

Connecting the dots: Teachers' contradictions, cognition, emotions and professional responses

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Outline of Presentation

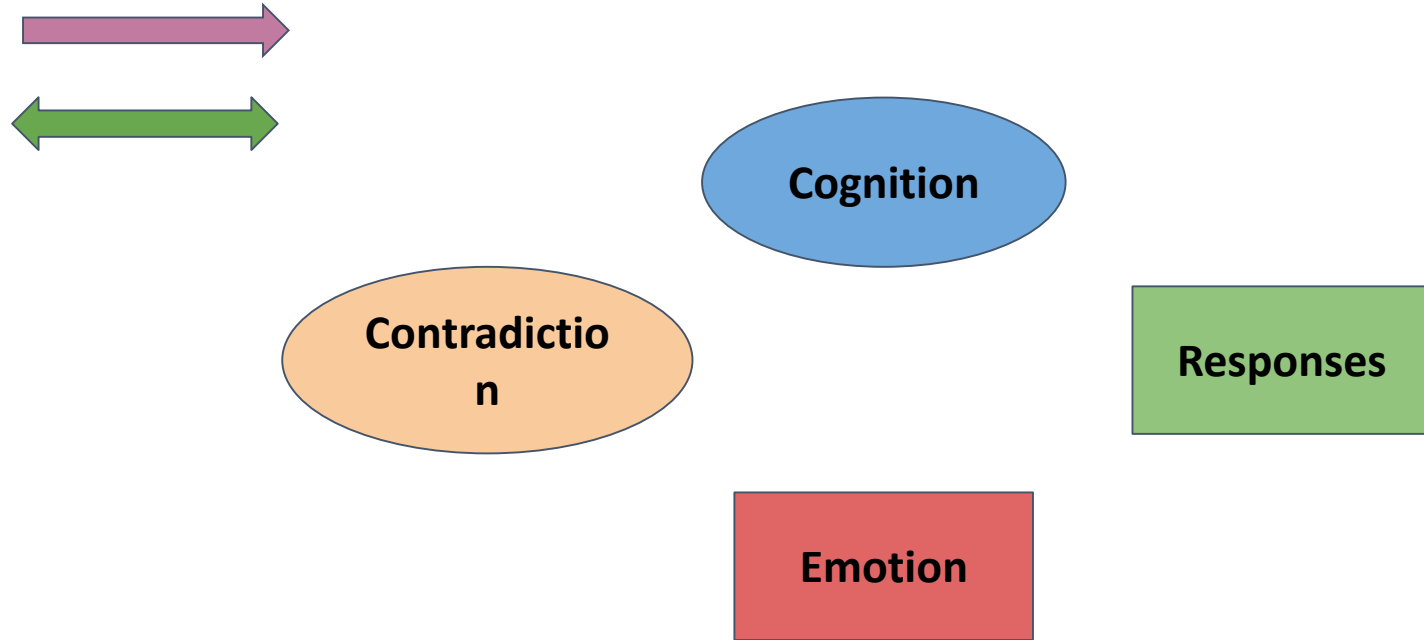
1. **Key concepts**
2. **Distribution** of previous studies' frameworks and findings
3. **Relationships** among contradictions, emotions , cognition and professional responses
4. **A new conceptual model** for professional learning
5. **Q & A Session**

Key concepts:

Q1: What are *contradiction*, *cognition*, *emotion*, and *response*?

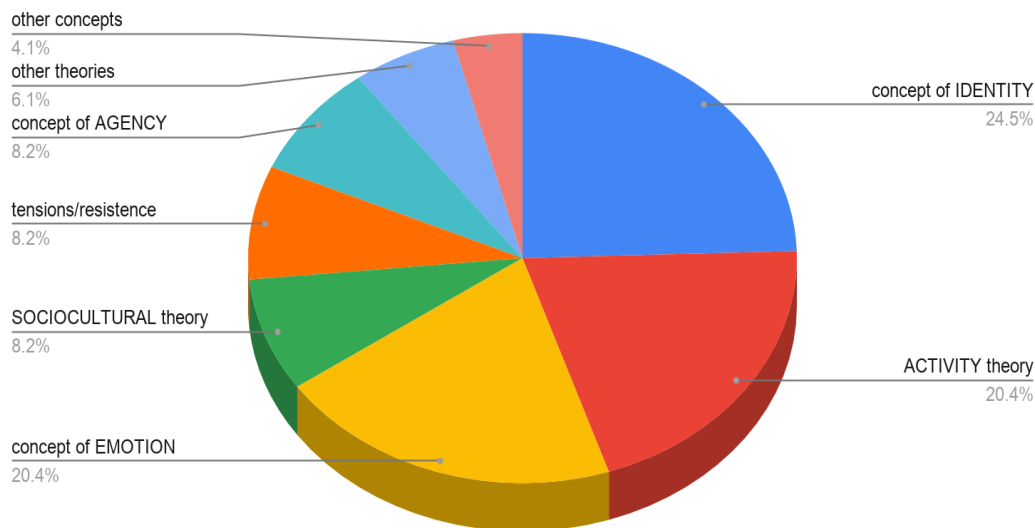
- **Contradiction:** “Contradictions are historically accumulating structural tensions within and between activity systems” (Engeström, 2001, p.137), e.g., *tensions, dilemma, conflict, resistance, etc.*
- **Cognition:** “what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom” (Borg, 2003, p.81), e.g., *belief, professional identity, conceptions, etc.*
- **Emotion:** “Emotions are conceptualized as physically-manifested, but socially-constructed” (Benesch, 2018, p.62), e.g., *stress, depression, anxiety, etc.*
- **Response:** strategies and actions taken to address their conflicts

Q2: What are their *relationships*?



