

## **Author Index**

Aljaafreh, A., 136 Arends, R., 126	Guyton, T. L., 43	Reinders, H., 20 Reppen, R., 69–71
Bailey, K. M., 47–48, 63 Baird, B., 3, 9	Ho, B., 80	Richard-Amato, P. A., 61 Richards, J. C., 15, 16, 31, 55, 57–58, 59–60, 75, 79, 80, 112, 125,
Bedward, J., 34 Bell, D. M., 75	Johnson, K. E., 109, 135–36, 144	144, 165, 167 Roberts, J., 4, 7 Rodgers, T. S., 75
Benson, P., 121, 122 Biddle, B., 144	Katz, A., 73	
Borg, S., 18, 24	Ko, J., 139	Saville-Troike, M., 139
•	Koehler, M. J., 20	Schallert, D., 139
Brenes-Carvajal, M. G. del C., 19	Komblueth, L., 7	Schoenberg, S., 7
Brindley, G., 37–38 Brown, O. H., 23	Kumaravadivelu, B., 75	Senior, R., 4, 10, 11, 14, 18, 21, 22,
Burns, A., 16	, ,	24, 37, 47, 57, 58–59, 82, 107–8, 126–27, 164
	Lamb, C., 74	Seow, A., 109
Calderhead, J., 32	Lamb, T. E., 121	Shulman, L. S., 19, 22
Carvajal, M., 3, 103	Lantolf, J. P., 136, 137–38	Silver, R. E., 111
Cazden, C., 135	Lave, J., 165	Simpson, J., 17, 126, 128
Cooke, M., 17, 126, 128	Leung, C., 168	Snow, M. A., 73
Crawford, J., 57	Lewis, C., 165	Sobel, D., 115
Crookes, G., 15, 31	Lewis, M., 141	Stauffer, R. G., 68
	Lockhart. C., 79, 112, 125, 144, 167	Swain, M., 136, 140
Dewey, J., 167	Lynch, T., 121	
Dörnyei, Z., 76, 82, 114–15, 116,		Tarone, E., 121
121, 126–27, 130		Taylor, S. V., 115
Doyle, Z., 80	MacDonald, R. E., 59	Thornbury, S., 17, 134, 136, 137,
Duncan, M., 144	Master, P., 98	141–43
	Maynard, T., 163	Thorne, S. L., 136, 137–38
T	McCombs, B. L., 84	Tsuchida I., 165
Farrell, T. S. C., 3, 4, 8, 15, 38,	McIntyre, D. J., 43	
67–69, 94, 156, 162, 165,	Medgyes, P., 72	Wajnryb, R., 94
167	Mehan, H., 136	Wallace, M., 4, 5
Freeman, D., 47	Miller, L., 7	Walters, K., 139
Fujiwara, B., 60	Mishra, P., 20	Wenger, E., 165
Fuller, F. F., 23	Morris, P., 34	Williams, A., 34
Furlong, J., 163		Wong-Fillmore, L., 77
	Nunan, D., 62, 74, 80, 136	Woodward, T., 80
Gaies, S., 92	1.611411, 12., 02, 71, 00, 130	
Gay, G., 115		V 1. C. 101
Giblin, K., 80	Pope, J. E., 84	Yule, G., 121
Good, T. L., 123	Power, C., 123	
Grant, C., 31	Prestage, S. A., 34	Zeichner, K., 31



## **Subject Index**

academic learning time, 113
action research, 157–58,
159
action zone, 144
alienated students, 123
allocated time, 113
alternative approach to supervision,
47
associations and organizations,
professional, 168
audio recordings, 97, 150–52,
159
auditory learners, 125

bottom-up supervision, 46 briefing, 5 buddy or mentor, 164–65

campus-based programs, 31 case reports, 154-55, 159 Certificate in English Language Teaching to Adults (CELTA), 4, 28–29, 58–59 checklists, 94, 97, 99, 103-5, 150, 152, 159 classroom learning environment arrangement of class for effective learning, 108-12, 117, 144 classroom climate, creation of, 107-8, 117 community of learners, development of, 24, 37, 126-27, 130, 131 context for teaching and situated learning, 20–21, 26, 31, 32-35, 40 culturally sensitive classrooms, 21, 115-16, 117, 127-28 development of successful learning environment, 82 interactive and collaborative

