent he lacks: "***Sorry for not sending it already edited. Writing just isn't my thing***" (Line 9-10).

By being direct, not directive[19] (Johnson ; Verity; Child, 2023), I attempted to help Caio understand the academic concepts of topic sentence and supporting sentences within his text by engaging him in interthinking , a process through which they could carry out a joint intellectual activity. For instance, the following interaction shows me providing expert and explicit academic concepts of topic sentence and supporting sentences: "***The topic sentence is***

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[19] According to Johnson, Verity and Childs (2023): "BE DIRECT, NOT DIRECTIVE is a simple way of making this rather complicated point: then working with an L2 writer or speaker of English, novice teachers cannot assume that the learner's orientation to the text or to the linguistic work at hand matches his/her own, which is more expert, by definition, and possibly much more automatic, if English is one's first language. Therefore, novice teachers should BE DIRECT when making a point: say explicitly what level of the text, or of the language, they are giving feedback on. They need to be absolutely clear when they are providing input on, for example, a basic grammatical 'mistake' (such as a missing plural -s on a noun) and a more complex consideration of which grammatical structure (e.g., a relative clause or a separate free-standing sentence) works best in a given context. On the other hand, they should not just 'tell the learner what to say or what to write' (that is, NOT DIRECTIVE). Instead, they need to use targeted mediation to find out what the learner already knows about the point at hand and whether that knowledge is useful for a particular example." (*emphasis in the original*, p. 22).

the main idea the paragraph brings. Each section has its own topic sentence. The other sentences support the topic. The supporting sentences can be explanations, examples, or arguments that support, just as the name suggests" (Line 14-18). I needed to be tailored and directed to the inadequate conceptualization (i.e., a pseudoconcept) and enactment of the concepts of topic sentence and supporting sentences, as I saw that Caio needed explicit mediation when he said: "*I know I have to organize the topic sentences and supporting sentences, but I really can't. To me, they're all topic sentences*" (Line 9-12). Bearing that in mind, I mediated him responsively by offering him a more expert understanding through his own text: "*((points to the text showing in computer screen)) In your text, when you say ((reads)) English is the most spoken language in the world ((ends reading)) we have one idea. When you say ((reads)) according to Albuquerque (2022) there are about 1.132 million speakers ((ends reading)) we have another idea, and when you say ((reads)) besides that it is present in business, and especially in the technological area, science, tourism etc ((ends reading)) we have another (3.0) We have three ideas about the English language, but they have different functions here*" (Line 18-27). Recognizing Caio's pre-understandings and the influence of *perezhivanie* in his writing activity and experience, I calibrated my mediation in the talk-in-interaction session and then I targeted Caio's inadequate conceptualization and enactment of the concepts of topic sentence and supporting sentences, in terms of a cognitive/emotional dissonance. In this structured mediational space, I attempted to help him move past the cognitive/emotional dissonance faced by the means of academic concepts by exposing him to my own conceptualization as a psychological tool needed for appropriate enactment of the concepts in his writing activity. In other words, I attempted to mediate Caio's cognition through academic concepts so he could use it as a psychological tool to regulate his mental and writing activity regarding paragraph structuring. Picking up this more expert and practical explanation, Caio externalized the use of this psychological tool and an awareness of the functional difference between the concepts: "*Got it. So ((reads)) English being the most spoken language in the world ((ends reading)) is the topic sentence and these others are like confirmations, arguments for that idea. I think it's clear now*" (Line 28-31).

Throughout this session, Caio explicitly sought my mediation: "*Could we read through them, and you correct them as we go? I think that'll help me*" (Line 4-6) "*One supports the other for clarity. Isn't that it?*" (Line 12-13); and "*I think so. I think I got it now*" (Line 35). When Caio sought mediation he revealed that he is other-regulated in the activity and made transparent his maturing capabilities, as the level of assistance he needed

was the same since the first session. Caio was highly dependent upon my mediation as he kept asking for it. When he said "***One supports the other for clarity. Isn't that it***" (Line 12-13), his conceptualization was inadequate as he could not differentiate the function of topic sentences and the function supporting sentences in a paragraph. He still thinks the concepts have the same function, so, I targeted my mediation towards to his real need, which was to have the concepts explicitly given because he could not differentiate them. Caio's thinking about the concepts, when he made it visible, showed that he had not modified his writing activity because there was no difference between the concepts for him. Caio seemed to give rise to a pseudo concept of topic sentence and supporting sentences. His thinking about and enactment of those concepts corresponds precisely to his specific stage of development.

Considering the level of assistance required by Caio in the zone of proximal development created through our dialogic interaction in this session, there is no evidence of any qualitative change in Caio's conceptualization of the concepts of topic sentence and supporting sentences. Caio's actions in this regard do not directly indicate the use of the concepts of topic sentence and supporting sentence as true concepts, as it can be deduced by the same level of assistance required by Caio, highlighting the other-regulation assistance. Despite being unable to transfer my way of conceiving the concept to Caio, I tried to present them practically by explaining each sentence and its function to guide him in being consciously aware of their differences. So, I can conceive that in this second session, Caio did not take a step in developing the concepts themselves but became aware of his misunderstanding of them. Despite not representing the development of the concepts themselves, this awareness may represent the direction towards it.

5.2.5 Supporting Caio's development of new understandings: "Yeah, I was mixing everything up before. But now I can understand"

In this data excerpt, I have chosen an interaction between Caio and me during the third and final talk-in-interaction session. In the selected excerpt, I present a moment where Caio and I engaged in intethinking process about his conceptualization of topic sentences and supporting sentences. In the last two sessions, Caio expressed his conceptualization of the academic concepts of topic sentence and supporting sentences, revealing that there was no functional difference between them. By doing so, Caio allowed himself to reflect on his understanding and provided me with insights into his thinking and maturing capabilities. These insights guided my mediation to be more responsive to his real needs. After my

responsive mediation, Caio started to see topic sentence as an "idea" and the supporting sentences as "confirmations, arguments for that idea". Throughout the following data excerpt, Caio's reflection on his writing activity and experience regarding the topic sentence and supporting sentence concepts shows that this different understanding of them was not an empty verbalism. This dialogic interaction provided a glimpse into Caio's emerging understandings and application of these concepts in his writing. By examining how he verbalizes the academic concepts and enacts them into his text, we gain valuable insights into his progress and the effectiveness of the collaborative learning process mediated responsively by me:

Excerpt 5 – Third talk-in-interaction session (T=teacher, C=Caio)

1	T:	**Congrats on the rewrite. Gotta say, your text is looking pretty**
2		**polished. Well done.**
3	C:	Thanks. It was tough, but I think I nailed it. Seems like I can write
4		in English now ((laughter))
5	T:	**Not just write, but write really well. Could you read the first**
6		**paragraph and explain the changes and the reasons behind**
7		**them?**
8	C:	**Sure thing. I made ((reads)) English is commonly recognized**
9		**as the most widely spoken language around the world ((ends**
10		**reading)) as the topic sentence. To support that idea, like you**
11		**said, I brought in those ideas as supporting sentences. I**
12		**brought this data to back up my topic sentence ((reads))**
13		**According to Albuquerque (2022), there are approximately 1.132**
14		**billion English speakers ((ends reading)) (1.0) and then I**
15		**mention that English isn't limited to just entertainment but also**
16		**holds significant importance in various fields such as business,**
17		**technology, science, and education. In this way, many people**
18		**are eager to learn English**. I'm pretty sure it turned out well.
19	T:	**It's pretty clear which sentence is the topic and which is the**
20		**support** =
21	C:	**= That's why we have paragraphs... I know I need to start another**
22		**paragraph when another topic sentence comes up. Like you said**
23		**last time, the topic sentence is the main idea. Each paragraph has**
24		**just one topic sentence. And to build this paragraph, I bring in the**
25		**sentences that support this topic.**
26	T:	**I see you've changed all the paragraphs. How did that go?**
27	C:	**Yeah, I was mixing everything up before. But now I can**
28		**understand, and when I'm reading, I'm kinda playing a game to**
29		**identify the topic sentence and how the authors bring in the**
30		**supporting sentences. Even my templates are better now**
31		**((laughter)).**
32	T:	**Your text is more organized. Glad you didn't give up. The**
33		**effort paid off**.
34	C:	**It was tough at the beginning, for sure. I'm more confident**
35		**now. To organize my text and not mess up the topic sentences,**
36		**I start my essays with a mind map. I put down my main**
37		**objective and thesis statement. I'm already thinking about the**
38		**topic sentences, and then I bring in the supporting ones for**
39		**each topic sentence. Sounds like a lot of work, but I've been**
40		**doing really well. It's getting smoother**.
41	T:	**The ideas are well-organized**.
42	C:	They are. Each supporting sentence has its topic.

In analyzing the dialogic interaction between the Caio and me in this fifth data excerpt as an *obuchenie* opportunity, my actions and intentions were on access Caio's different conceptualization and enactment of the concepts of topic sentence and supporting sentences as well as on engaging him a reflective activity on his writing activity and experience... We can understand that throughout the two sessions, Caio required mediation that acknowledged how his *perezhivanie* leads him to view his current writing experience through negative lenses and that regulated his mental and writing activity . Thus, I position myself not as the holder of knowledge or possessing a gift but as someone who has gone through and is still going through this learning process, genuinely recognizing Caio's performance throughout the writing of his article through instances like: "***Congrats on the rewrite. Gotta say, your text is looking pretty polished. Well done***"(Line 1-2); "***Not just write, but write really well***"; "***It's pretty clear which sentence is the topic and which is the support***"(Line 5); "***Your text is more organized. Glad you didn't give up. The effort paid off***" (Line 32-33); and "***The ideas are well-organized***" (Line 41). This movement by me emphasized that dialogic interaction conceived as *obuchenie* and directed towards cognitive/emotional dissonances in terms of *perezhivanie*, and is not characterized by a more explicit or implicit intervention on the concepts but by responding to his new verbalization of the concepts of topic sentence and supporting sentences. This different verbalization is expressed in Caio's responses to the questions posed by me. When I asked him, "***Could you read the first paragraph and explain the changes and the reasons behind them?***" (Line 5-7), Caio promptly identified and explained the concepts in question in his own words: "***Sure thing. I made ((reads)) English is commonly recognized as the most widely spoken language around the world ((ends reading)) as the topic sentence. To support that idea, like you said, I brought in those ideas as supporting sentences. I brought this data to back up my topic sentence ((reads)) According to Albuquerque (2022), there are approximately 1.132 billion English speakers ((ends reading)) (1.0) and then I mention that English isn't limited to just entertainment but also holds significant importance in various fields such as business, technology, science, and education. In this way, many people are eager to learn English***" (Line 8-18). In the last session, I attempted to mediate his cognition by offering him my own conceptualization and how to identify the topic sentence and supporting sentences. In this dialogic interaction, Caio identified the topic sentence and supporting sentecnes as I did in the last session by identifying each sentence as an idea and emphasizing that each idea has a function in the paragraph to keep it cohesive. Caio imitated me, not with empty verbalism,

but with this going beyond what I had done. It seems that he properly used that explanation as a psychological tool to regulate his mental and writing activity. It is important to note that the talk-in-interaction session audios were shared after each one as a tool to guide the drafting process.

This moment, Caio identified each sentence as an idea and defined each idea through its function, explaining which sentence had the function of a topic sentence and which were supporting sentences, justifying their definitions.. In this dialogic interaction, Caio showed that the changes in his conceptualization which emerged in the previous session were a step into his developmental trajectory. We can perceive a preliminary movement of thinking in concepts, but nota movement of generalization where we think in and act through true concepts. Engaging in the dialogic interaction, I identified the emergence of this thinking in concepts so I attempted to access that thinking "***I see you've changed all the paragraphs. How did that go?***" (Line 26). This intentional question aims prompted Caio to explain changes made and demonstrate how he has effectively used the concepts of topic sentences and supporting sentences as true concepts. However, Caio just explained how he applies the concepts and did show that he started to think in concepts: "***Yeah, I was mixing everything up before. But now I can understand, and when I'm reading, I'm kinda playing a game to identify the topic sentence and how the authors bring in the supporting sentences. Even my templates are better now ((laughter))***" (Line 26-31).

