

Cambridge University Press

978-0-521-76012-6 - The Cambridge Guide to Second Language Teacher Education

Edited by Anne Burns and Jack C. Richards

Frontmatter

[More information](#)

---

# The Cambridge Guide to Second Language Teacher Education

---

Edited by

---

Anne Burns  
Jack C. Richards



CAMBRIDGE  
UNIVERSITY PRESS

Cambridge University Press  
978-0-521-76012-6 - The Cambridge Guide to Second Language Teacher Education  
Edited by Anne Burns and Jack C. Richards  
Frontmatter  
[More information](#)

---

CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press  
32 Avenue of the Americas, New York, NY 10013-2473, USA

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521760126](http://www.cambridge.org/9780521760126)

© Cambridge University Press 2009

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2009

Printed in the United States of America

*A catalog record for this publication is available from the British Library*

ISBN 978-0-521-76012-6 hardback

ISBN 978-0-521-75684-6 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet Web sites referred to in this publication and does not guarantee that any content on such Web sites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work are correct at the time of first printing, but Cambridge University Press does not guarantee the accuracy of such information thereafter.

## CONTENTS

Preface			vii
<b>Introduction</b>			1
<i>Anne Burns and Jack C. Richards</i>			
<b>Section 1</b>	<b>The Landscape of Second Language Teacher Education</b>		<b>9</b>
<b>Chapter 1</b>	The Scope of Second Language Teacher Education <i>Donald Freeman</i>		11
<b>Chapter 2</b>	Trends in Second Language Teacher Education <i>Karen E. Johnson</i>		20
<b>Chapter 3</b>	Critical Language Teacher Education <i>Margaret Hawkins and Bonny Norton</i>		30
<b>Chapter 4</b>	Social and Cultural Perspectives <i>Charlotte Franson and Adrian Holliday</i>		40
<b>Section 2</b>	<b>Professionalism and the Language Teaching Profession</b>		<b>47</b>
<b>Chapter 5</b>	Second Language Teacher Professionalism <i>Constant Leung</i>		49
<b>Chapter 6</b>	Certification and Professional Qualifications <i>Susan Barduhn and Jenny Johnson</i>		59
<b>Chapter 7</b>	Standards and Second Language Teacher Education <i>Anne Katz and Marguerite Ann Snow</i>		66
<b>Chapter 8</b>	Assessment in Second Language Teacher Education <i>Donald Freeman, Melinda McBee Orzulak, and Gwynne Morrisey</i>		77
<b>Chapter 9</b>	Teacher Preparation and Nonnative English-Speaking Educators <i>Lia D. Kamhi-Stein</i>		91
<b>Chapter 10</b>	“Trainer Development”: Professional Development for Language Teacher Educators <i>Tony Wright</i>		102
<b>Section 3</b>	<b>Pedagogical Knowledge in Second Language Teacher Education</b>		<b>113</b>
<b>Chapter 11</b>	The Curriculum of Second Language Teacher Education <i>Kathleen Graves</i>		115

<b>Chapter 12</b>	Knowledge About Language <i>Nat Bartels</i>	125
<b>Chapter 13</b>	SLA and Teacher Education <i>Rod Ellis</i>	135
<b>Chapter 14</b>	Acquiring Knowledge of Discourse Conventions in Teacher Education <i>John S. Hedgcock</i>	144
<b>Section 4</b>	<b>Identity, Cognition, and Experience in Teacher Learning</b>	<b>153</b>
<b>Chapter 15</b>	Personal Practical Knowledge in L2 Teacher Education <i>Paula Golombek</i>	155
<b>Chapter 16</b>	Language Teacher Cognition <i>Simon Borg</i>	163
<b>Chapter 17</b>	Teacher Identity <i>Jennifer Miller</i>	172
<b>Chapter 18</b>	The Novice Teacher Experience <i>Thomas S. C. Farrell</i>	182
<b>Chapter 19</b>	Teaching Expertise: Approaches, Perspectives, and Characterizations <i>Amy B. M. Tsui</i>	190
<b>Section 5</b>	<b>Contexts for Second Language Teacher Education</b>	<b>199</b>
<b>Chapter 20</b>	Teaching and Learning in the Course Room <i>Gurmit Singh and Jack C. Richards</i>	201
<b>Chapter 21</b>	School-Based Experience <i>Michael K. Legutke and Marita Schocker-v. Ditzfurth</i>	209
<b>Chapter 22</b>	Language Teacher Education by Distance <i>David R. Hall and John S. Knox</i>	218
<b>Chapter 23</b>	Technology and Second Language Teacher Education <i>Hayo Reinders</i>	230
<b>Section 6</b>	<b>Second Language Teacher Education Through Collaboration</b>	<b>239</b>
<b>Chapter 24</b>	Collaborative Teacher Development <i>Bill Johnston</i>	241
<b>Chapter 25</b>	The Practicum <i>Jerry G. Gebhard</i>	250
<b>Chapter 26</b>	Mentoring <i>Angi Malderez</i>	259
<b>Chapter 27</b>	Language Teacher Supervision <i>Kathleen M. Bailey</i>	269

