

# Contents

Series Editor's Preface      xi

**Introduction      1**

The structure and content of this book      2

Sections of the text      3

Positionality      3

Some scene-setting comments . . .      4

Personal development and boundary crossing      7

Acknowledgments      9

**1 Organization and Goals      10**

Elements and organization of a course to accompany practice  
teaching      10

Goals      11

Understanding your curricular context      17

**2 Writing, Observing, Interacting, and Acting Together      20**

Writing      22

Observation and feedback      28

Talking      33

Writing and acting together      40

Reading      43

**3 Developing a Philosophy of Teaching      45**

Introductory      45

Toward a "philosophy of teaching"      51

Philosophies of schooling      53

A temporarily concluding thought      62

**4 Aspects of Classroom Technique      65**

Framing      66

Pace      69

	Nonverbal aspects of S/FL teaching	72
	ES/FL teacher talk and teacherese	78
<b>5</b>	<b>Doing the Right Thing: Moral, Ethical, and Political Issues</b>	<b>84</b>
	Definitions of the political	85
	Definitions of the moral	86
	Act morally locally	88
	Act morally, nationally, and globally?	94
<b>6</b>	<b>Lesson Planning, Improvising, and Reflective Teaching</b>	<b>100</b>
	Use of a lesson plan in a practicum	101
	Psychological aspects of the lesson plan	103
	But sometimes it goes better when I don't plan	106
	Development in planning	108
<b>7</b>	<b>What (Else) Do You Know?</b>	<b>112</b>
	Personal theories and conceptual frameworks	113
	Sample conceptual frameworks	116
	Method as conceptual framework	122
	Personal practical theories again	123
<b>8</b>	<b>Motivation and ES/FL Teachers' Practice</b>	<b>128</b>
	Definitional	129
	Motivation and the S/FL classroom	130
	Feedback	133
	Materials and testing in classroom practice	134
	The syllabus/curriculum level	135
	Students' self-perceptions and self-conceptions	136
	Motivation as interactive, located, and sociocultural	138
<b>9</b>	<b>Classroom Management in ES/FL Contexts</b>	<b>141</b>
	Definitional: Elements of an orderly classroom	143
	Rules: Instrumental and constitutive	145
	Rules for classroom rule?	147
	ES/FL classrooms and their classroom management challenges	149

<b>10</b>	<b>Social Skills and the Classroom Community</b>	<b>161</b>
	Teacher-student relationships, or rapport	162
	Student-student relationships	169
	Interprofessional relationships	171
	Going beyond interprofessional relationships	175
	Rapport across cultures?	177
<b>11</b>	<b>Working within the System: Institutional Structures and Reflective Teacher Development</b>	<b>180</b>
	Concepts of reflective teaching	181
	School structure(s) supporting reflection and development	183
<b>12</b>	<b>Putting It Together and Starting Again – Another Model</b>	<b>192</b>
	Summary model-based review	193
	The teacher portfolio	198
	Envoi	201
	<b>Appendix A Teacher Development Groups: Growth through Cooperation</b>	<b>203</b>
	Katrina Oliphant	
	Introduction	203
	Purposes	204
	Logistics	205
	Organization	208
	Positive outcomes	212
	Conclusion	213
	<b>Appendix B NEA Code of Ethics</b>	<b>215</b>
	Code of Ethics of the Education Profession	215
	<b>Appendix C Use of This Book by the Teacher Educator</b>	<b>217</b>
	<b>Appendix D Working with a Cooperating Teacher</b>	<b>219</b>
	Institutional background; history and the present	221
	What will student and cooperating teachers do?	222

Pros and cons for both sides	224
Cooperating teacher relationships	226
Communication between student and cooperating teacher – important and difficult questions	228

Notes	231
-------	-----

References	245
------------	-----

Index	281
-------	-----

# Index

- academic literature. *See also*  
educational research  
of applied linguistics, 181, 240n3  
of classroom management (ES/FL),  
143, 150–4  
consulting, 194–5  
on morality (TESOL), 48–9  
political/ethical dimensions of  
(ES/FL), 85, 236n1  
skepticism and, 8, 43–4, 195
- action research, 40–2, 194
- activities, classroom, 131–2, 144–5,  
239n2
- adhocracy, 185, 186
- administrative systems  
adhocracy, 186  
machine bureaucracy, 185  
professional bureaucracy, 185  
school-based management, 188–90
- administrators, school  
American Association of School  
Administrators (AASA) for,  
237n6  
divisions with teachers, 205  
former teachers as, 186  
of S/FL programs, 184  
teacher study groups with, 204–5
- adult education, 17, 18, 87, 142, 165,  
170, 240n7
- affiliation, need for, 132
- Agee, J.M., 226
- alienation, teacher, 204–5
- Alley, R., 222, 230
- allocation, of classroom resources, 86
- Allwright, Dick, 237n9
- alternative education, 17–18, 58
- American Association of School  
Administrators (AASA), 237n6
- American Association of University  
Professors, 237n6
- Ames, C., 137
- “analytic philosophy,” of education,  
52–3
- Applegate, J.H., 225–6
- applied ethics, 93
- applied linguistics  
educational linguistics in, 117  
in field of education, 2  
language policy debates in, 85  
literature of, 181, 240n3  
“talk of learners” in, 78
- “apprenticeship of observation,” 196
- Armour, M., 205, 207, 211–12
- Ashton-Warner, Sylvia, 74, 114
- Ashworth, Mary, 97, 98
- assessment  
“authentic”/alternative, 135  
portfolio-based, 135
- attendance, required v. voluntary, 142
- Australian teachers  
ES/FL, study of, 163  
ESL, study of, 102
- autonomy, student, 17–18
- Bailey, F., 37, 38
- BAK (beliefs/assumptions/knowledge)  
networks, 114
- Barnes, D., 78



- Bartlett, L., 181–3, 241n2  
 Bateson, G., 73  
 Baumeister, R. F., 11–12  
 Beasley, K., 109  
 behaviorists, on motivation, 138  
 behaviors, effect of performance goals  
     on, 133  
 bilingual education, 47, 85, 95  
 Bixby, M., 205, 207  
 Black, P. J., 70  
 Bobbitt, F., 233n3  
 body  
     and dress, 75–6  
     orientation, metamessages sent by,  
         75  
 Boostrom, R., 145–6  
 Borg, S., 114  
 Borko, H., 107–8, 226  
 boundary crossers (cultural),  
     teachers (S/FL) as, 7, 45, 88,  
     141, 145  
 Bowers, C. A., 73  
 Brezinka, W., 234n5  
 British ESL teachers, questionnaire  
     surveying, 163  
 British government, promotion of  
     English by, 98  
 British structural-situational tradition  
     (ES/FL), 101  
 Brookfield, S. D., 63, 165–6, 240n7  
 Brophy, T. L., 12–13, 131  
 Brown, H. D., 101, 239n1  
 Brown, J. D., 199–201  
 Bunting, C., 229  
 bureaucracy, 185, 186  
 burn-out, teacher, 204  
 Burns, A., 9, 102, 114  
  
 “caring” relationships, 164  
 Carter, K., 229  
 Cartesian dualism, 106  
 Cartesian subject, 232n13  
 Caulk, N., 179  
 Cazden, C. B., 5, 178  
  