While I was commenting that "***It's pretty clear which sentence is the topic and which is the support =***", Caio interrupted me by verbalizing an understanding of concepts and even conceptualizing what a paragraph is "***= That's why we have paragraphs... I know I need to start another paragraph when another topic sentence comes up. Like you said last time, the topic sentence is the main idea. Each paragraph has just one topic sentence. And to build this paragraph, I bring in the sentences that support this topic***" (Line 11-25). Caio finally pointed out that a paragraph just has one topic sentence, one main idea or topic, and that this paragraph is constructed around this idea: the start point of the paragraph. This verbalization was important, even not being self-regulated, because it indicated that Caio reflected on his understandings as they were focused and mediated mainly in the last session, and through this reflection, he could understand the concepts of the topic sentences. This awareness could further lead him to rewrite his text regarding those concepts correctly.

In making this move, Caio also indicated a shift in terms of his *perezhivanie* about writing in English: "***Sounds like a lot of work, but I've been doing really well. It's getting smoother***" (Line 39-40). By conceiving his writing activity as smoother, Caio not only signals

a shift in his *perezhivanie* related to his writing activity but also shows a different image of himself as a writer.In this last talk-in-interaction, Caio acknowledges his initial challenges, indicating that the process was complicated initially: "***It was tough at the beginning, for sure***". However, he expresses increased confidence in his current capabilities related to the construction of paragraphs through the concepts of topic sentences and supporting ideas. This change in his understanding and his activity suggests a positive shift in Caio's *perezhivanie*, as he feels more assured in his writing activity. By starting his essays with a mind map, he clearly understands the importance of pre-planning and structuring his ideas. By consciously considering the topic sentences early in the process and incorporating supporting sentences for each topic, we can see Caio's conceptualizations become more expert-like which can be noticed in the following statement: "***I'm already thinking about the topic sentences, and then I bring in the supporting ones for each topic sentence. Sounds like a lot of work, but I've been doing really well***". In order to enhance Caio's writer/writing expertise, it is important to materialize a new and profound understanding of the concepts of topic sentences and supporting sentences through repeated exposure and application in different writing activities. By consistently employing those concepts, Caio will be able to improve his writing skills and become more confident in his ability to write effectively and coherently.

5.2.6 Summary

Section 5.2 traced Caio's emerging conceptual understanding of the concepts of topic sentence and supporting sentences throughout his engagement in three talk-in-interaction sessions. If we consider the dialogic interaction in the three talk-in-interaction sessions an obuchenie opportunity, my actions and intentions were on:

a) In the talk-in-interaction session 1: To co-construct an intermental development zone with Caio where we could think together on his writing activity and experience as well as to mediate him towards a more robust understanding of topic sentences and supporting sentences, as well as helping him move past the dissonance faced, once such a dissonance was identified

b) In the talk-in-interaction session 2: To move Caio toward a different conceptualization and enactment of the concepts of topic sentence and supporting sentences by mediating directed at his cognitive/emotional dissonance.

c) In the talk-in-interaction session 3: To access Caio's different conceptualization and enactment of the concepts of topic sentence and supporting sentences as well as on engaging him a reflective activity on his writing activity and experience.

Considering the dialogic interactions occurring throughout the talk-in-interaction sessions in as an obuchenie opportunity, Icould create a space for co-constructed, intentional, structured, and goal-directed interaction based on the student's immediate needs, goals, emotions, and motives. During one such interaction, I sought to understand Caio's past learning-to-write experience. Caio revealed that he had used templates in his writing. The teacher praised Caio's strategy and attempted to engage him in making sense of his experience by asking goal-directed questions. Caio revealed that using templates not only helped him write better but also provided him with psychological benefits like self-confidence. Caio and I co-constructed an intermental development zone, staying attuned to each other's understanding and motives. Although I had explained the goal of the session, Caio perceived another motive for the interaction. I changed the focus of the interaction and sought to understand Caio's emotions and motives. Caio expressed his fear of failure and how writing impacted his self-image. Creating such a space for interthinking which was cognitively and emotionally demanding for both him and me. (Johnson & Golombek, 2016, p. 61).

In the first session, I engaged in talking with Caio to recognize his understanding of learning to write. In this dialogic interaction, Caio reflected on his past negative experiences and self-blame for his writing shortcomings. I acknowledged Caio's past emotional experiences and sought to support him by normalizing instances of failure in the writing activity and learning-to-write experience. I further inquired into Caio's past and present learning-to-write experiences to gain a better understanding of his *perezhivanie*. During the dialogic interaction with me, Caio was able to co-construct an intermental development zone. This intermental development zone provided a structured space where I could assisted Caio in expressing his concerns and anxieties related to writing activities and his past as well as present learning-to-write experiences. This process enabled the to be attuned to Caio's needs, emotions, and motives in the course of the talk-in-interaction. How Caio responded to the interaction between them signaled to me what kind of assistance I might offer, such as explaining the concepts through examples in his text. Caio perceived his learning-to-write experience mainly through his past experience as a student at school, in which feedback was always negative, with the so common red marks in the text.

Previous to the talk-in-interaction session in Academic writing in English course taught by me, the concepts of topic sentences and supporting sentences caught Caio's

attention. When he was writing his first draft, being aware of those concepts and their importance to constructing a cohesive paragraph, Caio enacted them in text production. In the first session, Caio did not show an adequate understanding of those concepts and failed to incorporate them into his first draft. When Caio identified his failure in enacting the concepts of topic sentences and supporting sentences in which he thought his understanding of those concepts was adequate, I engaged with him in a movement of making joint sense of the experience as a growth point where Caio could work on and develop a more expert conceptual understanding. In the following excerpt, we can see how Caio enacted those concepts:

Excerpt 6 – Caio's first paragraph of the introduction for the first draft:

1   *English is the most spoken language in the world, according to Albuquerque*
2   *(2022) there are about 1.132 million speakers, besides that it is present in*
3   *business, and especially in the technological area, science, tourism etc. For this*
4   *reason, many people have become interested in learning English, however, the*
5   *dream of some has become a frustration, because not everyone has enough*
6   *financial resources to get a qualification as important as this.*

In the first draft, Caio established as the topic sentence of this paragraph "***English is the most spoken language in the world***" (Line 1). However, Caio failed to support this idea. As Caio expressed an inadequate understanding of the concepts of topic sentence and supporting sentences, he was not enable to establish transitions between the idea presented as topic sentence and others ideas in this paragraph: "***according to Albuquerque (2022) there are about 1.132 million speakers***" (Line 1-2); "***besides that it is present in business, and especially in the technological area, science, tourism etc***" (Line 2-3). In last sentence: "***For this, dream of some has become a frustration, because not everyone has enough financial resources to get a qualification as important as this***" (Line 3-4), Caio introduces a new aspect – the financial barrier to learning English, demonstrating his inability to organize a paragraph through the concepts of topic sentences and supporting sentences. In this introduction, Caio brought good ideas to support the main idea but enacted them as part of the topic sentence, not as a supporting sentence. As he expressed during the first talk-in-interaction, he did not know how to differentiate them, conceiving them as all ideas to create a topic sentence.

Caio's thinking about and enactment of the academic concepts (Topic sentence and supporting sentences) emerged through the first and second sessions as a maturing capability through cognitive/emotional dissonances in terms of his *perezhivanie*,, Identifying them as a maturing capability, I picked up on and directly targeted throughout our co-constructing an intermental development zone. Our dialogic interactions created an ongoing, co-constructed,

shared communicative space for interthinking that is mutually built on the foundations of shared knowledge and motives. I laid the groundwork for interthinking by encouraging Caio to think about the different functions each sentence has in a paragraph. Besides carrying out joint intellectual activity, I also laid the ground for Caio to engage in making joint sense of his past and present learning-to-write experience.

To calibrate mediation to Caio's needs, I first sought to elicit how Caio understood what he was experiencing in his learning-to-write through the course and during the sessions. My mediation was emergent, contingent, and responsive to Caio's immediate needs in terms of how he described and evaluated his past learning-to-write experiences, how he saw himself as a writer and as a learner, and then how Caio responded to my mediation.

I acknowledged Caio's expressions of emotions concerning his ability to enact the concepts. Dealing with emotions is not an easy task for teachers (Johnson; Golombek, 2016), especially when they emerge in a real-time interaction. It demands a lot from the teacher to know how to deal with and mediate responsively (Johnson; Golombek, 2016).

In the last session, when Caio was explaining the use of the concepts of topic sentence and supporting sentence, he brought the same explanation that I had offered as tool to understand and differentiate the function of those concepts. It seems that he transformed that as psychological tool to regulate his mental and writing activity. It was not only his thinking about the concepts that has changed but how he enacted in his text. In the following excerpt, Caio enacted a different understanding of the concepts topic sentence and supporting sentences.

Excerpt 7 – Caio's first paragraph of the introduction for the final draft:

1   *English is commonly recognized as the most widely spoken language around the*
2   *world. According to Albuquerque (2022), there are approximately 1.132 billion*
3   *English speakers. English is not limited to just entertainment but also holds*
4   *significant importance in various fields such as business, technology, science, and*
5   *education. In this way, many people are eager to learn English. However, some*
6   *individuals cannot learn English due to financial constraint.*

In Excerpt 7, there is a notable improvement in the clarity and organization of the content compared to the first draft. The topic sentence is more concise and effectively establishes English's prominence as the most widely spoken language globally. The supporting sentences provide specific examples of English's importance in different fields, strengthening the argument. Additionally, the transition between the supporting sentences is smoother, leading to a more coherent flow of ideas. Furthermore, the third draft seamlessly integrates the discussion of financial constraints into the narrative. The paragraph maintains

focus and relevance by addressing this aspect within the context of individuals' inability to learn English. As demonstrated in the last talk-in-interaction session, Caio presented a more expert conceptual understanding of the topic sentence and supporting sentences. In his writing activity, he ensured that all supporting sentences contribute directly to the central idea introduced in the topic sentence.

Unfortunately, without immediate follow-up writing activity, we do not have evidence of whether Caio can integrate or is gradually internalizing his emerging conceptions of topic sentences and supporting sentences in his writing activity. From a sociocultural theoretical perspective, Caio needs to materialize those concepts repeatedly in concrete goal-directed activity. The findings in this chapter accentuate a central point of this study, the role of teachers in creating multiple, integrated opportunities for the development of writer/writing besides instruction and feedback sessions, which open up multiple, assorted structured mediational spaces for responsive mediation to emerge throughout the learning-to-write experience. Also necessary are ongoing opportunities to identify maturing capabilities of each learner and mediate directed at them,. However, before students can engage in such activities, teachers need to introduce the kind of systematically organized instruction that Vygotsky (1997) viewed as fundamental to the development of human cognition (Johnson; Golombek, 2016) Providing Caio the opportunity to engage in the talk-in-interaction session as a tool-and-result activity, from a Vygotskian sociocultural theoretical perspective, he could reflect on his writing activity and experience , by making transparent his writing activity and experience and examine them mediated by me.. So, this tool-and-result activity can enable teachersto integrat academic concepts within the talk-in-interaction allows students to connect them to their everyday concepts about writing and to the concrete activity of writing (Johnson; Golombek, 2016). Through responsive mediation co-constructed throughout the talk-in-interaction sessions, teachers can identify the student's maturing capabilities in the arena of potentiality (Johnson; Golombek, 2016) so that the interactions in/through the talk-in-interaction can lead to the student's development of writer/writing expertise.

5.3 GUSTAVO'S EMERGING CONCEPTUAL UNDERSTANDING OF DISCIPLINARY
   CULTURE AND CREATING-A-RESEACH-SPACE MODEL

Upon examining Gustavo's trajectory through the three talk-in-interaction sessions, it becomes apparent that his writing activity and learning-to-write experience are often fraught with challenges that can significantly affect his self-perception and learning. Initially, Gustavo's struggles with writing reveal a deeply personal struggle reflective of broader academic anxieties. He views himself critically, feeling incapable of writing texts that meet his expectations. This negative self-image presents a significant hurdle, overshadowing his potential and clouding his perception of his abilities. Remarkably, Gustavo informs that two concepts that caught his attention in the academic writing course are discipline culture[20] and creating-a-research-space model[21]. According to him, when reading his first draft, he should have followed the creating-a-research-space model as a way of inserting himself into the disciplinary culture of his research area, which is reading in a second language. Despite not having applied the concepts adequately in his first draft, Gustavo demonstrates that these concepts are in the process of development, not demonstrating inadequacies of the concepts themselves in thinking. In the third session, Gustavo showed a possible development of the concepts through verbalization and application in writing. Gustavo is dissatisfied with not having been able to apply these concepts properly when writing the first draft, as they were

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20 Hyland (2019) utilizes the term disciplinary culture to expand and elucidate the concept of a discourse community. According to the author, disciplines can be perceived as communities where beliefs and practices interact with norms, terminology, fields of knowledge, sets of conventions, objects, and research methodologies. Within each disciplinary culture, individuals acquire specialized discursive competencies that empower them to engage as members of the group. For the purpose of teaching disciplinary writing, Bazerman (2012) refers to teaching aimed at guiding undergraduates to read and write within various academic disciplines, while encompassing the underlying aspects concerning similarities and differences in the construction of scientific knowledge across diverse fields.

