

**Teach off your students, not at them:
Responsive Mediation in Learning-to-Teach**

Karen E. Johnson

The Pennsylvania State University, USA

This plenary focuses on how L2 teacher educators can assist novice L2 teachers as they develop interactional competencies for teaching-and-learning during initial learning-to-teach experiences. Of particular interest is developing the ability to foster greater L2 student engagement and participation during large group instruction. Digital recordings over two years document evidence of a shift in a novice teacher's instructional stance from teacher-centered to teaching as dialogic mediation. The findings illustrate how engagement with pedagogical concepts that focus on *how* to teach (rather than *what* to teach) can facilitate novice L2 teachers' emerging abilities to create and enact meaningful learning environments for L2 students. Responsive mediation is proposed as a psychological tool for L2 teachers and teacher educators to both examine and inform the ways in which they design, enact, and assess the consequences of their own instruction.