 Center on Organization and  
     Restructuring of Schools  
     (CORS), 188  
 ceremony, lessons as, 67  
 chalkboards, use of, 82  
 change  
     agents, teachers (ESL) as, 172, 174  
     in schools, need for, 202  
     teacher, 175–6  
 Charles, C. M., 143  
 charter schools, 189  
 Chaudron, C., 79  
 Chick, J. K., 151  
 Chief Education Officer (CEO),  
     decision-making by, 184  
 China, modernization programs in,  
     62  
 Chinese civilization, primacy of, 58  
 Chinn, Peggy L., 35  
 choice, curricular orientations  
     allowing, 17–18  
 classroom(s). *See also* observation,  
     classroom; social skills,  
     classroom community  
     activities, 131–2, 144–5, 239n2  
     display systems in, 82  
     motivation (S/FL), 130–3  
     orthodox (Western) high school,  
         73  
     participation, 35–6  
     as political places, 73  
     power imbalances in, 86  
     proscenium arch format of,  
         73–4  
     resources, allocation of, 86  
     social skills, 161–79  
     “talk of learners” in, 78  
     “task,” 144  
     teacher-fronted, 70, 73–4  
     “work system,” 147  
 classroom management (ES/FL),  
     141–60. *See also* discipline  
     academic literature, 143, 150–4  
     challenges, 149–56

- changing, 155–6
- culture-dependent aspects of,
  - 141–2, 145, 149, 151–4, 156–9
- discussion questions, 145, 146, 148–9, 156, 159, 160
- not neutral, 155
- order in, 143–5
- rules, 145–9
- values in, 142, 149–50
- Warm-up*, 141
- classroom technique
  - aspects of, 65–83
  - communication skills in, 5–6, 173, 176–7
  - culture and, 83
  - discussion questions, 77
  - educational technology and, 81–3
  - nonskill-area-specific, 65–6
  - nonverbal aspects of S/FL teaching as, 72–8, 236n4
  - openings/closings (lesson framing) as, 65–9, 131
  - pace (lesson) as, 69–72
  - voice as, 65–6
  - Warm-up*, 65
  - You Try It* activities for, 78, 83
- “closing” (lesson), 66–8
- CLT theory, 78, 152, 153
- code of ethics, professional, 49, 92–4, 96–7, 237n4, 237n8
  - discussion questions, 94, 98
  - National Education Association, U.S. (NEA), 92, 215–16, 237n6
  - TESOL and, 93, 97, 237n9
- cognition
  - cognitive capacity (human) and, 66, 236n1
  - lesson planning and, 104, 109
  - planning as “executive process” of, 103–4
- Cohen, L., 76–7
- Coleman, H., 151, 152, 153
- collaboration
  - action research, 41–2
  - group work as, 132
  - in observation, 30
  - teachers, 162, 173
  - Warm-up*, 20
- colleagues, value of, 182, 197–8. *See also* teachers helping teachers
- “collegial environment,” importance of, 197–8
- “collegial schools,” 188
- colonialism, Anglo-American, English language and, 55
- colonization (European), effect on education systems, 55, 235n13
- Colton, A. B., 193–8, 193f, 201
- “comembership,” 178
- Comenius (S/FL pedagogue), 60–1, 62
- communication. *See also* classroom technique; social skills, classroom community
  - cooperating teacher and, 228–9
  - metacommunication as, 73, 75
  - role-playing in, 176–7
  - skills, 5–6, 172, 173, 176–7
- communications studies, field of, 240n9
- communicative approaches, to ELT, 170
- communitarian governance (ESL countries), 95, 96
- comparative education, 179, 241n15
- competition, 132, 137
- comprehension, language clarity for, 79
- conceptual framework(s), 113–23, 115
  - discussion questions, 118–19, 121–2
  - Method as, 122–3
  - sample, 116–22, 238n2
  - Spolsky’s “model of second language learning,” 120–2, 121f
  - Stern’s “general model for second language teaching,” 116–18, 117f

- conceptual framework(s) (*cont.*)
  - Strevens' "learning/teaching theory," 119–20, 120f, 125
  - student teachers' comments on, 125–7, 127f
- conceptual map, for SL teaching techniques, 14
- confirmation, of relationships, 164
- conflict
  - mediation, 172
  - resolution, 176–7
- confrontation, option of, 176–7
- Confucian ethics, 89
- Conoley, J. C., 173–4
- Conrad, S., 22, 23
- consciousness, in model of teacher development, 197
- "consequentialist/nonconsequentialist" traditions, ethical, 89
- contested sites, schools as, 58
- contexts, 3–4, 7–8
  - multiple, of teaching (ES/FL), 180–1
  - and motivation, 138–9
- continuity, lesson, 145
- control, issues. *See also* classroom management (ES/FL); order
  - student teachers' comments on, 159–60
- Cooner, D. D., 48, 49, 51
- Cooper, J. E., 25
- cooperating teachers, 219–30
  - benefiting from student teachers, 224–5, 243n5
  - communication and, 228–9
  - discussion question, 227
  - facilitator role of, 227
  - institutional background of, 221–2
  - mentoring by, 219, 242n1
  - philosophy of teaching and, 228
  - practices, 222–4
  - pros/cons, 224–6
  - relationships, 226–7
  - student teachers benefiting from, 226
  - studies of, 225–6, 227, 229
  - You Try It* activities, 230
- cooperative learning, 132, 170, 241n11
- cooperative v. competitive goal structures, 137
- coplanning, lesson, 106, 109, 111, 222–3, 238n5
- corrective discipline, 148
- Costa, A.L., 104, 197
- critical pedagogy, 18
- criticism. *See* feedback
- Crowson, R. L., 190
- Cruickshank, D. R., 181
- CSL (Colton and Sparks-Langer)
  - model, of teacher development, 193–8, 193f, 201, 242n1
- cultural boundary crossers, teachers (S/FL) as, 7, 45, 88, 141, 145
- cultural intervention, EFL as, 98–9
- culturally relevant/responsive pedagogy, 178
- cultural suicide, 166, 240n8
- culture(s)
  - classroom management (ES/FL)
    - and, 141–2, 145, 149, 151–4, 156–9
  - classroom technique and, 83
  - in ESOL education, 62
  - eye contact in, 75
  - learning/teaching and, 7–8
  - motivation and, 132
  - participation and, 35–6
  - proxemics and, 73
  - rapprochement, 177–9, 241n13
  - social skills and, 164, 166–8, 176–9
  - student teachers' comments on, 156–9
  - voice and, 77
  - You Try It* activity on, 83
- curiosity, student, 131, 239n4



- curriculum
  - lesson planning and, 102–3
  - materials, 103
  - motivation and, 135–6
  - for teacher development (ES/FL), 10–11
  - teacher education, university-based (S/FL), 6
- curriculum theory (mainstream),
  - procedures for goals in, 17, 233n3
- cybernetic metaphor, for teaching, 42, 234n12
- Davidson, J. O., 184–7
- Davies, S., 66–7
- Davis, J., 227
- de la Salle (French educator), 221
- decentralized management, of schools, 189
- decision-making
  - ethical, 89
  - school, 184–5
- Deming, A. L., 211
- democracy
  - in governance (ESL countries), 95–6
  - valuing of, 197
- deontological ethics, 90
- “de-professionalization,” 186
- “design phase,” lesson planning as, 104
- Dewey, John, 57
- dialogue
  - journal, 25, 26–8, 160
  - in relationships, 164
- diary, keeping, 23, 233n3
- Direct Method, teaching approach, 61, 236n21
- discipline
  - corrective, 148
  - maintaining, 142
  - preventative, 147
  - supportive, 148
- discussion questions
  - classroom management (ES/FL), 145, 146, 148–9, 156, 159, 160
  - classroom technique, 77
  - code of ethics, 94, 98
  - conceptual frameworks, 118–19, 121–2
  - cooperating teacher, 227
  - ethical systems, 91–2
  - goal, 18–19
  - group discussion, 34, 38
  - “hotspots” (teacher), 124–5
  - improvisation (lesson), 108, 110
  - lesson, 68–9
  - lesson planning, 105, 111
  - motivation, 129, 132–3, 134, 135, 139
  - pace (lesson), 71–2
  - philosophy of teaching, 59–60, 63, 99
  - politics, 86
  - professional organizations, 98
  - reflective teaching, 183, 191
  - social skills, 167, 171
  - summary model-based review, 198
  - teacher development groups, 213–14
- display systems, classroom, 82
- dominant/nondominant group
  - members, 37–8
  - student teacher’s comments on, 37–8
- Dörnyei, Z., 139, 240n3
- “double loop learning,” 17
- Doyle, W., 143–5, 147–8
- “dress,” as aspect of body, 75–6
- Duke, D. L., 13, 14
- ecological psychology, 143
- Edge, Julian, 98–9
- education. *See also* philosophies of education; teacher education
  - adult, 17, 18, 87, 142, 165, 170, 240n7

education (*cont.*)