21 The creating-a-research-space (CARS) model, developed by John Swales in 1990. I presented in the academic writing course the following outline of the model, adapted from Swales (1990, p. 140-141):
"Move 1: Establishing a Territory
        Step 1: Claiming Centrality (and/or)
        Step 2: Making Topic Generalization(s) (and/or)
        Step 3: Reviewing Items of Previous Research
Move 2: Establishing a Niche
        Step 1A: Counter-claiming (or)
        Step 1B: Indicating a Gap (or)
        Step 1C: Question-raising (or)
        Step 1D: Continuing a Tradition
Move 3: Occupying the Niche
        Step 1A: Outlining Purposes (or)
        Step 1B: Announcing Present Research
        Step 2: Announcing Principal Findings
        Step 3: Indicating RA (Research Article) Structure."

something that caught his attention and that he thought he had managed to apply. The dissatisfaction and failure in enacting the concepts of disciplinary culture and creating-a-research-space model, as well as his past and present perezhivanie refracted in present learning-to-write experience, emerged as cognitive/emotional dissonance, recognized as Gustavo's growth point. Gustavo's engagement in the talk-in-interaction is summarized in the following subsections: **5.3.1 Eliciting Gustavo's lived experience**: "Something hard to achieve"; **5.3.2 Recognizing and responding to Gustavo's perezhivanie**: "My first paper in English was terrible"; **5.3.3 Identifying Gustavo's cognitive and emotional dissonance**: "I messed up right from the start anyway"; **5.3.4 Responding to Gustavo's growth point**: "I should really write following the appropriate rhetorical moves. Minus one point for me"; **5.3.5 Seeking assistance**: "What do I need to do here to make this introduction good?"; **5.3.6 Supporting the development of new understandings**: "When I started writing the paper for the sociolinguistics course, I first thought about the rhetorical moves"; **5.3.7 Thinking together and a possible conceptual understanding transformation: "**CARS is a dance. Just a dance of academic language in articles", which highlight several key episodes that illustrate his developmental trajectory.

5.3.1 Eliciting Gustavo's lived experience: "Something hard to achieve"

Gustavo decided to write his research article about prior knowledge and its influence on second language reading comprehension. He read two books and ten research articles during the semester. As a mandatory part of the coursework, Gustavo wrote one outline and one summary for each. While writing on prior knowledge and its influence on L2 reading comprehension, he commented that he would apply the conceptual frameworks (Disciplinary culture and Creating-a-research-space) to receive good feedback... Gustavo had some challenges in producing his research plan, which shows how he intends to approach his topic. He could explain and enact the academic concept of "genre" and express the reasoning behind the genre's linguistic, rhetorical, and pragmatic aspects (Motta-Roth; Hendges, 2010).

To review, Gustavo submitted his first draft on Google Classroom after the deadline, citing motivational challenges as the reason for the delay. During our first talk-in-interaction session one week later, Gustavo expressed negative emotions and thoughts about his learning-to-write process. However, it was during the reading of the first paragraph that Gustavo identified, without teacher assistance, some issues related to disciplinary culture (Hyland, 2004) and Creating-a-research-space (Swales, 1990), conceptual frameworks as academic

concepts presented and explored during the first three months of the academic writing course. (as psychological tools for Conceptual Development of Academic Concepts)

Based on an ESP genre-oriented writing pedagogy (see the methodology chapter), I introduced both the concept of Disciplinary Culture (Hyland, 2004) and the Swalesian concept of the create-a-research-space (or CARS) model. As part of this, students, including Gustavo, completed assignments to put them into practice. Additionally, students were asked to choose a research area in Second Language Acquisition or Applied Linguistics to write a research article. Gustavo chose the topic of prior knowledge and second language reading comprehension. Gustavo had access to books and articles and engaged in ten genre analyses to familiarize himself with the research in this field. However, as Gustavo began drafting his research article, he encountered difficulties handling his first draft and challenges in his writing. He mentioned some experiences of receiving poor grades or being criticized by teachers. These experiences can lead to frustration, self-doubt, and lack of confidence in his learning-to write experience.

Excerpt 1 – First talk-in-interaction session (T=teacher, G= Gustavo):

1	T:	**How's your relationship with writing been?**
2	G:	*I used to think the writing was as rigid and cold as an ice cube, with rules*
3		*and specific strategies to write well. Something hard to achieve.*
4	T:	**What do you mean? Where does this image come from?**
5	G:	*I always remember the essays they asked for in school like that. I'd*
6		*write ((laughter)). I tried! I'd hand it in, and then came the score. That's*
7		*why I take so long to write ((laughter)). It's like postponing failure*
8		*(4.0). I got eight hundred points on the Enem essay. I was surprised at*
9		*myself. I guess I got lucky.*
10	T:	*Congratulations on the score.*
11	G:	*Thank you. I think that's why I write first in Portuguese and then*
12		*translate it on Google. I already imagine when there's an activity to do here*
13		*in class.*
14	T:	**What do you imagine?**
15	G:	*I feel dumb and incapable.*
16	T:	*Be kind to yourself. Writing is a process of rewriting. I always*
17		*want to change something when I read something I've written*
18		*before.* **Has it been uncomfortable writing here in class?**
19	C:	*Not so much ((laughter)).*

Upon analyzing the dialogic interactions in this first excerpt as an *obuchenie* opportunity, the teacher's actions and intentions are on eliciting Gustavo's past and present writing activity and learning-to-write experiences. In an intentional and situated way, I encouraged the co-construction of intermental development zone with Gustavo through questions that I conceive as perezhivanie-oriented questions. The *perezhivanie*-oriented questions aimed to elicit Gustavo's *Perezhivanie* by enabling him to reveal how he has experienced the activity of writing and learning-to-write. Thus, I used this tool, and together

with Gustavo, we start to make joint sense of his past and present experiences as a way of interthinking. I engaged in the dialogic interaction by asking Gustavo about his relationship with writing: "***How's your relationship with writing been?***" (Line 1). This *perezhivanie*-oriented question served as an invitation for Gustavo to make joint sense of his last and present experiences and attitudes towards writing. In this excerpt, we can see how I intentionally maintains the co-construction of the intermental development zone and enables Gustavo to reason upon his previous experiences during joint activity. His *perezhivanie* is revealed as a response to the teachers' questions: "***What do you mean? Where does this image come from?***" (Line 4); "***What do you imagine?***" (Line 14); and "***Has it been uncomfortable writing here in class?***" (Line 18). In response to me by engaging and maintain the co-construction of the intermental developmet zone, Gustavo revealed his appraisal of himself and how he engaged in writing in both his mother tongue and English as a foreign language before and during university, revealing his emotional experience, making tangible his *perezhivanie*. Given his *perezhivanie*, Gustavo viewed writing as "***Something hard to achieve***" (Line 3), which led to negative emotions and thoughts about the writing activity and learning-to-write experience as "***like postponing failure***" (Line 16). His *perezhivanie* unfolds how his prior learning experiences with writing influenced his thoughts about writing. His lived experience further impacts his understandings and motives, potentially leading to a self-fulfilling prophecy where he struggles with writing because of his negative thoughts and emotions associated with this experience as he sees himself as "***dumb and incapable***" (Line 15).

Gustavo's *perezhivanie* enables us to understand better how he is experiencing and responding to the writing activity and experience in the drafting process. It also shows how he is emotionally linked and interrelated to the writing activity. Gustavo's lack of self-confidence: "***I was surprised at myself. I guess I got lucky***" (Line 8-9) could be described in terms of his *perezhivanie* through which he perceives himself in writing and learning-to-write experiences.. Gustavo's highly negative emotions most likely point to an area of his cognition as a learner of academic writing that needs to be developed and suggests a need for other-regulation in the intermental development zone. In the movement of being attuned to Gustavo's emotion, I co-constructed the intermental development zone and engaged in interhinking by acknowledging Gustavo's emotionally and cognitively lived experience as a way to make joint sense of his experience: "***Be kind to yourself. Writing is a process of rewriting. I always want to change something when I read something I've written before***" (Line 16-18). Thus, by attuning to Gustavo's emotional appraisals, I engaged in the kind of

mediation that was needed at that point. My mediation is responsive to Gustavo's lived experience and his pre-understandings as I attempted to guide Gustavo to re-signify his learning-to-write experience in his reflection on his writing activity and experience. The select instances of interaction, highlighted in bold font, may illustrate how I tried to create mediation conditions in response to Gustavo's pre-understanding and *perezhivanie* while engaging in a talk-in-interaction session. This data excerpt suggests that by doing so, I helped Gustavo to express his pre-understandings of writing and reflect critically on his writing activity and experience as, together with me, we co-construct an intermental development zone.

5.3.2 Recognizing and responding to Gustavo's *perezhivanie*: "My first paper in English was terrible"

In another moment in the first talk-in-interaction session, based on Gustavo's pre-understanding, I asked Gustavo about his writing activity and experience in the course. He commented that it has been different from his past learning-to-write experience, which Gustavo described once again in primarily through his perezh*i*vanie , "***it was better despite the suffering***". In the following excerpt, the selected data focus on the interaction between Gustavo and me, which expresses my attunement of to how Gustavo refracted, through his *perezhivanie*, his learning-to-write experience.

Excerpt 2 – First talk-in-interaction session (T=teacher, G= Gustavo):

1	T:	*How do you see your writing process in the course?*
2	G:	*It's been different from other times. My first paper in English was*
3		*terrible (1.0) I hadn't written one before. I used Google Translate.*
4		*I hadn't practiced before. Doing it this way,*
5		*I felt better (2.0) it has been better than before despite the suffering.*
6	T:	*That's good. If you see it that way, I believe it has* =
7	G:	= *Writing is hard, but you only learn when you write*
8		*and practice a lot. For this one, I practiced a lot in class.*
9	T:	*I see (2.0)* ***To really learn how to write, you need to practice,***
11		***but this practice isn't just mechanical writing; you also need***
12		***to think about the processes before, during, and after writing a***
13		***text, like planning how your text will be, having clear goals,***
14		***outlining each part of the text, revising and rewriting, as well***
15		***as being attentive to the issues of textual genre and its***
16		***specificities when it occurs in different fields, areas,***
17		***disciplines. This idea encompasses the concept of disciplinary***
18		***culture. It can be very useful in your future productions. How***
19		***did you plan and organize the writing of your research article?***

In the previous excerpt, I asked Gustavo if writing in the course was uncomfortable. Gustavo replied, "***Not so much***" (Excerpt 1, line 19). , Being attentive and attuned to Gustavo's *perezhivanie*, I inquired him with goal-directed questions in order to delve orient

myself to his expressions of his cognitive and emotional states as essential dimensions of his writing activity and experience. . IN doing that, I also calibrated my mediation directed at Gustavo's needs, emotions, and understandings: "**How do you see your writing process in the course?**" (Line 1). In response to me, Gustavo revealed that he usually wrote first in Portuguese and then translated it into English. His first experience writing directly in English was negative, and that was why he felt more comfortable writing in Portuguese and translating it into English. In the course, many learning-to-write practices are carried out in class, with Gustavo changing his writing strategy. Even though saying that: "*It's been different from other times. My first paper in English was terrible (1.0) I hadn't written one before. I used Google Translate.I hadn't practiced before. Doing it this way, I felt better (2.0) it has been better than before despite the suffering*" (Line 2-5) Gustavo's experiencing through the lens of his *perezhivanie*. Gustavo's response to me, why he usually wrote in Portuguese first and then translated into English, sheds light on his perception of academic writing in English and his past learning-to-write experience. In terms of his *perezhivanie*, he understood his writing activity and learning-to-write process as highly unpleasant, as well as his present learning-to-write experience. In this movement of being attuned to Gustavo's *perezhivanie*, I co-constructed the intermental development zone in by acknowledging Gustavo's comparison between his past learning-to-write and present learning-to-write experiences: "*That's good. If you see it that way, I believe it was*" (Line 6). As emphasized by Johnson and Golombek (2016), the co-construction of an intermental development zone also involves paying attention to the emotions that emerge in the interaction; in the case of Gustavo, I not only demonstrated this attention but showed empathy that could serve as a source for a bond of trust between the more experienced other and less experienced in the interaction.

