

Cambridge University Press

978-0-521-82305-0 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Table of Contents

[More information](#)

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

Cambridge University Press

978-0-521-82305-0 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Table of Contents

[More information](#)viii *Contents*

	Nonverbal aspects of S/FL teaching	72
	ES/FL teacher talk and teacherese	78
5	Doing the Right Thing: Moral, Ethical, and Political Issues	84
	Definitions of the political	85
	Definitions of the moral	86
	Act morally locally	88
	Act morally, nationally, and globally?	94
6	Lesson Planning, Improvising, and Reflective Teaching	100
	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
7	What (Else) Do You Know?	112
	Personal theories and conceptual frameworks	113
	Sample conceptual frameworks	116
	Method as conceptual framework	122
	Personal practical theories again	123
8	Motivation and ES/FL Teachers' Practice	128
	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
9	Classroom Management in ES/FL Contexts	141
	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

Cambridge University Press

978-0-521-82305-0 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Table of Contents

[More information](#)*Contents* ix

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

Cambridge University Press

978-0-521-82305-0 - A Practicum in TESOL: Professional Development through Teaching Practice

Graham Crookes

Table of Contents

[More information](#)

x *Contents*

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