- alternative, 17–18, 58
  - “analytic philosophy” of, 52–3
  - applied linguistics in, 117, 240n3
  - bilingual, 47, 85, 95
  - code of ethics, 215–16
  - comparative, 179, 241n15
  - critical pedagogy in, 18
  - cultures in ESOL, 62
  - formal (Western) v. nonformal (and/or nonWestern), 55–6, 235n14
  - historical research in, 188
  - inservice, 165, 240n6
  - introduction of psychology into, 57
  - libertarian curricular orientation in, 17
  - main poles of, 55
  - multicultural, 95
  - philosophy of, 2
  - politics as term in, 86, 237n2
  - professional, 18, 240n6
  - progressive movement in, 57
  - psychology introduced into, 57
  - public sector, reform movement in, 188, 242n6
  - for “salvation,” 54
  - for “self-development,” 54
  - social psychology of, 143
  - state-sponsored, 58
  - systems of modern nations, 56, 235n15
  - technology, 81–3
  - as “transmission,” 54
  - web-based, 82
- educational administrators. *See* administrators, school
- educational institutions, support of reflective teaching, 183–91
- educational linguistics, 117
- educational policy (national), teachers involved in, 94–5
- educational research. *See also* academic literature
- action, 40–2, 194, 234n11
  - applying, 44
  - ELT, 29–30
  - empirical research-based theory in, 53, 234n6
  - on goals, 11–12
  - as graduation requirement, 218
  - historical, 188
  - language/identity, 137–8
  - reading, 184
  - skepticism and, 43–4, 195
  - in teacher effectiveness, 40, 66
  - teacher planning (ES/FL) in, 102
- efficacy, in model of teacher development, 197
- EFL
- classrooms, South Africa, 151
  - as foreign policy/cultural intervention, 98–9
  - Japanese tests, context of, 135
  - teacher education, University of Hawai’i, 4
  - teacher training for international sector of, 46
  - teachers, expatriates, 46
  - teachers, indigenous, 153, 234n
  - teachers, in Egypt, 153
  - teachers, in Germany, 179
- eighteenth century
- monitorial system, 221
  - philosophies of schooling (European), 56
  - pupil-teacher system, 221
  - Romantic movement, 17, 56, 235n16
- elementary schools
- Japanese, ethnography of (Lewis), 179
  - students, teachers of, 86–7, 142
- ELT. *See also* ES/FL; TESOL, field of communicative approaches in, 170
- interchangeable terms of ES/FL, TESOL and, 1, 231n2
- research, 29–30

- Emmer, E.T., 147
- emotion, 196
- "empathic" relationships, 164
- empirical theories, of SLA, 53,  
234n6
- English as a Second Language (ESL)
- Australian teachers, study of, 102
  - and bilingual children (U.S.), 47
  - British teachers of, questionnaire  
surveying, 163
  - Canadian teachers, study of, 102
  - countries, governance systems of,  
95-6
  - government support and, 85
  - migrant programs, 149
  - teacher decision-making, 169
  - teachers as "change agents," 172,  
174
  - University of Hawai'i, 1, 4
- English language
- Anglo-American colonialism, and,  
55
  - as dominant language, 46
  - instruction, governments' interest  
in, 95
  - as international language, 7
  - promotion of, by British/U.S.  
governments, 98
  - teaching in Japan, 151-2
  - "vagueness terms" in, 81
  - writing teachers (Hong Kong),  
175-6
- Enlightenment, the, modern  
(Western) schooling and, 55
- ES/FL. *See also* classroom  
management (ES/FL); ELT;  
TESOL, field of
- Australian teachers, study of, 163
  - British structural-situational  
tradition in, 101
  - conceptualizing knowledge of,  
112-27
  - future for teachers of, 202
  - institutional contexts, 222
  - interchangeable terms of ELT,  
TESOL and, 1, 231n2
  - knowledge base, 8, 194, 195-6
  - learning, 112-14
  - literature, political/ethical  
dimensions of, 85, 236n1
  - moral aspects in teaching, 86-9
  - motivation in teaching, 128-40
  - philosophies of education in, 45-6
  - political dimensions of, 85
  - teacher development, 2, 4-5, 10-11,  
12-14, 20-2, 231n5
  - teacher learning, social structures in  
support of, 7, 197-8, 232n9
  - teacher planning research, 102,  
104-5
  - teacher "talk/teacherese," 78-81
  - teachers, different categories of,  
46-7
  - teachers, nonverbally enhanced,  
81-3
- ESL. *See* English as a Second  
Language (ESL)
- ethical systems, 89-92
- based on philosophies, 89
  - based on religions ("fideist"), 89
  - discussion questions on, 91-2
- ethics
- academic literature (ES/FL) and,  
85, 236n1
  - applied, 93
  - Confucian, 89
  - in decision-making, 89
  - deontological, 90
  - discussion questions, 94, 98
  - education profession, code of,  
215-16
  - feminist perspective on, 90-1,  
237n4
  - National Education Association,  
U.S. (NEA) on, 92, 215-16,  
237n6
  - professional codes of, 49, 92-4,  
96-7, 237n4, 237n8



- ethics (*cont.*)
  - related to values, 87
  - secondary school teacher on, 87
  - in seventeenth century Europe, 90
  - TESOL organization and, 93, 97, 237n9
  - utilitarian, 90
  - Warm-up*, 84
  - Western, 89
  - You Try It* (activity), 92
- "ethnopedagogies," 59, 60
- Europe
  - Enlightenment period in, 89
  - ethics, seventeenth-century, 90
  - Jesuit-run schools in, sixteenth century, 221
  - philosophies of schooling, eighteenth century, 56
  - philosophies of schooling, nineteenth century, 56–7
- European colonization, effect on education systems, 55, 235n13
- European males, well-to-do, 90
- expectancy, as motivation determinant, 130
- explanations
  - language, 80
  - teacher, 79–80
- explicit plans, 12–13
- "exploratory talk," 24
- extrinsic rewards, effect on motivation, 133, 134
- eye-contact, 74–5
- facilitator role
  - aspects of, 33, 233n6
  - in cooperating teacher relationships, 227
  - in group discussions, 33–4, 233nn6–7
- feedback
  - giving of, 173–4
  - as reflection process, 28–33
  - student, to teacher, 70
  - teacher, to student, 133
- "feedback loop," teacher/student, 42–3
- feelings, influence of, 196
- Feiman-Nemser, S., 109
- Feldman, A., 18, 233n4
- feminist group process, 35
- feminist perspective, on ethics, 90–1, 237n4
- flexibility, in model of teacher development, 197
- Flinders, D. J., 73
- Flythe, V. L., 205
- foreign policy, EFL as, 98–9
- "formal" v. "functional" approaches (S/FL), 61
- Foucault, 232n13
- framing (lesson)
  - classroom technique of, 65–9
  - motivation and, 131
- Francke, 221
- Freeman, D., 113, 114, 184
- Freeman, Y. S. & D. E., 122–3
- Froebel, 57
- future, for teachers (ES/FL), 202
- Gainen, J., 205
- Garmston, R., 104, 197
- gay/lesbian/bisexual students, 92, 237n5
- gender, in group discussion, 34, 35, 37
- German university system, 221, 242n3
- Gilligan, Carol, 90
- globalization, twenty-first century, 7, 53, 62
- goal(s), 11–15
  - course, 14, 17–18, 233n3
  - curricular context in, 17–18
  - discussion questions, 18–19
  - intrinsic, task-related, 133
  - pedagogical context of, 17
  - performance, 133
  - personal, 13, 19
  - practicum, 11–15, 103