<b>Section 7</b>	<b>Second Language Teacher Development Through Research and Practice</b>	<b>279</b>
<b>Chapter 28</b>	Second Language Classroom Research <i>Sandra Lee McKay</i>	281
<b>Chapter 29</b>	Action Research in Second Language Teacher Education <i>Anne Burns</i>	289
<b>Chapter 30</b>	Reflective Practice <i>Jill Burton</i>	298
<b>Author Index</b>		309
<b>Subject Index</b>		317
<b>Acknowledgments</b>		325

Cambridge University Press

978-0-521-76012-6 - The Cambridge Guide to Second Language Teacher Education

Edited by Anne Burns and Jack C. Richards

Frontmatter

[More information](#)

---

## PREFACE

The impetus for this book arose from a course we taught jointly in 2006 as part of a professional doctorate program in applied linguistics from Macquarie University in Sydney, Australia, to a group of Mexican doctoral students meeting at the designated teaching location in the Benemérita Universidad Autónoma de Puebla, Mexico. In organizing the course content around a selection of key readings on second language teacher education (SLTE), we realized that there were few volumes available that presented a collection offering a broad and contemporary overview of current debates in this field. It became apparent that a volume of the present kind would provide a valuable introduction for those who are both specialist readers and new practitioners interested in developments in the field of SLTE. It would build on an early collection of work in this area (Richards and Nunan 1990) in that it would provide a state-of-the-art survey of current issues, debates, and approaches in contemporary SLTE. We are grateful to our Mexican students for warmly supporting this idea when we first broached it with them, for their enthusiasm in discussing their own concerns and interests in SLTE, and for their anticipation of the publication of this collection.

The field of SLTE has now become well established within applied linguistics and TESOL. Many undergraduate degrees now offer one or more courses in SLTE, and there are also masters and other postgraduate courses with SLTE as a primary focus.

We anticipate that the readership for the volume will be those with a broad interest in SLTE issues – preservice and in-service teachers, including those completing undergraduate and postgraduate programs, teacher trainers and educators, professional development coordinators and administrators, and researchers and academics interested in knowing more about current approaches, theories, and practices.

In putting together the volume, we envisaged it as a companion to the *Cambridge Guide to TESOL* (Nunan and Carter 2001), which similarly offers a survey of current debates. The *Cambridge Guide to Second Language Teacher Education* comprises 30 original chapters by key writers working and researching in the field of SLTE. The chapters are grouped into seven thematic sections. As we deliberated on the structure, we also found that this field is complex with overlapping trends, issues, and perspectives, such that readers will find echoes of other chapters in many of the contributions. Nevertheless, the compilation of the contributions into the various sections offers readers a way of focusing from discussion of the broader scope and trends in SLTE to the more specific areas that constitute the different dimensions of theory, research, and practice. Each section is prefaced by an overview that summarizes the key issues raised by the chapter authors. In order to provide a synthesis of themes currently occupying the SLTE field, our introductory chapter draws out the trends noted across the whole volume and points to the specific chapter contributions that take the initial discussion points further.

We hope that this volume will be seen as a valuable contribution to the applied linguistics and English language teaching field, synthesizing current practices, theoretical

Cambridge University Press  
978-0-521-76012-6 - The Cambridge Guide to Second Language Teacher Education  
Edited by Anne Burns and Jack C. Richards  
Frontmatter  
[More information](#)

---

**viii**

Preface

insights, and future directions for research endeavors in the developing field of second language teacher education and professionalism in general.

Anne Burns  
Macquarie University, Sydney

Jack C. Richards  
Regional Language Centre, Singapore  
February 2009