management of for a successful lesson, 76–77, 85, 86, 114-15 motivation of students to learn, classroom atmosphere for, 82-83, 86 relationships with and between students, 82, 106-7, 114-15, 117 rules for classroom behavior, 114–15, 117 stages of development of teachers and, 163 student behavior, movement, and interaction and, 77, 107–12, 114–15, 117 student teachers' reflection on, 76-77, 108, 109-10, 111–12, 113, 115–16, 118-19 teachers' reflection on, 107 time management and pace of lesson, 112-13, 117 visit to school, information gathering during, 33-34, 40, 56 closing phase of lesson, 77, 80-81, 136 coaching, 51 cognitive skills of language teacher, 21-23, 26, 27, 59 cognitive styles of language students, 124-26, 130, 131 collaboration with other teachers, 165-66, 169 collaborative approach to supervision, 47, 52 collaborative dialogue, 136-38, 146 communication and discourse in classroom arrangement of class and, 144 comprehensible discourse strategies, 139-40, 145, 146 discourse skills of language

teacher, 15-16, 26

interaction strategies, 141–43 language abilities, reshaping and extending of, 140-43, 145-46 language input for learners, 16 modeling language use, 138-39, 145, 146 nature of instructional discourse, 134-38, 145-46, 147-49 nonverbal communication, 143-44, 145 questioning techniques, 143, 145, 146 student teachers' reflection on, 138-39 support of language learning through, 134 teacher-dominated interactions, 136, 145 See also feedback community of learners, 24, 37, 126-27, 130, 131 community of practice, 165-66, 169 conferences, pre- and postlesson, 51, 52 context for teaching cooperating teacher, expectations of, 38-39, 40 course form and design, 35-37, cultural backgrounds of students, 21 examples of, 20, 31 learners, needs and goals of, 37-38, 40, 121, 122-23, 131, 132, 156 personal influences, 32 programs, practices, and culture, learning about, 33-35, 40, 56, 73 situated learning and, 20-21, 26, 31, 32–35, 40 skills and competencies to match context, 31, 40-41 structural influences, 32

activities, 16

Subject Index

181

student teachers' reflection on, 32–33, 35, 36, 38, 39, 42 teacher's reflection on, 37 understanding context, importance of, 31 visit to school, information gathering during, 33–34, 40, cooperating teacher attitudes toward giving feedback, 47 conferences with, pre- and postlesson, 51, 52 encouragement and motivation from, 46 expectations of, 39, 48, 50, 52, functions of, 44-46, 50, 72 important role of, 38, 43–44, 52 lesson plans of, working with, 51, 55, 56, 64 meeting with, 38–39 observation of, 43, 50, 51, 90, 92-96, 101 privilege of working with, 38 relationship with, 45, 48, 49, review of teaching practice with, 162 selection of, 9 student teachers' reflection on, 39, 43–44, 45, 46, 49, 51–52, 53–54 supervision, approaches to, 46-48, 51, 52 teachers' reflection on, 47, 48 teaching an ESOL class with, 4–5 teaching style and philosophies, sharing with, 44-45, 52, 75 working with, 9–10, 11 course form and design, 35–37, 40 critical incidents, 156–57, 159 culturally sensitive classrooms, 21, 115-16, 117, 127-28 culture of schools or institutions community of learners, 24, 37, 126-27, 130, 131 hidden curriculums, 20-21, 34–35 learning about, 33–35, 40

understanding context for teaching and, 20–21, 73

default (unmarked) lesson pattern,
134–38
dependent students, 123
dialogic interaction, 136–38, 146
directed reading teaching activity
(DRTA), 68–69
disciplinary knowledge, 19
discourse skills of language teacher,
15–16, 26
DRTA (directed reading teaching

activity), 68-69

early idealism stage, 163
elicitation sequences, 136
emotional competence, 73
engaged time, 113
English, proficiency in and use of in classroom, 15–16
enthusiasm, 82
explanations and generalizations, 25

## feedback

after observation, 95–96, 99–101 attitudes toward receiving, 45 cooperating teacher's feelings about, 47 expectations about, 48 to language students, 141, 142, 144, 146, 148–49 in microteaching, 4, 5, 8 praise from teacher, meaning of, 144 reflective strategies for, 8 in teaching an ESOL class, 5, 10 field notes, 95, 150, 159 first year of teaching, 162–65, 169

generalizations and explanations, 25 genre (text-based) teaching, 79, 138–39 group discussion, monitoring teacher learning through, 8 group learners, 125 group work, 110–12 hidden curriculums, 20-21, 34-35