- professional development, 12–14, 217
- proximal/distal, 12
- psychological research on, 11–12
- structures, cooperative v.
  - competitive, 137
- student teachers' comments on, 15–16
- teacher development groups, 207–8
- teacher v. student setting, 12–14, 17–18
- teacher/student shared, 14, 17–18, 19
- Warm-up*, 10
- You Try It* activities, 14–15
- Goldring, E. B., 190
- Goldstein, L. M., 22, 23
- Golombek, P. R., 114, 123–4, 238n3
- Gonzalez, L. E., 229
- Good, J., 12–13
- Goodman, J., 50
- Gordon, T., 164
- Gorlin, R. A., 237n8
- government(s)
  - British/U.S., promotion of English by, 98
  - interest in English instruction, 95
  - support and ESL, 85
- Gower, R., 163
- grades, student concern with, 133
- Greene, D., 133
- Griffin, G. A., 223
- Griffin, R., 87
- Grimmett, P. P., 222, 223
- Grossman, P. L., 155, 234n11
- group discussion
  - alternatives to “regular” facilitation, 34–7
  - discussion questions, 34, 38
  - distributing functions in, 34, 233n8
  - example problems, 36
  - facilitating, 33–4, 233nn6–7
  - feminist group process for, 35
  - gender in, 34, 35, 37
  - international students in, 37
  - role of leader in, 33–4
  - “rotating chair” in, 35
  - You Try It* activity, 39–40
  - “group dynamics,” 240n3
- group work, cooperative, 132
- guidance, sources of
  - domestic scene and, 94–6
  - ethical systems as, 89–92
  - professional codes as, 92–4
- Gumperz, J. J., 77
- Hadfield, J., 163
- Hall, E. T., 73
- Hall, J. K., 227
- Hamm, C. M., 51
- handbooks (TEF/SL), and interpersonal social relationships, 162–3
- Harmer, J., 102
- Hawkey, W. S., 226
- hearing, in language teaching, 76
- height differential, teacher/child, 74
- Hekman, Susan J., 232n13
- Herbart, 57, 61, 101
- Heyman, R. D., 68
- hierarchical system, of schools, 184, 185
- high school
  - classroom, orthodox Western, 73
  - English teachers, writing group of, 205
  - teachers, 87
- Hill, J., 82
- historical perspectives (TES/FL), 61–2
- historical research, in education, 188
- histories/narratives, personal (teacher), 196, 229
- Hodge, B., 78–9
- Holliday, A., 153–4
- Holly, M. L. H., 22–3

## Hong Kong

- English writing teachers in, 175–6
- lesson planning in, study of, 69
- preservice teacher education course, 13–14

## “hotspots” (teacher), discussion

question, 124–5

## humanistic exercises, 170, 240n10

## Hunter, Madeline, 101

## IATEFL, 96, 97

## “icebreaking” activities, 170

## immigrant students, 85, 137

improvisation. *See also* lesson

plans/planning

discussion question, 108, 110

in language use, 106

lesson planning replaced by, 106–8, 238n4

*in loco parentis*, teachers, 46

## independent study, 2

## indigenous epistemologies, 59

## “indigenous ideas,” 60

## “in-house” experimental school, 222

## inservice education, 165, 240n6

## institutional structures, 180–91

## instrumental needs, 130, 131

## “intellectual empathy,” 43

## Intensive English Programs (IEPs),

154, 187

## interest, as determinant of motivation,

130, 131

## “interests analysis,” 136

## international nongovernmental

organizations (INGOs), 96, 151

Soros Foundation, 96

## international students, in group

discussion, 37

## interpersonal relationships, values in,

177–8, 241n14

## interpersonal skills, 162, 170, 240n2

## interpersonal social relationships,

TEF/SL handbooks and,

162–3

## interprofessional relationships, 171–5

changing attitudes/opinions on,  
175–7

## intrinsic goals, task-related, 133

## intuitive teaching, 197, 242n3

## Iran, modernization programs in, 62

## Iseno, K., 132

## isolation, in teaching, 204–5

## Jackson, P. W., 74

## Japan

educational goals in, 59, 235n18

English language teaching in,  
151–2, 159–60

## Japanese EFL contexts, tests in, 135

## Japanese elementary schools,

ethnography of (Lewis), 179

## Japanese students, study of, 132

## Jefferson, 55

## Jesuit-run schools, sixteenth century

(Europe), 221

## job interviews, philosophy of education

expressed in, 52

## Johnson, C., 132

## Johnson, D. M., 44, 234n13

## Johnson, D. W., 176

## Johnson, J., 221

## Johnson, K. E., 113

## Jones, V. F. &amp; L. S., 163, 164, 179

## journal writing, 23, 40

benefits of, 25

dialogue journal as, 25, 26–8, 160

for professional development, 24

student, 43

*You Try It* activities, 26

## junior teacher, 219–30

## justice, 89, 91

## Kagan, D. M., 42

## Kant, 56

## Kearney, P., 173

## Keller, J. M., 129–33

## Kelly, Louis G., 57, 60–1

## Kemmis, S., 41

- kinesics
  - eye-contact as, 74–5
  - nonverbal aspects of teaching, S/FL and, 74–6
- Kirk, W., 205–7, 208, 212
- Knezevic, A., 106
- Knight, S. L., 48, 49, 51
- knowledge
  - base, professional, 8, 194, 195–6
  - incorporated into practice, 112–27
  - nature of, 3–4
  - professional, personalization of, 124, 238n3
  - tacit, 228
  - Warm-up*, 112
- Koerner, M. E., 225
- Korea, teachers as role model in, 87, 94
- Korean teacher of English, 158
- Kwo, O., 13, 14, 15
- Lamb, C., 31, 232n9
- Land, M. L., 80–1
- language
  - clarity for comprehension, 79
  - explanations of, 80
  - foreign policy and, 98
  - hearing of, 76
  - and identity, research, 137–8
  - improvisation in using, 106
  - laboratory, 82
  - policy, applied linguistics debates in, 85
  - social psychology of, 175
  - language schools, 46, 154
- large classes, 149
- Lasley, T. J., 225–6
- Lasswell, H., 86, 237n2
- “learned helplessness,” 136
- learner autonomy, 18
- learning
  - adult, 17
  - adult v. child, 165
  - collaborative, 132
  - constructivist understandings of, 109
  - context/culture-specific nature of, 7–8
  - cooperative, 170, 241n11
  - “double loop,” 17
  - ES/FL, 112–14
  - group, 17
  - humanistic understanding of, 57
  - past experiences of failure in, 137–8
  - resistance to, 165–6
  - self-perception and, 137
  - social dimensions of, 109, 162, 238n7
  - value statements, 114
- “learning contract,” 18
- Leatherman, J., 22, 23
- Lepper, M. R., 133
- lesson(s), 79
  - activities, for motivation, 131–2
  - as ceremony (metaphor), 67
  - continuity, 145
  - discussions questions for, 68–9
  - framing (openings/closings), 65–9, 131
  - pace, 69–72
  - “procedural explanations,” 79
  - as social event, 67
  - topic, 68
  - You Try It* activity for, 69
- lesson plans/planning, 100–11, 238n1.
  - See also* improvisation; teacher planning
  - background knowledge in, 105
  - cognitive dimension of, 104, 109
  - coplanning, 106, 109, 111, 222–3, 238n5
  - development in, 108–11
  - discussion questions, 105, 111
  - by expert v. novice teachers, 107–8
  - formulaic (U.S.), 101
  - in Hong Kong, study of, 69
  - improvising in place of, 106–8, 110, 238n4



lesson plans (*cont.*)