When discussing his experiences and emotions related to learning to write, Gustavo responded to me in various ways. However, he seemed receptive to the my goals and intentions. Through our collaborative efforts, Gustavo expressed different aspects of his personal experiences throughout our dialogic interaction. In engaging in the interaction like that, Gustavo could maintain the co-construction of the intermental development zone by making sense of his joint experience with me, emphasizing how writing has been refracted in his present learning-to-write experience: "Writing is hard" (Line 7). In the intermental development zone, Gustavo also revealed how he conceived learning-to-write and writing as a learning-by-doing" activity: "*, but you only learn when you write and practice a lot*" (Line 7-8). I, staying attuned to Gustavo, reoriented his focus to the process-oriented and strategic

aspect of writing, encouraging him to express his reasoning, or how he thinks, when engaging in writing activity. I explicitly framed the process-oriented of writing and writing as a social practice by offering what an expert might think about the writing activity, including a series of directives: "***To really learn how to write, you need to practice, but this practice isn't just mechanical writing; you also need to think about the processes before, during, and after writing a text, like planning how your text will be, having clear goals, outlining each part of the text, revising and rewriting, as well as being attentive to the issues of textual genre and its specificities when it occurs in different fields, areas, disciplines***" (Line 9-17). The co-construction of the intermental development zone took place as Gustavo expressed his thinking about writing based on and through his *perezhivanie* and how he felt about his past learning-to-write experience and writing activity in higher education. At the same time, I, in response, created a more expert frame of reference by redirecting Gustavo's attention toward considering the rationale and reasoning behind his thinking and offering him a more expert conceptualization of the writing activity.

The dialogic nature of this talking into interaction created a safe and structured mediational space where Gustavo could express his understandings; at the same time, I took the opportunity to remind him that "Creating-a-research-space" is an academic concept which works as a rhetorical device for understanding how writing changes and how different it can be in different disciplinary cultures, which may give him a valuable tool to use in future writing practices. .

5.3.3 Identifying Gustavo's cognitive and emotional dissonance: "I messed up right from the start anyway"

In this part of our analysis, I delve into the cognitive/emotional dissonances that emerge more directly and explicitly in the dialogical interactions between Gustavo and the teacher in the first talk-in-interaction session. In this first session, the teacher asked Gustavo to read his text. During the reading, Gustavo expressed dissatisfaction several times with his attempts to write following rhetorical and lexical conventions of the L2 reading research field. Gustavo claims that he wrote everything wrong, according to the conceptual framework of disciplinary culture.

Excerpt 3 – First talk-in-interaction session (T=teacher, G= Gustavo:

1	*T:*	***As we've discussed, writing is a process. If you were to rewrite any of these texts,***
2		***what concept would you apply from our course?***
3	*G:*	***The issue of disciplinary culture. I'd try to read more texts on the subject to see***

4		*how authors in the field write. And also Swales' model.*
5	*T:*	*Those are very important points to consider in the rewrite.* **Speaking of rewriting,**
6		**can we go to your text? Could you read each sentence or paragraph and (1.0)**
7		**or stop to comment or ask something?**
8	*G:*	*Sure. ((reads)) The prior knowledge activation is essential in comprehension*
9		*and understanding the text. It's from such knowledge that the reader is allowed*
10		*to make interferences and comprehend the implicit information contained on it,*
11		*such as linguistic, textual and innate/world knowledge ((ends reading)).*
12		**Oops (1.0). I already spotted a weird word here. In the texts you provided,**
13		**they don't use interferences. I remember they use another word.**
14	*T:*	**Which word? And why?**
15	*G:*	*Let me check here ((checks in his smartphone)) (10.0). Inferences.*
16	*T:*	*Interesting. But as a reader, I can tell that swapping words isn't just about*
17		*disciplinary culture.* **Do they mean the same thing?** =
18	*G:*	*= No. I'm seeing here that they don't. Here it says ((reads information*
19		*on his smartphone screen)) inference is a conclusion or deduction based*
20		*upon evidence, particularly indirect evidence ((ends reading)) and that*
21		*((reads)) Interference is intervening in a situation where it is not necessary or*
22		*inserting oneself in a situation where one is not wanted ((ends reading)).*
23	*T:*	*Interesting.*
24	*G:*	**I messed up right from the start anyway**. *I made two mistakes. One for*
25		*the meaning and another for disciplinary culture.*
26	*T:*	**Take it easy. That's how writing goes**. *It needs rewriting.* **How do you understand**
27		**this issue of disciplinary culture?**
28	*G:*	**It's like you said before (1.0)**. **It's how each area or discipline behaves**
29		**linguistically and rhetorically in texts**. *I knew that.* **I need to pay more attention**.

Being attentive to Gustavo's *perezhivanie* and how it is refracted in his present learning-to-write experience, I did not directly point out the inadequacies in Gustavo's text but rather responsively inquired him about his pre-understandings materialized in the text. During academic writing in English course taught by me, one of the topics covered and offered as an academic concept for students was the concept of disciplinary culture and the creating-a-research-space model. Upon reading Gustavo's first draft, I noticed that his text did not follow all the rhetorical movements of the creating-a-research-space model concept beyond grammatical issues. As we can see in this first talk-in-interaction session, I am not directive toward a specific topic in Gustavo's writing activity or learning-to-write experience but intentionally making joint sense of his experience and carrying out joint intellectual activity, as a way to help him reflect on his writing activity and experience[22]. As one of the reflective purposes of the session is to reflect on writing activity and experience materialized in learner's text, I asked him: "***Speaking of rewriting, can we go to your text? Could you read each sentence or paragraph and (1.0) or stop to comment or ask something?***" (Line 5-7).

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22 A conceptual adaption of the concept of "be direct, not directive" presented originally by Johnson, Verity, and Childs (2023, p. 22).

As Gustavo read his draft as a reflective move, he experienced a dramatic (a contradiction between his understanding of the concept of disciplinary culture and how he had applied it: "***It's how each area or discipline behaves linguistically and rhetorically in texts***" (Line 28-29) in contrast to "***Oops (1.0). I already spotted a weird word here. In the texts you provided, they don't use interferences. I remember they use another word***" (Line 12-13). Given his understanding of the concept of disciplinary culture, he believed that he should use "inference" instead of "interferences". Gustavo blamed himself for not applying this concept correctly: "***I messed up right from the start anyway***" (Line 24) and "***I knew that. I need to pay more attention***" (Line 29). This negative emotion emerged in his reflection on his text as an emotional/cognitive dissonance. .As a way to maintain the intermental development zone, I started to maintain a positive interaction by offering him a sense of relief: "***Take it easy. That's how writing goes***" (Line 26). Then, to engage him in a joint intellectual reflection on the concepts I asked him about his understanding of the concept: "***How do you understand this issue of disciplinary culture?***" (Line 26-27). In response, Gustavo brought my own words: "***It's like you said before (1.0) It's how each area or discipline behaves linguistically and rhetorically in texts***" (Line 28-29). As Vygotsky (1962) pointed out, the ultimate goal of conceptual development is the learner's enactment of *true concepts*, which is different from empty verbalism (Vygotsky, 1962) - simply repeating words or phrases without truly understanding their meaning. . However, even partial understanding can be a valuable tool in conceptual development, allowing learners to begin to self-regulate. In the best case, Gustavo used my words to regulate his activity, showing how he was other-regulated. In doing this, he was not only showing his insecurity in verbalizing but also attempting to understand the concept on his own. His strategy of imitating words "is an important step in transferring the knowledge and how to use it from the material to the mental plane" (Lantolf; Poehner, p. 66). In other words, Gustavo was giving himself "verbal support" while also trying to sound like an academic expert.

Along this data excerpt, we can see me attempting to mediate the conceptual development of Gustavo by co-constructing an intermental development zone, or in terms by Johnson, Verity and Childs (2023, p. 68): the teacher attempts to create "a productive ZPD activity" with Gustavo. In this zone of proximal development activity, the teacher shapes intentionally and consciously Gustavo's social situation of development by asking questions like: "***If you were to rewrite any of these texts, what concept would you apply from our course?***" (Line 1-2); "***Which word? And why?***" (Line 14); "***Do they mean the same thing?***" (Line 17); and "***How do you understand this issue of disciplinary culture?***" (Line 26-27).

5.3.4 Responding to Gustavo's cognitive/emotional dissonance: "I should really write following the appropriate rhetorical moves. Minus one point for me"

In the following interaction between Gustavo and me, we discussed the significance of the conceptual frameworks of disciplinary culture and creating-a-research-space in academic writing. Gustavo's understanding of those conceptual frameworks has grown by reading academic articles and talking to his girlfriend, who studies a different field. His recognition of the conceptual frameworks started like a unique way of dancing within each field and the need to follow the appropriate rhetorical moves reflects that he is going beyond the word. Now, he is using metaphors as symbols to talk about the concept:

Excerpt 4 – First talk-in-interaction session (T=teacher, G= Gustavo):

1	T:	**Could you identify another application of disciplinary culture in this**
2		**introduction?**
3	G:	**When I organized the introduction, I followed the steps that the researchers**
4		**I read did. They always start by contextualizing, then focus on a point**
5		**within this context before specifically presenting what they will analyze.**
6	T:	**The rhetorical moves observed by Swales?**
7	G:	*Exactly. All the articles follow the moves. They begin by establishing a*
8		*research territory, then establishing a niche and finally situating the*
9		*research by occupying the niche. That's what I tried to do here (laughing).*
10		*(2.0) I believe it's a disciplinary matter, right?*
11	T:	**Yes. But do you know why? Could you explain?**
12	G:	*It has to do with the behavior within the text. I saw other articles that*
13		*don't follow the same moves or present different moves. And they were from*
14		*another field. My girlfriend studies sanitary engineering. Talking to her,*
15		*she mentioned that introductions start differently in her field.*
16	T:	*It's great that you can see this in other fields, too. What did your*
17		*girlfriend think?*
18	G:	*We started laughing because each field has its own way, or as you said,*
19		*a behavior in writing, like a dance style for each area. To write effectively,*
20		*we really need this notion of disciplinary culture. (2.0)* **I should really**
21		**write following the appropriate rhetorical moves. Minus one point for me.**

As Gustavo had only verbalized the concept of disciplinary culture and had not yet incorporated it into his writing, the teacher carries out a joint intellectual activity by posing thought-provoking questions to guide him in applying it: "***Could you identify another application of disciplinary culture in this introduction?***" (Line 1-2). By doing this, I aimed to assist him in accurately articulating the concept and integrating the verbalization of the concept with concrete actions. Gustavo verbalized the concept and uses it as a psychological tool: "***When I organized the introduction, I followed the steps that the researchers I read did. They always start by contextualizing, then focus on a point within this context before specifically presenting what they will analyze***" (Line 3-5). At the same time, I picked up the

opportunity to provide a more specific guidance about how to reason toward disciplinary culture**:** "***The rhetorical moves observed by Swales?***" (Line 6).

This interaction between Gustavo and me also signaled a potential cognitive/emotional dissonance between his pre-understandings refracted though his *perezhivanie* and how he enacted his pre-understandings. In other words, a contradiction or a dissonance emerges between Gustavo's understanding of the concept of disciplinary culture and creating-a-research-space and how he applied them in his introduction. This dissonance emerges in instances such as: "***I should really write following the appropriate rhetorical moves. Minus one point for me***" (Line 20-21). This cognitive/emotional dissonance is not surprising given his *perezhivanie* of blaming himself.