IATEFL (International Association of Teachers of English as a Foreign Language), 168 identity of a language teacher development of, 16-18, 26, 106 - 7native English speakers, 17 nonnative English speakers, 17 - 18students' reflection on, 17-18 independent professionalism, 168 individual learners, 125 individual work, 109-10 initiation, response, evaluation (IRE) sequence, 134-36, 147-49 institutionally prescribed professionalism, 168 instructional phase of lesson, 136 instructional time, 113 interactive decisions, 62 **International Association of Teachers** of English as a Foreign Language (IATEFL), 168 internet resources, 170-71 IRE (initiation, response, evaluation) sequence, 134-36, 147-49 isolated students, 123

journal, teaching, 8, 25, 74, 153–54, 159

kinesis, 143–44 kinesthetic learners, 125

learner-focused (learner-centered) teaching class profile, development of, 122–23, 132 cognitive styles of language students, 124–26, 130, 131 community of learners, development of, 24, 37, 126–27, 130, 131 concept and characteristics of, 120–21, 130

## 182

Subject Index

learner-focused (cont.)	
cultural sensitivity and, 127–28	
development of learner-focused	
approach to teaching,	
120–22, 130, 131	
effectiveness of, 122	
motivation of students to learn,	
lesson characteristics for,	
128–29, 130	
needs and goals of learners,	
understanding of, 37–38, 40,	
121, 122–23, 131, 132, 156	
outcomes, planning for	
learner-centered, 129–30,	
131	
participation styles of language	
students, 123–24, 131, 156	
personalized teaching for,	
127–28, 130	
skill and competency	
development, 23–24, 26, 27	
student teachers' reflection on,	
123, 124, 125–26, 127, 128,	
129, 133	
teachers' reflection on, 121–22	
lesson, teaching a	
classroom management for,	
76–77, 85, 86	
components of a successful	
lesson, 81, 85	
effective teaching of, 72	
goals of, 72, 84, 86	
motivation of students to learn,	
82–83, 86, 128–29, 130	
opportunities to process and	
practice language, 81, 85, 86	
outcome of, 51, 59, 72, 83–84,	
86	
outcome of, language students'	
expectations for, 80	
outcome of, planning for	
learner-centered, 129–30,	
131	
pace of lesson and time	
management, 112-13, 117	
personalized teaching, 127–28,	
130	
personal philosophy and	
teaching principles as basis	
for, 85, 86	
principal's reflection on, 73–74	
1 1	

```
principles and teaching theory,
         demonstration of
         understanding of, 74-76,
         85, 86
    professional standards,
         demonstration of, 73-74, 85
    structure and sequence of
         activities, 77-81, 85, 86,
         134-38, 147-49
    student teachers' reflection on,
         74, 76–77, 78, 79, 80, 83,
         87-88
    successful teaching of, 72
    teachers' reflection on, 79, 84,
         88-89
    transitions during, 80
lesson plans
    adjustments to as lesson evolves,
         63, 64
    collaboration with other teachers
         on, 165–66
    departure from, 55, 62-63,
         64
    detail level of, 55, 57, 64
    development of, 60-61
    examples of, 67-71
    importance of, 55, 64
    individual lesson plans, 59–60
    making notes in, 152
    phases of, 61
    preparation of, 55, 57, 64
    purpose of, 59-60, 64
    requirement for, 55, 64
    review and evaluation of, 51, 63,
    role of in teaching, 62-63, 64
    student teachers' reflection on,
         55–57, 60, 61, 62–63, 66–67
    teacher's reflection on, 59-60
    textbooks as, 57-59, 60, 64
    unit plan, 59, 64, 69-71
    working with plans developed
         by coordinating teacher, 51,
         55, 56, 64
lesson reports, 8
Lesson Study Approach, 165-66
listening skills, 49
managed output, 140
mentor or buddy, 164-65
```

```
metalanguage of language teachers,
microlesson, 4, 5, 7-8
microteaching
    advantages of, 6
    description of, 4, 11
    disadvantages of, 6–7
    feedback in, 4, 5, 8
    monitoring learning during, 8,
         11
    procedures used in, 5
    reflective approach to, 7–8
    skill and behavior suggestions
         for, 6, 13
    students' reflection on, 6, 7, 8,
         13 - 14
modeling language use, 138–39, 145,
         146
monitoring learning
    while microteaching, 8, 11
    while teaching an ESOL class,
         10, 11
moving on stage, 163
narratives, 25, 95, 150, 153, 159
non-directive approach to
         supervision, 47
nonverbal communication, 143-44,
         145
observation
    behavior of observer during,
         98-99
    of cooperating teacher, 43, 50,
         51, 90, 92–96, 101
    etiquette of, 98-99, 101
    feedback following, 95–96,
         99-101
    feelings about being observed,
         91, 96
    focus for experience of, 45
    focus of, 92-93, 101
    important role of, 90, 101
    influence of presence of the
         observer, 91
```