- materials/curriculum and, 102–3
- mentoring in, 109
- novice to expert in, 107–9
- in practicum, 101–3
- psychological aspects of, 103–5
- “Seven-step,” 101
- by student teachers, 103, 238n2
- student teachers’ comments on, 109–10
- teacher development from, 101–2
- “three Ps” of, 101
- Tylerian model of, 102
- Warm-up*, 100
- You Try It* activities for, 111
- Lewis, C. C., 179
- Lewis, M., 82
- liberal governance (ESL countries), 95
- libertarian curricular orientation, 17
- Likert, R., 186
- linguistics, applied. *See* applied linguistics
- listening, 36, 39, 173–4
- literature. *See* academic literature
- Livingston, C., 107–8
- “LL/LT types” (Language Learning/Language Teaching), 119, 120f, 125
- LoCastro, V., 151–2
- Locke, 55
- Lockhart, C., 66
- “locus of control,” 136
- log writing, 22–3
- long-term professional development, 4, 5, 20–2, 29–30, 32, 180–1, 198, 200, 219. *See also* teacher development groups
- Lopes, L. P. Da M., 66–8
- Loughran, J., 50
- Loyola, Ignatius, 60
- Luther, Martin, 61
- Lyons, N., 90, 91

## MA

- English as a Second Language (ESL), University of Hawai’i, 1
- ES/FL, brevity of teaching practice in, 5
- ES/FL, UK v. U.S./North American, 231n5
- “machine” bureaucracy, 185
- Mager, R. F., 233n3
- males, European (well-to-do), dominant group of, 90
- management by objectives, approach, 190
- management, classroom. *See* classroom management (ES/FL)
- Manion, L., 77
- March, J. K., 30, 32
- Marshall, K. A., 71
- master of ceremonies (MC), teacher as, 67
- Master, P., 30–1
- master teacher. *See* cooperating teacher
- materials
  - curriculum, attention to, 103
  - lesson planning and, 102–3
  - for motivation, 134
- Matlin, M., 212–13
- Mayfield, V., 226
- McCroskey, J. C., 173
- McEwan, H., 228
- McGrath, I., 66–7
- McKay, Sandy, 9
- McLoughlin, C. S., 22–3
- McMurray, D. L., 149–50
- McTaggart, R., 41
- meetings, practicum-related, 33
- mentoring
  - by cooperating teacher, 219, 242n1
  - to foster teacher-student relationships, 163–4, 240n5
  - in lesson planning, 109
- “metacognition,” 104
- metacognitive scripts, teacher, 194, 196
- metacommunication*, 73, 75



- Method
  - as conceptual framework, 122–3
  - unsatisfactory in philosophy of teaching, 51
- micropolitics, 86, 184
- migrants, in ESL programs, 149
- Miles, M. B., 172, 174
- modeling, 164
  - in place of explanations, 80
  - in relationships, 164
- modern nations, education systems of, 56, 235n15
- Moll, L., 138–9
- monitorial system, eighteenth century, 221
- moral(s)
  - psychology, 90, 237n4
  - tales, 40
  - teaching and, 6, 84, 88–9
  - as values category, 87
  - Warm-up*, 84
  - working definition of, 87–8
- morality
  - academic literature (TESOL) on, 48–9
  - of political systems, 95
  - secondary school teacher on, 87
- Morrison, K., 77
- Moscowitz, G., 162, 170
- motivation
  - across skill areas, 128, 239n1
  - activities (lesson) for, 131–2
  - behaviorists on, 138
  - classroom (S/FL), 130–3
  - competition and, 132, 137
  - cultural allowances for, 132
  - definition, 129
  - determinants of, 130, 131
  - discussion questions, 129, 132–3, 134, 135, 139
  - extrinsic rewards effect on, 133, 134
  - materials for, 134
  - openings (lesson framing) as, 131
  - student self-perceptions/
    - conceptions and, 136–8
  - syllabus/curriculum level, 135–6
  - teacher feedback as, 133
  - in teaching (ES/FL), 128–40
  - testing and, 134–5
  - Warm-up*, 128
  - You Try It* activities, 138, 139–40
- Moyer, Bill, 36–7, 39
- Mulphin, H., 66–7
- multicultural education, 95
- “multistrand” syllabus, 27
- Murdoch, Iris, 90
- Murphey, T., 134–5
- Musumeci, D., 60–1
- Narayan, K., 24–3
- narratives/histories, personal (teacher), 24–5, 39–40, 196, 229
- National Board for Professional Teaching Standards, 199
- National Education Association, U.S. (NEA), 93, 237n6
  - code of ethics, 92, 215–16, 237n6
- national educational policy, teachers involved in, 94–5
- nation-state, development of, 55, 235n12
- native English-speaking teachers, with international orientation, 46
- native/nonnative speakers of English, use of terms, 234n9
- “Natural Approach” teaching practice, 236n21
- needs analysis
  - for establishing course goals, 18
  - motivational research in, 135–6
- networks, BAK (beliefs/
  - assumptions/knowledge), 114
- New York school improvement programs, investigation of, 172

- nineteenth century
  - philosophies of schooling (from Europe), 56–7
  - “Reform Movement,” 61
- Nisbett, R. E., 133
- Noddings, N., 91, 164, 235n16
- nongovernmental organizations (NGOs), 96, 97, 237n10
- nonnative English-speaking teachers, 46
- nonskill-area-specific classroom technique, 65–6
- nonverbal aspects of teaching, S/FL, 72–8, 236n4
  - kinesics as, 74–6
  - proxemics (space) as, 73–4
  - voice as, 76–7
- non-Western education, 55, 58–9
- non-Western science, 235n7
- normal school movement, 221
- Nunan, David, 31, 232n9, 237n9
- “nurturant” relationships, 164
- observation, classroom, 28–33
  - anxiety induced by, 28–9, 32
  - “apprenticeship of,” 196
  - collaboration potential in, 30
  - as component of developing skills, 29–30, 233n4
  - ground rules/procedures, 30–2
  - peer, 31–2, 187
  - preobservation conference and, 31–2
  - as reflection process, 28–33
  - teacher comments on, 28–9
  - You Try It* activities, 32–3
- Ogawa, R. T., 190
- Oliphant, Katrina, 203–14
- openings, lesson, 65–9, 131
  - You Try It* (activity), 69
- oral modality, combined with display systems, 82
- order, in classroom management (ES/FL), 143–5
- organic model, of organization, 186–7
- “outcomes,” as determinant of motivation, 130
- overhead projector (OHP), 82
- Oxford, R. L., 139
- pace, lesson, 69–72
- Pakistan, account of Pakistani teacher in, 154
- Paris, S. C., 138–9
- participation structures, 150
- Passmore, J., 52
- past experiences (ES/FL), of learners, 137–8
- Pateman, N., 228
- pedagogical practices, moral/immoral, 48
- pedagogy
  - critical, 18
  - culturally relevant/responsive, 178
  - mainstream child, 18
  - teacher v. student goal-setting and, 17
  - writing, 175–6
- peer coaching/observation, 31–2, 187
- Pennington, M. C., 175–6
- personal development, 7–8, 57
- personal narratives/histories (teacher), 196, 229
- personal practical theories, 113–16, 123–7
  - student teachers’ comments on, 125–7, 127f
  - You Try It* activities, 115–16
- personal virtues, 89
- personal writing, 22–4
- “personal-motive” needs, 132
- persuasion, study of, 175
- Pestalozzi, 57, 62
- Peterman, F., 91–2
- Peters, K. H., 30, 32
- Phelan, A., 228
- Philadelphia Teachers’ Learning Cooperative, 208, 213