Recognizing this dialogic interaction between Gustavo and me as a thinking together interaction, we can see that I picked up on Gustavo's other-regulated activity (in terms of his "now" conceptual development) and directly targeting his self-regulated activity (in terms of his "future" conceptual understanding development) throughout our co-constructing of an intermental development zone by engaging in thinking together with Gustavo: "***The rhetorical moves observed by Swales?***" (Line 6); and "***Yes. But do you know why? Could you explain?***" (Line 11). In response, Gustavo's answers were somewhat vague. Regrettably, I missed the opportunity to offer mediation to prompt his thinking beyond his vague understanding and help him move towards expert-like reasoning. For instance, I could have asked him to specifically point out and name the moves he said he found in the articles he read.

5.3.5 Seeking assistance: "What do I need to do here to make this introduction good?"

In the previous session, Gustavo and me had jointly created an outline for Gustavo's introduction that we both believed would enable him to enact the three rhetorical moves in his introduction. The audio of the first talk-in-interaction session was shared with him as a tool to guide his drafting process of the first draft. As is often the case in the drafting process, Gustavo's introduction still required some improvements in the second rhetorical move (establishing a niche). In the following data excerpt, Gustavo expressed frustration and anxiety over his failure to make the second move in the second draft despite working with the teacher. He described his learning-to-write as "***It seems like this isn't for me***" which he perceives intensely negatively in terms of his *perezhivanie*. However, this time, he explicitly sought assistance from me.

Excerpt 5 – Second talk-in-interaction session (T=teacher, G= Gustavo):

1	G:	I even apologize for not being able to get it right. (2.0) I'm disappointed in myself.
2		I don't know what happened. I tried really hard to improve this introduction. I feel
3		like I didn't do well on the second move. **It seems like this isn't for me**. **What do I**
4		**need to do here to make this introduction good?**
5	T:	No worries. Writing is like that. **That's why we say writing is a process. As for**
7		**what to do, you can take the texts you read and check this second**
8		**move in the introductions. See how each researcher elaborated on this move.**
9		**What strategy did each one use? The language each one used.**
10	G:	Cool. I was only thinking about the general idea of the move. This makes it seem
11		easier. Can I like make a skeleton of how each one wrote it? Is that okay?
12	T:	That's it. Excellent strategy.

In this data excerpt, Gustavo started by apologizing "*for not being able to get it right*" (Line 1) Gustavo failed once again to apply the creating-a-research-space concept, making it emerge once again in his reflection in terms of cognitive/emotional dissonance "***I'm disappointed in myself. I don't know what happened. I tried really hard to improve this introduction. I feel like I didn't do well on the second move. It seems like this isn't for me***" (Line 1-3)., So, I, with access to his internal cognitive and emotional struggles, I could thus attempt to mediate responsively by offering emotional support that normalizes what he just experienced "***No worries. Writing is like that. That's why we say writing is a process***" (Line 5). However, I became highly explicit in my mediation, recognizing Gustavo's need for other-regulation: "***That's why we say writing is a process. As for what to do, you can take the texts you read and check this second move in the introductions. See how each researcher elaborated on this move. What strategy did each one used? The language each one used***" (Line 5-9). When Gustavo asked me, "***What do I need to do here to make this introduction good?***" (Line 3-4), I attempt to explain with concrete examples of what Gustavo could have done before. In short, I needed to "be direct, not directive" (Johnson; Verity; Childs, 2020; 2023), that is, be explicit about what feature of the text or aspect of the language teacher wants the learner to pay attention to, but not telling them what to write. This response might have the potential to act like a psychological tool for Gustavo, enabling him to think about the concept in a practical way. because the goal of the talk-in-interaction session is not to offer corrective feedback to fix his text but to develop him into a more autonomous and self-aware writer.

5.3.6 Supporting the development of new understandings: "When I started writing the paper for the sociolinguistics course, I first thought about the rhetorical moves"

In this analysis segment, I have chosen an interaction between Gustavo and me during the third and final talk-in-interaction session. In the selected data excerpt, we delve into the discussion surrounding the conceptualization of disciplinary culture and Create-a-research-space concepts. Gustavo reported feeling more confident as he wrote his research article due to the teacher's ""tips" which helped him regulate his thinking while writing. He also reflected on his text trajectory (from the first draft to the final version) as well as he identified both his strengths and areas for improvement.

Excerpt 6 – Third talk-in-interaction session (T=teacher, G= Gustavo):

1	G:	***After our last meeting, I noticed I'm more confident.***
2	T:	*How so? In what aspect?*
3	G:	*When rewriting to submit this latest version, sometimes I couldn't immediately*
4		*change or fix what I wanted in the paragraph, but I didn't get discouraged.* ***I told***
5		***myself I needed to be patient and let the text rest.*** *When I returned, I reread the*
6		*paragraph and could see what and how to change it.*
7	T:	*Reading your text, I could tell it worked.*
8	G:	***I think I did a good job. I'm delighted with the result.*** *Your tips were spot-on*
9		*((laughter)).* ***When I started writing the paper for the sociolinguistics course, I***
10		***first thought about the rhetorical moves.*** *I immediately looked for articles related*
11		*to my topic, Language and social class. I read about six of them and managed to*
12		*identify the researchers' moves.* ***I wasn't afraid when I handed my proposal***
13		***to the professor.*** *I couldn't believe it when I read his comments on what I wrote*
14		*(1.0) Thank you so much.*
15	T:	*That's great! Your change in writing processes is going beyond our course. That's*
16		*the purpose. In this latest version, you positioned yourself more confidently.*
17		*It's very clear. How you established the territory and the niche and occupied this*
18		*niche in the introduction shows a different Gustavo. Much more confident, unlike*
19		*the Gustavo from the first session.*
20	G:	*I agree. I'm really different now.* ***Considering the rhetorical moves, I know what***
21		***to do in each text part and how to structure the paragraphs.***

During this interaction, Gustavo expressesed his more expert understanding of the concept of creating-a-research-space and its possible enactment as a psychological tool for his thinking, which helped him in (re)writing his text for his Sociolinguistics paper: "***When I started writing the paper for the sociolinguistics course, I first thought about the rhetorical moves***" (Line 9-10). Additionally, the appropriation of this tool can be seen when he used private speech to organize, or plan, direct, and evaluate his own behavior, as defined by Vygotsky (1987): "***I told myself I needed to be patient and let the text rest***" (Line 4-5). Unlike previous interactions where his emotions refracted lack of self-confidence, this time he demonstrated more self-regulation, "***Considering the rhetorical moves, I know what to do in each text part and how to structure the paragraphs***" (Line 20-21). Gustavo still expresses emotions in relation to his writing activity and present learning-to-write experience, but they are now emerging in a different way, more positive than before and possibly indicate a congruence between his present *perezhivanie* and his re-signified learning-to-write

experience: "***After our last meeting, I noticed I'm more confident***" (Line 1); "***I think I did a good job. I'm delighted with the result***" (Line 8); and "***I wasn't afraid when I handed my proposal to the professor***" (Line 12-13).

5.3.7 Thinking together and a possible conceptual understanding transformation: "CARS is a dance. Just a dance of academic language in articles"

In the following excerpt, Gustavo and talked about his third draft, specifically, the issues related to the second movement of the Creating-a-research-space. Even after the previous sessions, Gustavo still struggles and is not sure about the concept.

Excerpt 7 – Third talk-in-interaction session (T=teacher, G= Gustavo):

1	T:	Reading your introduction, I noticed some really interesting changes. I liked the
2		modifications. Could you comment on why you made these changes? If you want, I
3		can pull up the other introduction for you to compare ((opens Gustavo's first draft)).
4	G:	I'm glad you liked it. **Look (2.0), reading it again after our conversation, I**
5		**realized that I used movement one more and then used movement two at the end. I**
6		**couldn't grasp the concept of the niche.**
7	T:	**Did you not understand the idea or didn't know how to use it?**
8	G:	I think both ((laughter)).
9	T:	**Relax** (3.0). Let's take it step by step. Let's read each sentence, and you tell me
10		which movement it would fall under. **Sound good?**
11	G:	Let's do it! I think it'll be easier this way =
12		T: = you can start.
13	G:	In the first sentence, I wrote ((reads)) According to (KLEIMAN, 2002), the prior
14		knowledge activation is essential in comprehension and understanding the text
15		((ends reading)). I'm contextualizing, bringing in research authors to emphasize the
16		importance. Right?
17	T:	Ok. And in the next one?
18	G:	((reads)) It's from such knowledge that the reader is allowed to make inferences
19		and comprehend the implicit information contained on it, such as linguistic, textual,
20		and innate/world knowledge. (2.0) Is this establishing the niche?
21	T:	**What elements indicate that it's a niche?**
22	G:	Within the prior knowledge, I'm going to talk about it as a tool in the
23		comprehension processes.
24	T:	**Is that the niche? Remember the definition of "establishing a niche"?**.
25		G: It's the most important. It connects movement one with three. One being what
26		was done and three being what will be done.
27	T:	**And what does movement two do in this story?**.
28	G:	Good question ((Laughter)).
29	T:	To get to "occupying the niche," you needed to establish a niche.
30	G:	My "occupying the niche" reads like this ((reads)) Therefore, the objective of this
31		essay is to present the prior knowledge's implications in reading for L2 learners,
32		bringing how that knowledge influences comprehension ((ends reading)). I get it! I'll
33		research the implications because there's little research on that.
34	T:	Perfect! Very good! So, **how would you define "establishing a niche"?** =
35	G:	**= as the movement that indicates a gap in previous research or in the field,**
36		**questioning or proposing further investigation. I'll emphasize the importance of**
37		**prior knowledge and say that despite it, however, there needs to be more**
38		**discussion about it**.
39	T:	**I'm really proud of your rewriting process. You've been doing an excellent job**.
40	G:	Your comment makes me really excited. It became clear to me after our

41		conversation about the niche. Reading other texts, I noticed that this issue is indeed
42		very prominent. They mainly use the connectors you presented in the paragraph
43		class. With the right guidance, writing really becomes challenging.
44	T:	Indeed (2.0) Could you read how it turned out?
45	G:	((reads)) Despite the importance of prior knowledge in L2 reading
46		comprehension, there is still a lack of research specifically focusing on how
47		different types of prior knowledge interact with each other and affect L2 readers'
48		Knowledge
49		comprehension. Additionally, research on the relationship between prior
50		and reading comprehension in L2 learners has often been limited to just a few to
51		specific languages or contexts ((ends reading)). **When I compare the first version**
52		**this one, I see that the text has improved a lot. Clearer, more organized, more**
53		**academic. It seems like this rhetorical dance also helps with grammar. One thing**
54		**supporting the other**.
55	T:	What do you mean by dance? ((laughter))
56	G:	((laughter)) **CARS is a dance. Just a dance of academic language in articles**.

In this dialogic interaction, Gustavo and I created an ongoing, co-constructed, shared communicative space for thinking together as I recognized Gustavo's need for other regulation: "***Look (2.0), reading it again after our conversation, I realized that I used movement one more and then used movement two at the end. I couldn't grasp the concept of the niche***" (Line 4-6). I replied to Gustavo's indirect seeking for assistance engaging in responsive mediation by asking questions and giving emotional support: "***Did you not understand the idea or didn't know how to use it?***" (Line 7); "***Relax***" (Line 9);"***Sound good?***" Line 10);"***What elements indicate that it's a niche?***" (Line 21);"***Is that the niche? Remember the definition of "establishing a niche"?***" (Line 24); "***And what does movement two do in this story?***"(Line 27); and "***So, how would you define "establishing a niche"?***"(Line 34). In doing this, I attempted to maintain the intermental development zone by providing mediation that creates conditions so Gustavo could go beyond his current capabilities and consolidate his jointly reconstructed and rearticulated experiences into new abilities and understandings. What is significant about this interaction is that Gustavo could have explained his reasoning, given that I asked him: "***So, how would you define "establishing a niche"?***" and he answered: *"**as the movement that indicates a gap in previous research or in the field, questioning or proposing further investigation. I'll emphasize the importance of prior knowledge and say that despite it, however, there needs to be more discussion about it**" (Line 35-38). When Gustavo explained his reasoning, he could make visible his thinking, showing a different thinking about the concept of creating-a-research space. In general terms, we can understand the quality and characteristics of the dialogical interactions between Gustavo and me in the third talk-in-interaction session not as a corrective or formative feedback practice, in which a teacher mediates directly and/or explicitly developing capacities, in this case, the writing activity, nor as a *dynamic assessment*

which in general terms follows development through mediation from explicit to implicit mediation. In this case, the teacher's mediation not only follows development but also leads to Gustavo's development by being responsive to Gustavo's changes in the zone of proximal development activity. I positively evaluated what Gustavo did and commended his efforts in sharpening his text, "*I'm really proud of your rewriting process. You've been doing an excellent job*" (Line 39).