What theoretical foundations previous studies are based upon?

Distribution of theoretical frameworks in previous studies



- A variety of theoretical frameworks (*up to 10 distinct frameworks*)
- Lack of a shared conceptual framework => *difficult to aggregate or compare* previous findings
- **Activity Theory** dominates as the analysis framework for examining contradictions

➡ A **lack of a holistic approach** to teachers' professional learning

Figure 1: Distribution of theoretical frameworks in previous studies

What aspect of teachers' professional learning addressed in previous studies?

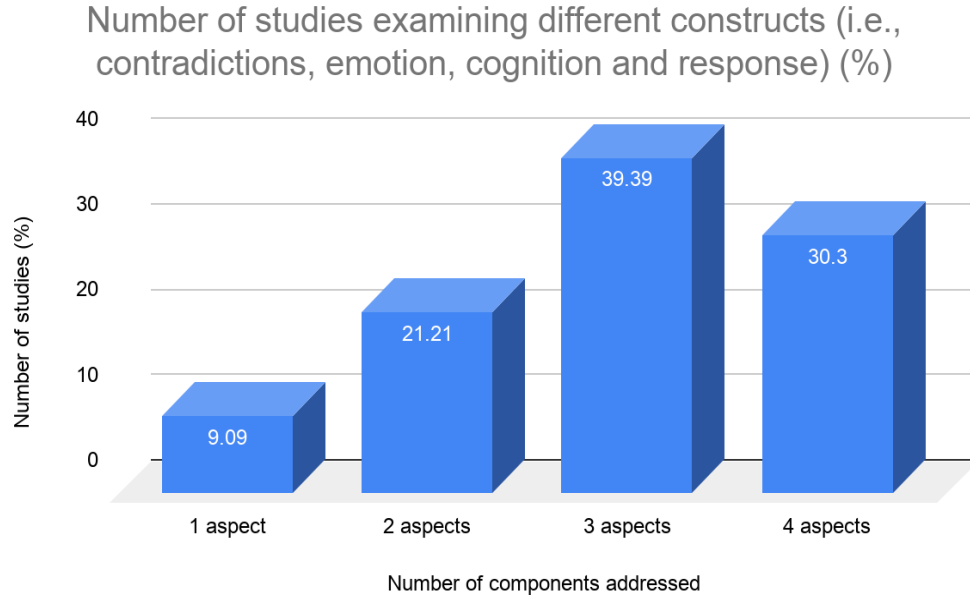


Figure 2: Distribution of previous studies in addressing various aspects of teachers' professional learning

- Number of studies examining contradictions > response > cognition > emotion
- Recent increasing number of studies examining teachers' cognition in relation to emotion
- All of the studies addressing four aspects are emotion-oriented ones



*Studying teachers' **emotion** tend to provide a **clearer overall picture** of how teachers resolve their tensions and **develop pedagogical competence**.*

Teachers and contradictions in action:

(1) Which of the four aspects (contradiction, emotion, cognition, response) can you identify from the below extracts and (2) Can you tell their interrelationships?:

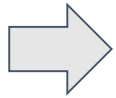
[2] Puja's emotional responses to the tensions she experienced were primarily the result of her status as an NNEST, which eventually led her to experience a significant drop in confidence regarding her linguistic competence. But Puja was able to develop strategies for overcoming the tensions she experienced during her language teacher training (Wolff & Da Costa, 2017, cited in Song, 2018, p.455).

Keywords from the extract:

tensions, emotional responses, a significant drop in confidence, to develop strategies for overcoming

Implication for teacher's professional development:

“Their cognitive and affective response to experience could affect their identity formation, strengthening, weakening, or transforming certain identities” (Dang, 2013, p.50).



The interaction between emotional and cognitive acts induces teachers' professional learning and development

Summary of the Presentation

- Research on language teacher learning and education is featured with a diversity of theoretical frameworks and research directions, with an increasing trend to embrace the role of emotions
- There is a lack of shared conceptual framework for teacher's professional learning as well as a need to look at the issue in a more holistic approach
- Studies who look at teachers' emotion could explain teachers' professional learning more wholly
- The dynamic interaction between teachers' emotion and cognition (especially knowledge and experiences) promote teachers' professional learning/development, indicated with their strategic responses
- It is important to address the role of teacher's emotion in teacher training (both in pre-service and in-service teacher-education settings)

Q & A Session

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