- Phillipson, R., 98
- philosophies of schooling, 53–62
- Eighteenth-century European, 56
  - historical perspectives, 54–9, 60–2
  - modern (Western), 55–6
  - Nineteenth century (spreading from Europe), 56–7
  - non-Western, 58–9
  - oral-aural tradition in, 61
  - shared (Western/non-Western), 58–9
  - twentieth century, 57–8
- philosophy of teaching, 84
- beginning, 50–1
  - cooperating teacher and, 228
  - as culminating activity of course/practicum, 218
  - developing, 45–64, 91–2
  - discussion questions, 59–60, 63, 99
  - micro/macro, 52, 234n5
  - misunderstanding of term, 51
  - philosophy of education potential for developing, 48, 52–3
  - questions for, 48
  - statement, 200, 201–2
  - Warm-up*, 45
  - in written syllabus, 48
  - You Try It* activities, 50–1, 60, 63–4, 99
- philosophy(ies) of education, 2
- “analytic,” 51–2
  - within ES/FL context, 45–6
  - job interviews and, 52
  - potential for developing philosophy of teaching, 48, 52–3
  - Western/non-Western, 53, 235n9
- Pierce, B. N., 137, 139
- planning. *See* lesson plans/planning; teacher planning
- coplanning as, 106, 109, 111, 222–3, 238n5
  - as “executive process” of cognition, 103–4
- Plato, 54
- Plumb, K., 208
- political actors, teachers as, 84
- political dimensions of academic literature (ES/FL), 85, 236n1
- political systems, morality of, 95
- politics
- clientelistic, 86
  - definitions of, 85–6
  - discussion questions, 86
  - micropolitics as, 86, 184
  - understandings of, 86, 237n2
- Porter, P. A., 22, 23
- portfolio. *See* students; teacher portfolio
- portfolio-based assessment, 135
- positionality, 3–4, 231n3
- positive virtues, 89
- Posner, G. J., 13, 15, 70
- Potthoff, D., 222, 230
- power imbalances, classroom, 86
- practice, in relationships, 164
- practicum
- action-research perspective within, 42
  - content of, 10–11
  - duration of, 20–1
  - example of 15-week course in, 1, 231n1
  - fostering professional development beyond, 180
  - goal-setting in, 11–15, 103
  - in MA, 5, 231n5
  - lesson planning in, 101–3
  - strategic v. sequential approach to, 11
  - support materials for, 2
- “pragmatism,” school of, 57
- Pratt, S., 154
- pre-schoolers, study of (rewards), 133
- preventative discipline, 147
- principals, decision-making by, 184
- private language schools, 46, 154
- “procedural explanations,” lesson, 79



- professional code of ethics. *See* code of ethics, professional
- professional development. *See also* teacher development groups; specific areas
  - goals, 12–14
  - long-term, 4, 5, 20–2, 29–30, 32, 180–1, 198, 200, 219
  - teachers (ES/FL), 4, 20–2
- professional education, 240n6. *See also* teacher education
  - teacher education subcategory of, 18
- professional knowledge
  - base, 8, 194, 195–6
  - personalization of, 124, 238n3
- professional organizations
  - discussion questions, 98
  - IATEFL, 96, 97
  - international nongovernmental (INGOs), 96
  - non-governmental (NGOs), 96, 97, 237n10
  - TESOL, 93, 96, 97, 98, 237n9
- professionals abroad (TESOL), 99
- program design, interactive/nonlinear, 18
- progressive movement
  - 1930s, United States, 17
  - in education, 57
- proprietary schools. *See* private language schools
- proscenium arch format (classroom), 73–4
- proxemics, 73–4
- psychology
  - ecological, 143
  - introduction of, into education, 57
  - in lesson planning, 103–5
  - moral, 90, 237n4
  - social, of education, 143
  - social, of language, 175
- public sector education, reform movement in, 188, 242n6
- pupil-teacher system, eighteenth century, 221
- Raiser, L., 212
- rapport, 162–9, 177–9
- Ratzlaff, H. C., 222, 223
- reading(s)
  - academic, as part of reflection process, 43–4
  - professional, 194–5
  - research, 184
- reflection
  - action research and, 40–2
  - critical, 182–3
  - double meaning of, 182
  - “feelings” influence on, 196
  - processes for, 22–44
- reflective process/practice, 241n1
  - consciousness and, 197
  - efficacy and, 197
  - flexibility, 197
  - questions, 182
  - social responsibility, 197
- reflective teaching, 6–7, 113, 231n8
  - concepts of, 181–3
  - development, 180–91
  - discussion questions, 183, 191
  - educational institutions support of, 183–91
  - narrower v. broader form of, 181
  - school structures supporting, 183–91
- “Reform Movement,” nineteenth century, 61
- reform movement, public sector education, 188, 242n6
- “relevance,” as determinant of motivation, 130, 131
- religions, ethical systems based on (“fideist”), 89
- research. *See* academic literature; educational research
- resistance to learning, 165–6
- resources, classroom, allocation of, 86



- responsibility, as virtue, 89
- review, summary model-based, 193–8
  - discussion questions for, 198
- rewards
  - extrinsic, 133, 134
  - preschoolers and, 133
- Rich, J. M., 93
- Richards, J. C., 9, 66, 69, 114
- “rights,” human, 90
- Rilling, S., 154
- Roberts, C., 7
- Rogers, B., 153
- “role,” as socially constructed, 232n13
- role-playing, communication skills, 176–7
- Romantic movement, eighteenth century, 17, 56, 235n16
- “rotating chair,” for group interactions, 34
- Rousseau, Jean-Jacques, 55, 56, 60, 61, 235n16
- Rueda, R., 138–9
- rules, 145–9
- Russell, T., 50
- “safe-talk,” 151
- Sakai, A., 179
- “salvation,” education for purposes of, 54
- SBM (school-based management), 188–90
- “scaffolding” concept, in group participation, 38
- Schmidt, R. W., 129, 139
- Schoener, Wendy, 71
- Scholl, M., 106
- Schön, D.A., 181
- school(s), 6
  - bureaucratic elements in, 186
  - charter, 189
  - as contested sites, 58
  - decentralized management of, 189
  - decision-making in, 184–5
  - indifference to teacher development by, 203
  - local management of, 189
  - need for change in, 202
  - organization/structures, 183–91
  - performance metaphor (Cazden), 5, 6
  - self-governing, 189
  - social structures of, 183–91
  - state-building involvement with, 58
  - U.S., CORS study of, 188
  - value systems, 47
- school-based management (SBM), 188–90
- school-community based management (SCBM), 188
- schooling. *See* philosophies of schooling
- school-site autonomy, 189
- school-wide-professional community, 188
- Schubert, W., 114
- science
  - in Western philosophy, 53
  - non-Western, 235n7
- scripts
  - automatization and, 196
  - metacognitive teacher, 194, 196
  - rewriting of, 6
- second language
  - socialization, process of, 7
  - teaching, Stern’s general model of, 116–18, 117f
- secondary school teachers, 87, 142
- self, transformation of, 8, 232n13
- self-actualization, 8, 16, 57, 232n12, 232n13
- “self-development,” education for, 54
- “self-directed behavior,” 12
- “self-efficacy,” 136
- self-governing schools, 189
- self-perceptions/conceptions, student, 136–8