nature and limitations of, 90-92,

of other student teachers, 102

opportunities for, 101–2

101

ormation \_\_\_\_\_\_

procedures to record information collected during, 94–96, 97, 99, 101, 103-5, 150 purpose of, 90, 92, 96-97 of student teacher, 90, 96-101, 150 student teachers' reflection on, 91-92, 93-94, 96, 97, 100–101, 105 teachers' reflection on, 100 when to visit, 98 written report of, 94-95, 99 opening phase of lesson, 77-79, 136 open-mindedness, 167 organizations and associations, professional, 168 output, role of in language learning, 140 output hypothesis, 140 pace of lesson and time management, 112-13, 117 pair work, 110 participation styles of language students, 123-24, 131, 156 pedagogical content knowledge, 19 pedagogical reasoning skills, 21-22, 27, 59 performance as teacher, focus on, 23-24, 120, 121 personalized teaching, 127–28, 130 phantom students, 123 plan, teach, critique, 5 plateau stage, 163 portfolio, teaching, 155-56, 159 P-P-P (Presentation, Practice, Production), 79 practice teaching academic experience compared to, 43 benefits of, 3-4, 11 focus of, 43 goals of, 3-4, 15, 27, 50, 72 importance of, 11 nature of experiences of, 50–52 performance as teacher, focus on, 23-24 purpose of, 3, 72, 166–67

student teachers' reflection on, 3, 6, 7, 8, 13–14, 161, 162 student teachers' roles and responsibilities, 48–50, 52 teachers' reflection on, 9–10, 14 See also microteaching; teaching practice in an ESOL class praise from teacher, meaning of, 144 prescriptive approach to supervision, 46-47 Presentation, Practice, Production (P-P-P), 79 principled eclecticism, 75 professional culture professional image and conduct, 49, 73 professionalism of language teaching, 168-69 professional knowledge, learning how to apply, 19-20, 26, 27 professional standards, 73–74, 85, 168 socialization into, 32 specialized thinking and knowledge of a teaching professional, 74-75 proxemics, 143, 144 pushed output, 140

questioning techniques, 143, 145, 146

reaching a plateau stage, 163 reading lessons lesson plan examples, 67-69 outcome of, planning for learner-centered, 129–30 sequencing of, 79 recognizing difficulties stage, 163 recordings, audio and video, 97, 150-52, 159 reflective approach to supervision, 47 reflective approach to teaching career, 167-68 reflective approach to teaching practice, 1, 7–8 reflective thinking, attributes for, 167 repair tasks, 142

re-plan, re-teach, re-critique, 5 responsibility, 167

scaffolds and scaffolding, 108-9,

183

Subject Index

136, 143 schools and institutions community of practice in, 165-66, 169 context for teaching and situated learning, 20–21, 26, 31, 32-35, 40 induction (orientation) program, 164 practice-teaching sites in, 9, 11 programs, practices, and culture, learning about, 33–35, 40, 56, 73 teachers in school, contact with, 39-40 visit to, 33-34, 40, 56 SCORE (seating chart observation record), 94, 150 seating chart observation record (SCORE), 94, 150 sequencing, lesson, 77, 79-80, 134-36 situated learning, 20-21, 26, 31, 32-35, 40 skills and competencies cognitive skills, 21–23, 26, 27, context for teaching, skills and competencies to match, 31, 40-41 development and improvement of, 15, 18–19, 26, 49–50 discourse skills, 15-16, 26 emotional competence, 73 first year of teaching, 162-65 knowledge and skill requirements, 18, 28-29 learner-focused teaching skills, 23-24, 26, 27 mastery of for effective teaching, 5, 6, 15 microteaching lessons, focus of, 6, 13 principles and teaching philosophy, development of,