This data excerpt suggests that the intermental development zone is maintained, and my mediation was emergent, contingent, and responsive to Gustavo's immediate needs, but he was more independent. Gustavo showed this more expert character by consciously and consistently knowing what to do (practical level) and why he is doing it (conceptual level) as in the following instance: "*When I compare the first version to this one, I see that the text has improved a lot. Clearer, more organized, more academic. It seems like this rhetorical dance also helps with grammar. One thing supporting the other*" (Line 51-54). Gustavo could bring his understanding of and struggles with writing a research article into conscious awareness. It is worth noting that Gustavo began using symbols to represent concepts. As Vygotsky (1987, p. 126) claims: "the problem of concept formation, this sign is the word. The word functions as the means for the formation of the concept. Later, it becomes its symbol". It suggests the emerging understanding of the concepts of disciplinary culture and Creating-a-research-space. The data excerpts do show Gustavo's process of internalizing these concepts. Still, they may indicate that the engagement in dialogic interaction with functioned as a tool-and-result activity enabled him to reflect on his writing activity and experience . In this reflective activity, Gustavo was able to reconsider his understanding of creating-a-research space concept and to develop an awareness of rhetorical ways related to disciplinary culture. This conscious awareness emerges as an essential initial step in his development, and it was prompted by improvements in his writing activity and experience in the final draft of the research article.

5.3.8 Summary

Section 5.3 traced Gustavo's emerging conceptual understanding of the concepts of disciplinary culture and creating a research space model throughout his engagement in three talk-in-interaction sessions.

In exploring the dialogic interactions as an *obuchenie* opportunity, I intentionally created a mediational structured space to co-constructing an intermental development zone,

attentively attuned to Gustavo's immediate needs, emotions, and motivations. This intermental development zone facilitated a significant interaction wherein I aimed to delve into Gustavo's past lived experience with learning to write. Gustavo revealed that the concepts of disciplinary culture and creating-a-research-space model were enacted in his first draft. I praised Gustavo's thinking in concepts and attempted to engage him in making sense of his experience by asking goal-directed questions. In engagement with the teacher, Gustavo perceived that the concepts of disciplinary culture and creating-a-research-space model as tools to mediate his writing activity. I initially attempted to elicit Gustavo's writing activity and his past and present learning-to-write experiences. In this intellectual joint activity, Gustavo was also able to make a joint sense of his past and present learning-to-write experience. When he experienced a dissonance in the course of the first talk-in-interaction, Gustavo expressed dissatisfaction and conceive him in bad terms. When he read his introduction for his first draft, Gustavo demonstrated a concern in relation the enactment of those concepts and he blamed himself for failing in enact them in his writing. In the following excerpt, Gustavo did not enact the concept of creating-a-research-space model as he thought:

Excerpt 8 – Gustavo's first paragraph of the introduction for the first draft:

1   *The prior knowledge activation is essential in comprehension and understanding*
2   *the text. It's from such knowledge that the reader is allowed to make interferences*
3   *and comprehend the implicit information contained on it, such as linguistic,*
4   *textual and innate/world knowledge. Therefore, the objective of this essay is to*
5   *present the prior knowledge's implications in reading for L2 learners and to*
6   *review how that knowledge influence in comprehension.*

In the sentence "***The prior knowledge activation is essential in comprehension and understanding the text***" (Line 1-2), Gustavo begins by establishing the article's general topic: the implications of prior knowledge in reading for L2 learners. Gustavo does not provide any citations in this move; instead, they make generalizations of increasing specificity to narrow down the topic. Gustavo does not establish a niche. He does not use Step 1A (Indicating a gap) and Step 1B (Adding to what is known). However, Gustavo indirectly indicates a possible gap in the research: the need for more attention to be given to the implications of prior knowledge in reading for L2 learners. This gap is evident in "***the objective of this essay is to present the prior knowledge's implications in reading for L2 learners and to review how that knowledge influences comprehension***" (Line 4-5). The sentence "***It's from such knowledge that the reader is allowed to make interferences and comprehend the implicit information contained on it, such as linguistic, textual, and innate/world knowledge***" (Line 2-4) cannot be considered as the second move. This sentence is part of Move 1 (Establishing a

territory), where Gustavo makes generalizations of increasing specificity to narrow down the topic. In this sentence, Gustavo explains the importance of prior knowledge in understanding a text and making inferences, by establishing the article's territory by providing background information about the role of prior knowledge in reading comprehension.

Especially how he failed to enact the second move (Establishing a Niche) in this first and then in the second drafts, signaled a potential growth point for Gustavo, one that I picked up on and directly targeted throughout their co-constructing an intermental development zone. My mediation was emergent, contingent, and responsive to Gustavo's immediate needs in terms of how he revealed his *perezhivanie* and his pre-understanding of the concepts, conceived as his present conceptual understanding development in his arena of potentiality. During the dialogic interaction between Gustavo and me, which took place through the three talk-in-interaction sessions, I encouraged Gustavo to restructure his self-image refracted in terms of his *perezhivanie*, and he also attempted to recast and offer a more expert understanding of those concepts to Gustavo use them in his writing activity. Through responsive mediation co-constructed throughout the three talk-in-interaction sessions, I also encouraged Gustavo to use them not as imitation but to use "them appropriately and independently […] [Laying the ground] for individual creativity and innovation" (Johnson; Verity, Child, 2023, p. 69). The following fragment is the first paragraph rewritten after the first talk-in-interaction session. In the second talk-in-interaction session, Gustavo sought assistance and the my mediation was more explicit, providing a tool for Gustavo to understand how to apply rhetorical movements in a more appropriate way.

Excerpt 9 – Gustavo's first paragraph of the introduction for the second draft:

1   *According to Kleiman (2002), it is from such knowledge that the reader is allowed*
2   *to make inferences and comprehend the implicit and explicit information*
3   *contained in the text, such as linguistic, textual, and cultural knowledge.*
4   *Therefore, the objective of this essay is to present the prior knowledge's*
5   *implications in reading comprehension in the L2 context by reviewing how that.*
6   *knowledge influences comprehension.*

In Excerpt 9, Gustavo tried to apply the creating-a-research model again. In "***According to Kleiman (2002), it is from such knowledge that the reader is allowed   to make inferences and comprehend the implicit and explicit information contained in the text, such as linguistic, textual, and cultural knowledge***" (Line 1-3), Gustavo introduced previous research by citing Kleiman (2002) and stating that the reader can make inferences and comprehend the implicit and explicit information contained in the text through prior knowledge, such as linguistic, textual, and cultural knowledge. This sentence establishes the

importance and relevance of the role of prior knowledge in reading comprehension. The niche in this paragraph is not explicitly stated in either of the sentences provided. However, the sentence "***Therefore, the objective of this essay   is to present the prior knowledge's implications in reading comprehension in the L2 context by reviewing how that knowledge influences comprehension***" (Line 4-6) states that the objective of the essay is to present the implications of prior knowledge in reading comprehension in the L2 context, which could be seen as a possible niche. It also implies the structure of the essay by suggesting that it will review how prior knowledge influences comprehension.

In the third talk-in-interaction, Gustavo seemed more confident and discussed each sentence with me. In this session, Gustavo demonstrated a more expert conceptual understanding of the concepts and an adequate enactment of them in his final text.

Excerpt 10 – Gustavo's first paragraph of the introduction for the third draft:

1	*According to (KLEIMAN, 2002), the prior knowledge activation is essential in*
2	*comprehension and understanding the text. It is from such knowledge that the*
3	*reader is allowed to make inferences and comprehend the implicit information*
4	*contained on it, such as linguistic, textual, and innate/world knowledge. Therefore,*
5	*the objective of this essay is to present the prior knowledge's implications in*
6	*reading for L2 learners, bringing how that knowledge influences comprehension.*

In the Excerpt 10, Gustavo did not enact the move 2, Establishing a niche. The teacher in the third talk-in-interaction attempted to engage Gustavo in thinking together to help him develop the concept of creating-a-research-space model, especially the move 2. After this session, Gustavo presented the following paragraph.

Excerpt 11 – Gustavo's first paragraph of the introduction for the final text:

1	*Prior knowledge has been widely acknowledged as crucial in second language*
2	*(L2) reading comprehension. Studies have shown that prior knowledge,*
3	*including general and topic-specific knowledge, can significantly influence L2*
4	*readers' ability to understand and retain information from the text (KLEIMAN,*
5	*2002). Despite the importance of prior knowledge in L2 reading comprehension,*
6	*there is still a lack of research specifically focusing on how different types of*
7	*prior knowledge interact with each other and affect L2 readers' comprehension.*
8	*Additionally, research on the relationship between prior knowledge and reading*
9	*comprehension in L2 learners has often been limited to just a few specific*
10	*languages or contexts. This research aims to fill this gap by examining the*
11	*influence of various types of prior knowledge on L2 reading comprehension in a*
12	*more comprehensive and cross-linguistic manner. This study will contribute to a*
13	*deeper understanding of how prior knowledge influences L2 reading*
14	*comprehension and inform the development of effective reading instruction for*
15	*L2 learners.*

In the Excerpt 11, there is a notable improvement in the clarity and organization of the content compared to the first draft. In the sentence "***Despite the importance of prior knowledge in L2 reading comprehension, there is still a lack of research specifically***

focusing on how different types of prior knowledge interact with each other and affect L2 readers' comprehension" (Line 5-7), Gustavo successfully enacted the second rhetorical move by indicating a gap in previous research by highlighting the lack of research specifically focusing on how different types of prior As demonstrated in this excerpt, Gustavo presented a more expert conceptual understanding of disciplinary culture and creating-a-research-space model. In his writing activity, he ensured that all three moves were present in his introductory paragraph.

Unfortunately, without immediate follow-up writing activity, we do not have evidence of whether Gustavo can integrate or is gradually internalizing his emerging conceptions of disciplinary culture and creating-a-research-space model in his writing activity. From a sociocultural theoretical perspective, Gustavo needs to materialize those concepts repeatedly in concrete goal-directed activity (Johnson; Golombek, 2016). The findings in this chapter accentuate a central point of this study, the role of teachers in creating multiple, integrated opportunities for the development of writer/writing besides instruction and feedback sessions, which open up multiple, assorted structured mediational spaces for responsive mediation to emerge throughout the learning-to-write experience. Also necessary are ongoing opportunities to identify maturing capabilities of each student in materializing academic concepts learning-to-write so students can begin to use them as psychological tools to regulate their cognition, emotion, and writing activity.

6. FINAL REMARKS

6.1 SUMMARY OF THE STUDY

The study presented in this dissertation systematically, empirically, and longitudinally investigated and documented the development of academic writing expertise in two preservice English as a Foreign Language (EFL) teachers. Specifically, it explored how dialogic interaction influences the conceptual development of aspects of academic writing as these preservice teachers engaged in talk-in-interaction sessions mediated by their teacher while composing a research article. Additionally, this dissertation highlighted the significant role that teacher mediation and a Vygotskian Sociocultural perspective play in the teaching and learning academic writing in the context of higher education. The study was informed by Vygotskian Sociocultural Theory (Johnson; Golombek, 2016; 2018; 2020; Johnson; Verity; Childs, 2023; Vygotsky, 1978; 1981; 1986; 1997a; 1997b; 2012) and sought to answer the following research question: How does dialogic interaction impact the conceptual development of aspects related to academic writing of a cohort of undergraduate students of English as they engage in a series of talk-in-interaction sessions mediated by their teacher while writing a research article?

Specifically, this study examined the following two Research questions (RQs):

1. Which aspects of academic writing were discussed during the talk-in-interaction sessions? How did the students' pre-understanding of these aspects emerge as a point of growth?

2. How has the student's understanding of the aspects covered as a growth point in the talk-in-interaction sessions changed due to the teacher's mediation?