- Senior, R., 163  
 seventeenth century (Europe), ethics, 90  
 S/FL  
   classroom motivation, 130–3  
   Comenius as pedagogue of, 60–1, 62  
   contexts, 138–9  
   “formal” v. “functional” approaches, 61  
   knowledge, conceptualizing, 112  
   learning, student motives for, 128  
   programs, administrations of, 184  
   teacher education curriculum, university-based, 6  
   teachers as cultural boundary crossers, 7, 141, 145  
   teaching, non-verbal aspects of, 72–8, 236n4  
 Shamim, Fauzia, 154  
 Shavelson, R. J., 102  
 Shimahara, N. K., 179  
 Short, K. G., 212–13  
 “should” statements, 48, 122–3  
 Shulman, L. S., 195, 199–200  
 silence, value of, 36  
 site-based management, 188  
 sixteenth century (Europe), Jesuit-run schools in, 221  
 skepticism, value of, 8, 43–4, 195  
 skill areas (ES/FL), 128, 239n1  
 Skrtic, T. M., 181, 184–6  
 Smith, D. B., 169, 171  
 So, W. W-M., 105  
 social constructivism, 18  
 social critique, teaching and, 182  
 social psychology, of education, 143  
 social responsibility, in model of teacher development, 197  
 social skills, classroom community, 2, 161–79  
   cultural dimensions of, 164, 166–8, 176–9  
   discussion questions, 167, 171  
   interprofessional relationships and, 171–7  
   rapport across cultures in, 177–9, 241n13  
   rapport as, 162–9  
   student teachers’ comments on, 167–9  
   student-student relationships and, 169–71  
   teacher-student relationships and, 162–9  
   *Warm-up*, 161  
   *You Try It* activities for, 174–5  
 social structures, of schools, 183–91  
 Soros Foundation, 96  
 South Africa, EFL classrooms in, 151  
 space, use of, 73–4  
 Spanish as SL teachers, filler activity devised by, 106  
 Sparks-Langer, G. M., 193–8, 193f, 201  
 speech. *See* voice  
 Spolsky, Bernard, 116, 117  
   “model of second language learning” by, 120–2, 121f  
 Springer, E., 106  
 standardization, of teaching, 186  
 state education systems, language teacher training by, 46  
 state-building, schools involved with, 58  
 Stern, H.H., 115, 116–18, 117f  
   “general model for second language teaching” by, 116–18, 117f  
   on T2/T3 theories, 122  
 Stern, P., 102  
 “story,” sharing, 99, 237n11  
 Strevens, Peter, 116  
 “learning/teaching theory” of, 119–20, 120f, 125  
 student(s)  
   adult, 165, 170  
   applied linguistics, British (MA), 37  
   autonomy, 17–18

- curiosity, 131, 239n4
- demotivated, 137
- elementary, teachers of, 86–7, 142
- feedback, 70
- fourth/fifth grade (U.S.), study of, 132
- gay/lesbian/bisexual, 92, 237n5
- goals, shared with teacher, 14, 17–18, 19
- goal-setting v. teacher, 12–14, 17–18
- immigrant, 85, 137
- international, in-group discussion, 37
- Japanese, study of, 132
- journals, 43
- motivation, 128–40
- motives for S/FL learning, 128
- portfolios, 199
- pre-schoolers, study of (rewards), 133
- self-perceptions/conceptions, 136–8
- student teachers
  - benefiting cooperating teachers, 224–5, 243n5
  - benefiting from cooperating teachers, 226
  - finding placements for, 222
  - importance of voice in, 77
  - lesson planning by, 103, 238n2
  - working with cooperating teachers, 219–30
- student teachers' comments, 3
  - on conceptual frameworks, 125–7, 127f
  - on cultural differences, 156–9
  - on dominant/nondominant speaking groups, 37–8
  - on goals, 15–16
  - on issues of control, 159–60
  - on lesson planning, 109–10
  - on personal practical theories, 125–7, 127f
  - on social skills, 167–9
  - on teachers as role model in Korea, 94
- student-student relationships, 169–71
- student/teacher "feedback loop," 42–3
- subjective theories, 114
- summary model-based review, 193–8
  - discussion questions for, 198
- supervised teaching, duration of, 5, 21
- supportive discipline, 148
- syllabus/bi
  - goal-setting in course, 14
  - modified for motivation, 136
  - motivation and, 135–6
  - "multistrand" syllabus as, 27
  - philosophy of teaching in written, 48
- Syed, Z., 139
- T2/T3 theories, Stern, H. H. on, 122
- talking, as reflection process, 33–40
- "talking to learn," 78
- "task," classroom, 144
- teacher(s), 78–81. *See also* action
  - research; cooperating teachers; student teachers
  - of adults, 87, 142
  - alienation, 204–5
  - Australian (ES/FL), study of, 163
  - Australian (ESL), study of, 102
  - British (ESL), questionnaire surveying, 163
  - burn-out, 204
  - Canadian (ESL), study of, 102
  - change, 175–6
    - as "change agents" (ESL), 172, 174
  - as cultural boundary crossers (S/FL), 7, 141, 145
  - dealing with government policy (ESL), 85
  - decision-making (ESL), 169
  - different groups of (ES/FL), 46–7
  - divisions with administrators, 205
  - effectiveness, research, 66
  - elementary, 86–7, 142



teacher(s) (*cont.*)

English writing (Hong Kong),  
175–6

explanations, 79–80

feedback as motivation, 133

future for (ES/FL), 202

German (EFL), 179

goal setting v. student, 12–14,  
17–18

goals, shared with students, 14,  
17–18, 19

histories/narratives, personal, 196,  
229

“hotspots,” 124–5

involved in educational policy  
(national), 94–5

junior, 219–30

knowledge, 113, 123–4, 228

Korean, of English, 158

L2, 123–4

learning, 6–7, 7, 17, 232n9

*in loco parentis*, 46

lore, 114

master of ceremonies (MC) role of,  
67

mathematics, study of, 107

metacognitive scripts, 194, 196

as models of behavior, 46, 94

moral life of, 88–9

moral responsibilities of, 84

native English-speaking teachers,  
international orientation, 46

networks, 204–5

nonnative English-speaking  
teachers, 46

nonverbally enhanced (ES/FL),  
81–3

observation comments of, 28–9

Pakistani, in Pakistan, 154

personal narratives/histories, 196,  
229

as political actors, 84

professional development of  
(ES/FL), 4, 20–2

professional knowledge base, 8,  
194, 195–6

research, 40. *See also* action  
research

research, as graduation requirement,  
218

secondary, 87, 142

senior, 219

social role of, 5–6

social skills, 2, 161–79

of Spanish as SL, 106

“talk/teacherese,” 78–81

training for international sector  
(EFL), 46

unqualified, 203

U.S. (ESL), 47, 71

values, social/personal, 196

*Teacher* (Ashton-Warner), 114

teacher development

- in conceptual understanding of  
practice, 113
- CSL (Colton and Sparks-Langer)  
model of, 193–8, 193f, 201,  
242n1
- ES/FL, 2, 4–5, 10–11, 12–14, 20–2,  
231n5
- facilitating, 192–3
- lesson planning to foster, 101–2
- school structures supporting,  
183–91
- schools indifference to, 203
- Warm-up*, 192

teacher development groups, 21, 30,  
183, 197, 203–14, 217

- activities, 208–10
- discussion questions, 213–14
- goals of, 207–8
- leaders of, 208
- logistics of, 205–8
- meeting place/time of, 207
- members of, 205–6
- organization, 208–11
- positive outcomes of, 212–13
- possible guidelines for, 210



