

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

Cambridge University Press

978-0-521-52998-3 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Index

[More information](#)282 *Index*

- 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

284 *Index*

- 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
- Cruikshank, 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
 rapport across, 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

286 *Index*

- 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

Cambridge University Press

978-0-521-52998-3 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Index

[More information](#)288 *Index*

- 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

290 *Index*

- 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. & 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

292 *Index*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

294 *Index*

- 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

Cambridge University Press

978-0-521-52998-3 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Index

[More information](#)

Index 295

- 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

296 *Index*

- 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

298 *Index*

- 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

300 *Index*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

Cambridge University Press

978-0-521-52998-3 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Index

[More information](#)

- 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

Cambridge University Press

978-0-521-52998-3 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Index

[More information](#)302 *Index*

- 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

Cambridge University Press

978-0-521-52998-3 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Index

[More information](#)

Index 303

- 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