As pointed out by Vygotsky (1997a), it is better to understand the process rather than just focusing on the product, in this case, textual productions. Smith and Prior (2020) argue that all writing activity is shaped by its historical context, hence it is necessary to have a comprehensive understanding of the complexities of writing activity rather than just analyzing textual artifacts. Writing is a situated and mediated activity that involves an individual's lived experience, embodied semiosis, interaction with others, and use of semiotic-material resources (Principe, 2017; Prior, 1998). As individuals write across different times and spaces (Curry; Lillis, 2022), they construct and rely on chains "not limited to texts, but located in laminated literate activity, including diverse histories of talk, reading, observation, action, thinking, and feeling as well as writing" (Prior, 1998, p. 244). This study emphasized the

interconnectedness of learning to write activity with broader social and cultural contexts and the importance of understanding the writer's lived experiences, emotions, interactions, and resources in shaping their writing practices. By providing a detailed description of what happened inside the talk-in-interaction sessions as a Vygotskian-informed intervention, this study contributed to a more nuanced understanding of the learning-to-write and writing activity in higher education context, particularly in L2 academic writing. In doing this, this study challenged the discourse that attributes the declining academic standards to the low levels of literacy among university entrants. Furthermore, this study is innovative in the field of applied linguistics for examining the impact of academic writing learners' engagement in a Vygotskian-informed practice, which is an area that is underexplored in sociocultural theory literature and Literacies studies for the analysis of writer/writing learning, development, and writing activity.

6.2 SUMMARY OF THE FINDINGS

6.2.1 Answering Research Question 1

As a writing teacher, adopting a Vygotskian perspective entails deeply understanding how my students are learning to write and understanding their individual experiences in this process. Just as Vygotsky emphasized the importance of networks created during a child's development, I recognize that each student brings with them a unique set of influences, skills, and challenges as they learn to express their ideas in writing. Therefore, my teaching practices seek to offer academic concepts which reflect "understandings based on systematic observation and theoretical investigations in various academic disciplines" (Johnson; Verity; Childs, 2023, p. 16). I also want to create a learning environment that values each student's individual experiences, allowing me to understand their specific needs and offer the support necessary for their writer/writing development. From our Vygotskian sociocultural perspective, I designed the talk-in-interaction session as an attempt to shape a new developmental opportunity, or a social situation of development, in which teacher and student engage in dialogic interaction, as a structured mediational space in which *obuchenie* takes place. Considering the dialogic interaction between me as the teacher and the L2 writing learners (Caio and Gustavo) as an *obuchenie* opportunity rather than for the assessment of writing performance as a regular feedback session, the talk-in-interaction session had the

potential to establish in the mental joint activity plane an intermental development zone for "thinking together" about undeveloped capabilities. As this intermental development zone was maintained throughout the talk-in-interaction sessions, the teacher and the students could analyze their past and present learning-to-write experiences and their relation to writing activity as those dialogic interactions provided a direct, situated, and objective account of student writing learning and development as it unfolds. Throughout the interaction, the teacher continuously assessed students' understanding and thinking, current capabilities, and potential for growth. In this way, during L2 academic writing courses, talk-in-interaction sessions can be a useful tool for both the teacher and learners. These sessions can help students reflect on their writing activity and experiences and enable expert-others such as teachers, tutors, or peers to a joint analysis of this reflection through interthinking in a structured mediational space. Thus, learners can improve their writing skills and receive guidance from experienced individuals.

The findings presented and discussed in Chapter 5 directly address the first research question: Which aspects of academic writing were discussed during the talk-in-interaction sessions? How did the students' pre-understanding of these aspects emerge as a point of growth? This analysis found that for each participant different aspects of academic writing were discussed during the talk-in-interaction sessions and different cognitive/emotional dissonances emerged as a growth point for each of them, even engaging in the same sociocultural context, activities and people: the academic writing course, the talk-in-interaction session and teacher instruction and mediation. This finding confirms that every individual "experience[s] contradictions differently even within the same activity system, because of their varied social historical circumstances, and the affordances and constraints these provide" (Johnson; Golombek, 2016). In this vein, this finding also emphasizes the importance of knowing the sociohistorical experiences/activities of individuals who engage in learning-to-write practices. According to Johnson and Golombek,

> "[…] it requires that we attend to what our [students] bring to our interactions: where they are coming from and how they understand what they are experiencing. […] To do so, we invoke another Russian term, perezhivanie, […] to capture the subjective significance of lived experiences that contribute to the development of one's personality, especially the emotional and visceral impact of lived experiences on the prism through which all future experiences are refracted" (2016, p. 42)

For Caio, during the talk-in-interaction sessions, the aspects of academic writing discussed primarily centered on the concepts of topic sentences and supporting sentences. He shared that these concepts caught his attention during the beginning of the academic writing course. Therefore, while constructing the paragraphs for his first draft, he tried to apply these

concepts. However, he faced difficulty in deploying them during the writing activity, which suggested that he did not have a developed conceptual understanding yet. The inadequate understanding and failure in enacting the concepts of topic sentences and supporting sentences, as well as his past and present *perezhivanie* refracted in present learning-to-write experience, emerged as cognitive/emotional dissonance, recognized as Caio's growth point.

For Gustavo, during the talk-in-interaction sessions, the aspects of academic writing discussed primarily centered on the concepts of disciplinary culture and creating-a-research-space model.. According to him, when reading his first draft, he should have followed the creating-a-research-space model as a way of inserting himself into the disciplinary culture of his research area, which is reading in a second language. Despite not having applied the concepts adequately in his first draft, Gustavo demonstrates that these concepts are in the process of development, not demonstrating inadequacies of the concepts themselves in thinking. In the third session, Gustavo showed a possible development of the concepts through verbalization and application in writing. Gustavo is dissatisfied with not having been able to apply these concepts properly when writing the first draft, as they were something that caught his attention and that he thought he had managed to apply. The dissatisfaction and failure in enacting the concepts of disciplinary culture and creating-a-research-space model, as well as his past and present *perezhivanie* refracted in present learning-to-write experience, emerged as cognitive/emotional dissonance, recognized as Gustavo's growth point.

6.2.2 Answering Research Question 2

In Chapter 5 I attempted to answer the second research question: How has the student's understanding of the aspects covered as a growth point in the talk-in-interaction sessions changed due to the teacher's mediation? To do so, I identified emerging patterns and themes focusing on cognition, emotion, and activity, including: Lived experiences regarding the student's writing and learning of writing; conceptions and understandings of aspects related to writing encountered during the academic writing course; contradictions or emotional/cognitive dissonances experienced by the student; emergence of new understandings regarding academic writing-related aspects; student engagement in interaction; and responsiveness of the teacher to the student's cognition, emotion, and activity. After the identification, I conducted an analysis of the quality and character of the dialogic interactions between me, as the teacher, and each participant and the impact of these dialogic interaction for the development of writer/writing expertise by tracing students' qualitative

reorganization that emerges from the teacher/student dialogic interaction. As conceptual development also depends on learner agency (Johnson. Golombek, 2016), each participant demonstrated an individual and unique developmental trajectory: each of the two participants externalized with their own voice their needs, motives, and individual and emotional learning-to-write experience and engaged on their dialogic interaction with the teacher in different ways.

For the first participant, Caio, his developmental trajectory throughout the three talk-in-interaction sessions drew on the qualitative reorganization and reconceptualization of the concepts: Topic sentences and supporting sentences. In the first talk-in-session, his pre-understanding of topic sentences and supporting sentences made him fail in the enactment of those concepts in his writing activity. By the second talk-in-interaction session, Caio showed the same understanding of the concepts, requiring teacher assistance. He did not demonstrate a conscious awareness of why he failed in the enactment of the concepts in his writing activity; therefore, he was not yet able to think about concepts. For him, in practical ways, there were no differences in function among the sentences he wrote in his first draft. Through his engagement in the teacher/student dialogic interaction in the second and third talk-in-interaction sessions and the teacher mediation, a different and more expert conceptual understanding of topic sentences and supporting sentences started to emerge as Caio showed qualitative changes in how he thinks about and enacted them in his final text. For Caio, these qualitative changes may signal a possible beginning of thinking in concepts. Unfortunately, without immediate follow-up writing activity, I do not have evidence of whether Caio developed a pseudoconcept or is gradually internalizing his emerging conceptions of topic sentences and supporting sentences in his writing activity. From a sociocultural theoretical perspective, Caio needs to materialize those concepts repeatedly in concrete goal-directed activity to enables the researcher see their internalization (Johnson; Golombek, 2016).

For the second participant, Gustavo, his developmental trajectory throughout the three talk-in-interaction sessions drew on the qualitative reorganization and reconceptualization of the concepts of disciplinary culture and the creating-a-research-space model. In the first talk-in-session, his pre-understanding of disciplinary culture and creating-a-research-space model made him fail in the enactment of those concepts in his writing activity. In the second talk-in-interaction, Gustavo started to externalize the concepts using metaphors, but he needed help to integrate them successfully in his writing activity. Through his engagement in the teacher/student dialogic interaction in the third talk-in-interaction session and the teacher mediation, the development of the conceptual understanding of disciplinary

culture and creating-a-research-space model started to emerge as Gustavo showed qualitative changes in how he thinks about and enacts them in his final text. For Gustavo, his developmental trajectory signaled an awareness of rhetorical ways related to disciplinary culture and creating-a-research-space model concepts This conscious awareness emerged as an essential initial step in his development of writer/writing expertise..

Gustavo showed signs that those concepts had begun to transform his writing activity. As demonstrated in our analysis, Gustavo presented a more expert conceptual understanding of disciplinary culture and creating-a-research-space model. In his writing activity, he ensured that all three moves were present in his introductory paragraph. Gustavo mentioned that he applied those concepts in another academic writing activity for the sociolinguistics course and had great feedback. Unfortunately, I did not analyze this text. So, without an immediate follow-up writing activity or other Gustavo's writing activity, I cannot affirm that Gustavo internalized those concepts and he is enacting them as true concepts. From a sociocultural theoretical perspective, Gustavo needs to materialize those concepts repeatedly in concrete goal-directed activity to enables the researcher see their internalization (Johnson; Golombek, 2016).

6.3 POSSIBLE IMPLICATIONS

The findings of this study have important implications for writer/writing expertise development in contexts of learning-to-write academically in the English language and how teachers in academic writing courses or tutors in writing centers can facilitate and mediate that development. Through the talk-in-interaction sessions as a Vygotskian Sociocultural Theory-informed development intervention, the most significant finding of this study is that L2 writing learners were able to show qualitative changes in their thinking about and enactment of academic concepts.

As highlighted in the introduction, previous and current research on L2 academic writing has focused on analyzing the linguistic, rhetorical, and generic features of texts (Hyland, 2000; 2019; 2021; Martin; León Perez, 2014; Swales, 1990, 2004) as well as comparing rhetorical issues across and among multiple language and cultural contexts (Golebiowski, 2018; Hyland; Wong, 2019; Kaplan, 1966; Ventola; Mauranen; Connor, 2011). However, there has been limited progress in addressing critical issues regarding the learning and development of writer/writing expertise and the role of teachers and teaching practices in

this process (De Lima Junior, 2022; Principe, 2017; Prior, 1998; Prior; Smith, 2020; Shresta, 2020). One of the contributions of this study is to provide exactly that.

Grounded in Vygotskian sociocultural stance (Johnson; Golombek, 2016; 2020; Johnson; Verity; Childs, 2023; Vygotsky, 1978; 1997a), this study explored the development of academic writer/writing expertise of two preservice English as a Foreign Language teachers. Specifically, this study made visible how dialogic interaction influenced the conceptual development of aspects of academic writing as these preservice teachers engaged in talk-in-interaction sessions mediated by their teacher while composing a research article. Further, by examining student's emergence of contradictions (cognitive/emotional dissonance) through the identification of changing states of understandings and *perezhivanie* while engaged in the talk-in-interaction, and by tracing their qualitative reorganization that emerged from the teacher/student dialogic interaction, this study also made visible how human agency plays a central role in the teaching and learning of writing by highlighting the individual and unique developmental trajectories for Caio and Gustavo.