- problems/issues in, 210–12, 242n2
- purposes of, 205
- size of, 206–7
- skills for participating in, 33–7
- teacher education
  - curriculum, university-based (S/FL), 6
  - preservice course (Hong Kong), 13–14
  - professional education as subcategory of, 18
  - TESOL, 220
  - University of Hawai'i (EFL/ESL), 4
- teacher planning. *See also* lesson plans/planning
  - research (ES/FL), 102
  - studies of, 104–5
- teacher portfolios, 92, 198–202, 242n4
  - as guiding project, 218
  - You Try It* activity, 201
- teacher training. *See* teacher education; specific areas
- teacher/child, height differential, 74
- teacher-fronted classrooms, 70, 73–4
- teachers helping teachers, 2, 162, 197–8, 203
- teacher/student “feedback loop,” 42–3
- teacher-student relationships, 162–9, 240n5
  - degrees of openness in, 164–5
  - mentoring to foster, 163–4, 240n5
- teaching. *See also* philosophy of teaching; reflective teaching
  - conceptual map (SL) for, 14
  - conceptualizing knowledge of ES/FL, 112–27
  - context/culture-specific nature of, 7–8
  - cooperative, 187
  - culture and, 7–8
  - cybernetic metaphor, for, 42, 234n12
  - Direct Method, 61, 236n21
  - English language, in Japan, 151–2, 159–60
  - ES/FL, 86–9, 112–27, 128–40
  - hearing in language, 76
  - intuitive, 193, 242n3
  - isolation in, 204–5
  - knowledge base (ES/FL), 8, 194, 195–6
  - moral aspects of (ES/FL), 6, 84, 86–9
  - motivation in (ES/FL), 128–40
  - multiple contexts (ES/FL) of, 180–1
  - “Natural Approach,” 236n21
  - nonverbal aspects of (S/FL), 72–8, 236n4
  - as performance, 72
  - reflective, 6–7, 113, 180–91, 231n8
  - social critique and, 182
  - standardization of, 186
  - “structural-situational,” 101
  - supervised, duration of, 5
  - “teaching against the grain,” 230
- teaching college, 220
- teaching practice
  - general aspects of S/FL, 4
  - observation of, 28–33
- technology, educational, 81–3
- TES/FL, historical perspectives, 61–2
- Tesh, J. S., 184–7
- TESOL (organization), 96
  - international intent for, 98
  - international perspective of, 97, 237n9
  - professional codes of ethics and, 93, 97, 237n9
- TESOL, field of. *See also* ELT; ES/FL
  - academic literature, morality and, 48–9
  - improving teaching (ES/FL), 230
  - interchangeable terms of ES/FL, ELT and, 1, 231n2
  - international nature of, 53
  - professionals abroad, 99

- TESOL, field (*cont.*)  
 separation of theory/practice in, 123  
 teacher education in, 220
- TESOL Quarterly*, 30
- tests/testing  
 in Japanese EFL contexts, 135  
 motivation and, 134–5  
 “sit-down,” 135
- “thinking on one’s feet,” 106
- Thorkildsen, T. A., 132
- “three Ps,” of lesson planning, 101
- “timbre,” voice, 77
- Titone, R., 60–1
- Tollefson, J. W., 62
- Tom, A. R., 87–8
- “training college,” first, 221
- “transition points,” in activities, 145
- “transmission,” education as, 54
- trust, building, 166
- Turner, J. C., 138–9
- Tuttle, Alan, 36–7, 39
- twentieth century, philosophies of  
 schooling, 57–8
- twenty-first century, globalization, 7,  
 53, 62
- Tyler, R. W., 233n3
- Tylerian model, of lesson planning, 102
- Ulichny, P., 71
- United Nations, 96
- United States  
 fourth/fifth grade students, study of,  
 132  
 governmental promotion of English,  
 98  
 lesson planning in, formulaic, 101  
 MA (ES/FL) in, 231n5  
 mainstream education, 101  
 progressive movement (1930’s), 17  
 schools, CORS study of, 188  
 teachers, ESL, 47, 71
- University of Hawai’i  
 College of Education M.E.T.  
 program, 228, 243n6
- EFL/ESL teacher education at, 4
- MA, English as a Second Language  
 (ESL), 1
- USSR, demise of, 96
- utilitarian ethics, 90
- “vagueness terms,” English language,  
 81
- value statements, teaching/learning,  
 114
- value systems, in schools, 47
- values  
 in classroom management (ES/FL),  
 142, 149–50  
 ethics as conduct related to, 87  
 in interpersonal relationships,  
 177–8, 241n14  
 morals as category of, 87  
 social/personal, teacher’s, 196
- van Manen, 106
- Vera, J. L., 206, 207–8
- “verbal mazes,” 81
- virtues, personal/positive, 89
- voice  
 attention to, 76–7  
 as classroom technique, 65–6  
 culture and, 77  
 in group participation, 38  
 in student teachers, 77  
 “timbre,” 77  
 volume of speech, 72
- Walter, G., 205–7, 208, 212
- Walters, S., 163
- Ware, L. P., 181, 184–6
- Warm-ups*  
 classroom management (ES/FL),  
 141  
 classroom technique, 65  
 collaboration, 20  
 goal-setting, 10  
 knowledge (S/FL), 112  
 lesson planning, 100  
 moral/ethical responsibilities, 84

- motivation, 128
- philosophy of teaching, 45
- social skills, 161
- teacher development, 192
- Watson, D., 205, 207
- web-based education, 82
- Weber, 185, 241n3
- Western ethics, 89
- Western philosophy, science growing out of, 53
- Wheeler, Charlene E., 35
- whiteboards, use of, 82
- "Whole Language" approach, 122-3, 205
- William, Godwin, 56
- Wiseman D., 48, 49, 51
- Wlodkowski, R. J., 171
- Wolfe-Quintero, K., 199-201
- Wolff, L. B., 206, 207-8
- Wolfgang, C. H., 143
- Wong-Fillmore, L., 66
- Wood, P. O., 220
- Woods, D., 101, 102, 104, 105, 107, 108, 113, 114, 125
- "work system," classroom, 147
- writing
  - dialogue journal, 25, 26-8, 160
  - diary, 23, 233n3
  - journal, 23, 24, 25, 26, 40, 43
  - legible, 82
  - log, 22-3
  - pedagogy, 175-6
  - personal, 22-4
    - as reflection process, 22-8
  - writing group, high school English teachers, 205
  - writing support program, for junior faculty women, 205
  - writing teachers, English language (Hong Kong), 175-6
- You Try It* (activities)
  - classroom culture, 83
  - classroom technique, 78
  - cooperating teacher, 230
  - disciplinary knowledge v. personal theories, 115-16
  - goal-setting, 14-15
  - group discussion, 39-40
  - journaling, 26
  - lesson, 69
  - lesson planning, 111
  - motivation, 138, 139-40
  - observation, 32-3
  - openings/closings (lesson), 69
  - philosophy of teaching, 50-1, 60, 63-4, 99
  - political/ethical assumptions, 92
  - "should statements," 123
  - social skills, 174-5
  - teacher portfolio, 201
  - teacher-to teacher introduction as, 8
- Zahorik, J. A., 219
- Zuck J. G., 30-1