

Contents

List of Figures and Tables – *xix*

PART ONE How people use what they know to do
what they do in the language classroom – *I*

Introduction to Part One – 3

I Teaching (language) teaching – 5

The chapter argument – 5

Prescriptive proposals and descriptive understandings – 6Teaching teaching: pronominal and nominal views – *II*

The isomorphic relationship – I_3

Social facts and thought collectives – 16The chapter argument revisited – 18

2 The central challenges in second language teacher education – 19

The chapter argument – 19

The first challenge: language in the world and language in the classroom – 20

The language classroom—as microcosm or on ramp – 21

How classrooms make language content – 24

The second challenge: how classrooms (re)define language teaching – 29

Language classrooms and teachers' technical cultures – 31The third challenge: how people learn to teach languages – 33Language teaching identity – 34The chapter argument revisited – 36

PART TWO Learning to be a language teacher – 39

Introduction to Part Two – 4I

3 How people become language teachers: defining background knowledge – 43

The chapter argument – 43Two views of background knowledge – 43

- The 'born expertise' position – 43
- The 'made over time' position – 45
- ELT programs and the notion of 'born expertise' – 49
- Two theorizations of teacher learning – 53
- The chapter argument revisited – 54

4 Disciplinary transmission in second language teacher education – 55

- The chapter argument – 55
- Setting the terms—disciplinary hybrids – 55
- Disciplinary communities and their vernaculars – 63
- Putting the terms in circulation: a tale of two conferences – 64
- The chapter argument revisited – 71

5 Learning-in-place: situating content and professional learning in language teacher education – 73

- The chapter argument – 73
- The dilemma of language as situated content – 76
- The dilemma of situated learning in teacher preparation – 81
- Pedagogical simplification – 86
- The chapter argument revisited – 92

6 Socio-cultural views: understanding sense making and what travels in learning to teach languages – 93

- The chapter argument – 93
- Sense making – 94
- How actions become meaningful and activity works as a system – 95
- What travels – 103
- Equipment, tools, and activity – 105
- Levels of contradiction – 108
- The chapter argument revisited – 112

PART THREE Core processes of second language teacher education – 113

Introduction to Part Three – 115

7 How teacher thinking got to be part of language teaching – 119
The chapter argument – 119

- Generation zero: thinking as behaving – 120
- The first generation: thinking methodologically – 122
- The second generation: thinking synthetically – 128
- The third generation: thinking heuristically – 138
- The chapter argument revisited – 144
- 8 Four representations of teacher thinking – 147**
 - The chapter argument – 147
 - Horizontal connections (within educational research) – 149
 - Idea 1: decisions and decision-making – 150
 - Idea 2: teachers' thought processes – 152
 - Vertical connections (in language teaching) – 154
 - Idea 3: an ethno-cognitive model of teachers' decision-making – 154
 - Idea 4: language teacher cognition(s) – 158
 - The chapter argument revisited – 160
- 9 Knowledge generations in language teaching – 163**
 - The chapter argument – 163
 - The first generation—defining *what* – 164
 - The second generation—defining *how* – 165
 - The third generation—defining *who* and *where* – 170
 - The fourth generation—defining *why* – 176
 - The chapter argument revisited – 182
- 10 Knowledge-geographies: a socio-professional view of what is worth knowing in ELT – 185**
 - The chapter argument – 185
 - The structural map: a geography of institutions – 186
 - The implementational map: a geography of practices – 189
 - The human map: a geography of participation – 193
 - The chapter argument revisited – 204
- 11 Reflecting: thinking and knowing in teaching situations – 207**
 - The chapter argument – 207
 - (Re)conceptualizing reflection: situations of practice and action-present – 208
 - Implementing reflection – 216
 - Reflection-as-repair – 217
 - Reflection in situations of practice and action-present – 217
 - The chapter argument revisited – 221

PART FOUR A design theory – 223

Introduction to Part Four – 225

12 A design theory—Part one: social facts and communities – 227

The chapter argument – 227

The same things done differently – 227

A teacher education design theory (Part one) – 229

Tools and opportunities – 231

Social facts – 231

Local and professional languages – 233

Communities – 234

The chapter argument revisited – 236

13 A design theory—Part two: renaming experience to reconstruct practice – 237

The chapter argument – 237

A teacher education design theory (Part two) – 239

Two forms of community – 240

Articulation – 243

Explanation – 244

Why call this theory a design theory? – 252

Appendix A – 253

Using the theory in language teacher education activities – 253

An ongoing example: the language-learning biography – 253

Using tools to create social facts: an ongoing example – 256

Pathways to content: converting time into social experience – 256

Discussion – 258

Appendix B – 261

Using the theory in language teacher education programs – 261

At the level of activity – 262

At the level of a module or course – 263

Summarizing design ideas – 267

Appendix C – 269

Thoughts on assessment – 269

Analyses – 269

Summary – 271

References – 273

Index – 285