Taken as a whole, these findings provide some implications for L2 writing research, L2 writing researchers, and L2 writing teacher. Focusing on learner's writing activity and experiences can benefit L2 writing learners. By engaging in joint intellectual activities and discussions about writing activity and experience, we as teachers can help students address any cognitive or emotional conflicts that may arise during the writing process. This can lead to valuable developmental opportunities for students as they reflect on and resignify their writing activity and experiences. For teachers and researchers interested in creating structured mediational spaces that foster L2 writer/writing expertise development, Talk-in-interaction session, as a research methodology, offers the potential to trace the developmental trajectory of L2 writing cognition over time while simultaneously creating opportunities to provoke further development for teachers as they revisit the sessions by listening to them as a guide for their drafting process. Yet, my approach based on Vygotskian sociocultural theory emphasizes the importance of considering the learners' emotional experiences, especially the significant moments during their learning-to-write journey, as crucial sites for further development of their writer/writing expertise. Moreover, engaging in dialogic interaction with our students during talk-in-interaction sessions allows us, as writing teachers, to gain a better understanding of what and how they are learning and developing as writers.

6.4 LIMITATIONS

This study has some limitations that need to be considered to fully understand the results obtained. Firstly, the data collection was restricted only to drafts and talk-in-interaction sessions, which is not a comprehensive approach. A more inclusive methodology of data collection would have involved collecting activities and narratives from the beginning of the academic writing course, providing a complete picture of the participants' initial understandings[23]. Unfortunately, I have not time to include those data into the current research. Moreover, analyzing the trajectory of a larger group of students would have enriched the understanding of the development of writer/writing expertise in the context of higher education. Additionally, a more qualitative analysis of changes in texts after each talk-in-interaction sessions would have allowed a more in-depth understanding of the cognitive/emotional dissonances and possible qualitative transformations that occurred in the participants' writing activity over the course. This study also would have benefited from collecting current texts from participants and conducting interviews, especially considering the two-year gap since the original data collection. This additional information would have provided valuable insights into the long-term impact of interventions on academic writing development.

Other limitations of the study include the lack of comparison of writing learning experiences before and after the pandemic and the lack of exploration of the researcher's development process as a writing teacher. In fact, those limitations, according to Edgar Morin (2002), points out to our humanity in which as human beings, we must acknowledge that our character is flawed, inconclusive, and unfinished, and this is part of our human condition.

We also know that research is often part of a life project and, while process is an infinite journey:

> "The journey is never over. Only travelers come to an end. But even then they can prolong their voyage in their memories, in recollections, in stories. When the traveler sat in the sand and declared: "There's nothing more to see," he knew it wasn't true. The end of one journey is simply the start of another. You have to see what you missed the first time, see again what you already saw, see in springtime what you saw in summer, in daylight what you saw at night, see the sun shining where you saw the rain falling, see the crops growing, the fruit ripen, the stone which has moved, the shadow that was not there before. You have to go back to the footsteps already taken, to go over them again or add fresh ones alongside them. You have to start the

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[23] I regret to inform that I am unable to include that data in the current research due to time constraints.

journey anew. Always. The traveler sets out once more" (Saramago, 2000, p. 443).

As Saramago, the end of this research is simply the start of another. This research marks the completion of one phase and the beginning of a new chapter in my academic journey. Future studies should address the identified gaps and strive to enhance our comprehension of the development of writer/writing perspective.

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APPENDIX A – INFORMED CONSENT FORM

UNIVERSIDADE FEDERAL DE SANTA CATARINA

CENTRO DE COMUNICAÇÃO E EXPRESSÃO

PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUÍSTICOS
E LITERÁRIOS

Termo de Consentimento Livre e Esclarecido (TCLE)

Prezado(a) participante,

Meu nome é Celso José de Lima Júnior, estudante de Doutorado do Programa de Pós-Graduação em Inglês da Universidade Federal de Santa Catarina. Faço pesquisa na área dos Letramentos Acadêmicos sob a orientação da professora Maria Ester Wollstein Moritz (UFSC), pesquisadora responsável.

Este estudo pertence à pesquisa sob o título "DESENVOLVENDO A ESCRITA EM L2 EM CONTEXTO ACADÊMICO: ESTUDO DE BASE VYGOTSKIANA", aprovada pelo Comitê de Ética em Pesquisas com Seres Humanos da Universidade Federal de Santa Catarina (UFSC). Você está sendo convidado a participar como voluntário da minha pesquisa. Este documento, chamado Termo de Consentimento Livre e Esclarecido (TCLE), visa assegurar seus direitos como participante.

Por favor, leia com atenção e calma, aproveitando para esclarecer suas dúvidas. Se houver perguntas antes ou mesmo depois de assiná-lo, você poderá esclarecê-las comigo, tanto por telefone, *whatsapp* ou por e-mail. Não haverá nenhum tipo de penalização ou prejuízo se você não aceitar participar ou retirar sua autorização em qualquer momento. Importante enfatizar que não possuímos nenhum tipo de relação de autoridade com a universidade onde os dados serão coletados ou com os participantes esperados para o estudo.

Por que esta pesquisa está sendo realizada?

Esta pesquisa possui como objetivo investigar o desenvolvimento do letramento acadêmico, práticas de escrita e leitura, no contexto da universidade da qual você faz parte.

Pesquisas apontam uma incipiente investigação sobre as práticas pedagógicas relacionadas ao letramento acadêmico em inglês nas universidades. Porém, sem conhecer as práticas pedagógicas relacionadas ao letramento acadêmico, é difícil conceber estratégias de apoio a graduandos e pós-graduandos. Na última década, a investigação sobre a escrita acadêmica em inglês centrou-se na análise das características linguísticas, retóricas e genéricas dos textos, bem como na comparação de questões retóricas através e entre múltiplos contextos linguísticos e culturais. No entanto, tem havido progressos limitados na resposta a questões essenciais sobre a aprendizagem e desenvolvimento dos estudantes de escrita acadêmica em inglês e a sua obtenção de conhecimentos de escrita acadêmica no ensino superior.

O que vai acontecer?

Sua participação nessa pesquisa consistirá em:

- Participar em sessões, chamadas *talk-in-interaction*, presencialmente na Universidade Estadual da Paraíba ou na plataforma *Google Meet*, com duração de, em média, 1 hora, geralmente uma vez por mês, ao longo de aproximadamente seis meses. O pesquisador combinará e agendará com você se presencial ou virtual e qual o melhor dia e horário buscando não sair de sua rotina.
- Enviar por e-mail textos escritos produzidos na disciplina redação 2 durante esta pesquisa. Caso queira, você pode também enviar qualquer texto produto das disciplinas cursadas na universidade.

Haverá algum risco ao participar da pesquisa?

Os riscos são mínimos. Você pode ficar um pouco desconfortável, ansioso(a) e/ou constrangido(a) em apresentar textos acadêmicos escritos por você para o pesquisador e em participar das sessões que terão o áudio gravado. Além disso, você

pode se sentir um pouco cansado(a), pois teremos várias conversas online um pouco longas, durando em torno de uma hora cada.

É importante ressaltar que após a coleta de dados, as gravações resultantes das sessões bem como os envios de documentos serão baixados em dispositivo eletrônico local e serão apagados de qualquer nuvem ou plataforma de e-mails que foram armazenados. Seus dados ficarão armazenados pelo pesquisador por cinco anos e, após esse período, serão excluídos.

Haverá algum benefício?

Os benefícios são indiretos. Primeiro, por meio da sua participação, você estará contribuindo para uma melhor compreensão acerca do desenvolvimento do letramento acadêmico em língua inglesa. Segundo, essa experiência possibilitará uma reflexão sobre sua própria escrita acadêmica, o que torna possível propor alternativas à maneira como essa prática de escrita é comumentemente realizada. Por fim, esse estudo corrobora com as pesquisas atuais brasileiras expandindo a compreensão de práticas de escrita acadêmicas em contexto acadêmicos.

A identidade dos participantes será revelada?

Não. O pesquisador se propõe a alterar determinadas informações de seu texto para que ele não seja facilmente identificado, como o nome de equipamentos, metodologias, procedimentos, instituto, departamento, programa, etc. Além disso, sua identidade será mantida em sigilo e nenhuma informação será dada a outras pessoas que não façam parte da equipe de pesquisadores. Na divulgação dos resultados do estudo, seu nome não será citado. A pesquisadora garante que, caso seja necessário, fará alterações em informações presentes no texto produzido por você para que também não seja identificado.

No entanto, cabe ressaltar que há a possibilidade remota da quebra do sigilo, mesmo que involuntária e não intencional, devido às limitações tecnológicas utilizadas, muito embora estejamos utilizando os servidores do *Google* durante a coleta que são conhecidos pela sua segurança.

A participação na pesquisa é obrigatória?

Não. Sua participação na pesquisa é totalmente voluntária. Esse documento é um

convite. Caso você não queira participar, você não será afetada(o). Além disso, você também tem o direito de não responder a alguma questão, sem necessidade de explicação ou justificativa, podendo também se retirar da pesquisa a qualquer momento.

Haverá alguma despesa?

Não. Todas as etapas da pesquisa irão ocorrer online por meio do *Google meet*. Caberá ao pesquisador providenciar o link de acesso para os encontros. Porém, poderá haver ressarcimento no caso de eventuais despesas não previstas pelos pesquisadores e devidamente comprovadas pelo participante.

Haverá alguma compensação financeira?

Não. Sua participação na pesquisa é voluntária e não envolve compensação financeira. No entanto, me comprometo a garantir indenização diante de eventuais danos devidamente comprovados.

É possível desistir de participar ou cancelar esta autorização?

Sim. É possível desistir de participar da pesquisa a qualquer momento sem qualquer prejuízo ou necessidade de justificativa. Para a retirada do consentimento, basta entrar em contato através do telefone, *WhatsApp* ou e-mail informados no próximo item. Caso isso acontecer, o pesquisador responderá dando ciência do interesse do participante de pesquisa em retirar o seu consentimento.

O que fazer em caso de dúvidas?

Caso você tenha alguma dúvida durante os procedimentos de geração de dados, você deve me procurar através do telefone e *WhatsApp* (83) 98760-6988 ou e-mail: celsojunior122@gmail.com para prestar toda a assistência necessária. Responderei prontamente aos contatos citados. Você também poderá entrar em contato com a minha orientadora, Prof. Maria Ester Wollstein Moritz, pelo e-mail: nicamoritz@yahoo.com. Você também pode nos procurar pessoalmente na Universidade Federal de Santa Catarina, localizada na Rua Engenheiro Agronômico Andrei Cristian Ferreira, s/n, Trindade, Florianópolis. Nossa sala fica no Centro de Comunicação e Expressão (CCE),

Bloco B, nº 107.

Você também poderá entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC que é o órgão que oferece apoio e proteção aos participantes de pesquisas no Brasil. Para isso, use uma das seguintes formas de contato: pelo telefone (48) 3721-6094, e-mail cep.propesq@contato.ufsc.br, e/ou pessoalmente no endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, localizada na rua Desembargador Vitor Lima, nº 222, sala 701, Trindade, Florianópolis, Santa Catarina.

Essa pesquisa cumpre os termos da resolução CNS 510/16 e de suas complementares que são os documentos que normatizam pesquisas como essa no Brasil. Por se trata de pesquisa em meio ou ambiente virtual (aquele que envolve a utilização da internet, do telefone, bem como outros programas e aplicativos), declaramos que seguimos e seguiremos as orientações publicadas no OFÍCIO CIRCULAR Nº 2/2021/CONEP/SECNS/MS. Além disso, declaramos que obedeceremos e cumpriremos os requisitos da Lei Geral de Proteção de Dados (Lei No 13.709, de 14 de agosto de 2018) quanto ao tratamento de dados pessoais e dados pessoais sensíveis que serão utilizados para a execução desta pesquisa.

Consentimento do participante

Ao assinalar a opção "Concordo", a seguir, você declara que aceita participar, sabendo que pode desistir em qualquer momento, durante e depois de participar desta pesquisa. Além disso, ao assinalar a opção "Concordo", você também declara que fez a leitura deste documento, compreendeu as suas informações, o objetivo da pesquisa e o seu direito em participar voluntariamente do estudo e que autoriza a divulgação dos dados obtidos neste estudo mantendo em sigilo sua identidade. Pedimos que envie este TCLE assinalado para o e-mail celsojunior122@gmail.com e que salve em seus arquivos este documento. Informamos que enviaremos uma via desse TCLE assinado pelos pesquisadores para o seu e-mail.

[   ] Concordo
[   ] Não concordo

_____
        Assinatura do(a) participante