25 - 26

teacher and supervisor, 162

review of with cooperating

184

Subject Index

skills and competencies (cont.)
professionalism of language
teaching, 168–69
professional knowledge,
learning how to apply,
19–20, 26, 27
professional standards, 73–74,
85, 168
socialization into professional
culture, 32
stages of development of
teachers, 163
students' reflection on
development of, 18-19
theorizing of practice, 24–26
socialization into professional
culture, 32
social students, 123
speaking lesson, 81
specialization areas and interests,
practice teaching
completion in, 10
story-telling tasks, 139
students, language
attitude toward and treatment of,
82
behavior, movement, and
interaction of, 77, 107–12,
114–15, 117
cognitive styles of, 124–26, 130, 131
expectations of student teacher
of, 26
feedback to, 141, 142, 144, 146, 148–49
motivation of to learn, 82–83,
86, 128–29, 130
needs and goals of,
understanding of, 37–38,
40, 121, 122–23, 131, 132, 156
outcome of lesson, expectations
for, 80
participation styles of, 123–24, 131, 156
relationships with and between, 82, 106–7, 114–15, 117
student teacher
identity of a language teacher,
development of, 16–18, 26,
106–7

```
information collection about
         teaching experience, 94-95,
         97, 99, 101, 103–5, 150–60
    obligations of, 48-50, 52
    observation of, 90, 96–101, 150
    performance of, focus on, 120,
         121
    professional image and conduct,
         49, 73
    review of own teaching by, 159
    socialization into professional
         culture, 32
    support groups for, 158, 159
supervision, approaches to, 46–48,
         51, 52
support groups, student teacher, 158,
         159
survival stage, 163
tactile learners, 125
take away value of a lesson, 82
task-based lesson sequencing, 79
task-oriented approach to
         supervision, 48
task-oriented students, 123
teacher development, 167
teacher learning
    cognitive skills, development of,
         21-23, 26, 27, 59
    goals of, 15, 26-27
    identity of a language teacher,
         development of, 16-18, 26,
         106 - 7
    knowledge and skill
         requirements, 18, 28-29
    learner-focused teaching, 23-24,
         26, 27
    professional knowledge,
         learning how to apply,
         19-20, 26, 27
    situated learning and context for
         teaching, 20–21, 26, 31,
         32-35, 40
    skills and competencies,
         development of, 18-19, 26
    socialization into professional
        culture, 32
    student teachers' reflection on,
         16, 18–20, 21, 22–24, 25,
         29-30
```

```
teacher talk, 16
teaching
    challenges during first year, 161,
         164-65, 169
    classroom experience as basis
         for teacher development,
    collaboration with other
         teachers, 165-66, 169
    decisions made during process
         of, 62-63
    effective teaching, 72
    enthusiasm of teachers for, 82
    experiences during initial
         teaching period, 162–65,
    interactive decisions during, 62
    lesson plans, role of in, 62–63,
         64
    new teachers' reflection on,
         162-64, 165
    prescriptive approach to, 5
    reflective approach to teaching
         career, 167–68
    skill and competency mastery
         for effective, 5, 6, 15
    stages of development of
         teachers, 163
    support from other teachers,
         164-65
    teacher development, 167
    teacher performance of, focus
         on, 23-24, 120, 121
Teaching English to Speakers of
         Other Languages (TESOL),
teaching philosophy, principles, and
         style
    demonstration of understanding
         of, 74-76, 85, 86
    development of, 25-26, 46
    personal philosophy and
         teaching principles as basis
         for teaching, 85, 86
    sharing with cooperating
         teacher, 44-45, 52, 75
teaching practice in an ESOL class
    description of, 4-5, 11
    feedback in, 5, 10
```

theorizing of practice, 24-26



Subject Index

185

learning from, 10, 11 monitoring learning during, 10, 11 procedures used in, 8-11 site for practice teaching, identification of, 9, 11 students' reflection on, 10, 13-14 teachers' reflection on, 9-10, 14 technological pedagogical content knowledge (TPCK), 20 terminology, 2 TESOL (Teaching English to Speakers of Other Languages), 168 text-based teaching, 79, 138-39

textbooks adaptation of to meet needs of teachers, 57–58 as lesson plans, 57-59, 60, 64 uses for in language teaching, 57 theory application of, 24 course form and design and, 37 demonstration of understanding of, 74–76, 85, 86 theorizing of practice, 24-26 time management and pace of lesson, 112-13, 117 top-down supervision, 46–47 topic management, 142 TPCK (technological pedagogical content knowledge), 20

unit plan, 59, 64, 69–71 unmarked (default) lesson pattern, 134–38 video recordings, 97, 150–52, 159 visual learners, 125 whole-class teaching, 108–9

written accounts of lessons, 152-53,

wholeheartedness, 167

159

turns-at-talk and turn-taking rules,