

Index

academic literature. See also	Allwright, Dick, 237n9
educational research	alternative education, 17–18, 58
of applied linguistics, 181, 240n3	American Association of School
of classroom management (ES/FL),	Administrators (AASA), 237n6
143, 150–4	American Association of University
consulting, 194–5	Professors, 237n6
on morality (TESOL), 48–9	Ames, C., 137
political/ethical dimensions of	"analytic philosophy," of education,
(ES/FL), 85, 236n1	52–3
skepticism and, 8, 43-4, 195	Applegate, J.H., 225-6
action research, 40-2, 194	applied ethics, 93
activities, classroom, 131-2, 144-5,	applied linguistics
239n2	educational linguistics in, 117
adhocracy, 185, 186	in field of education, 2
administrative systems	language policy debates in, 85
adhocracy, 186	literature of, 181, 240n3
machine bureaucracy, 185	"talk of learners" in, 78
professional bureaucracy, 185	"apprenticeship of observation," 196
school-based management, 188-90	Armour, M., 205, 207, 211–12
administrators, school	Ashton-Warner, Sylvia, 74, 114
American Association of School	Ashworth, Mary, 97, 98
Administrators (AASA) for,	assessment
237n6	"authentic"/alternative, 135
divisions with teachers, 205	portfolio-based, 135
former teachers as, 186	attendance, required v. voluntary, 142
of S/FL programs, 184	Australian teachers
teacher study groups with, 204-5	ES/FL, study of, 163
adult education, 17, 18, 87, 142, 165,	ESL, study of, 102
170, 240n7	autonomy, student, 17–18
affiliation, need for, 132	
Agee, J.M., 226	Bailey, F., 37, 38
alienation, teacher, 204-5	BAK (beliefs/assumptions/knowledge)
Alley, R., 222, 230	networks, 114
allocation, of classroom resources, 86	Barnes, D., 78

281



D. J. v. J. 101 0 041 0	
Bartlett, L., 181–3, 241n2	Center on Organization and
Bateson, G., 73	Restructuring of Schools
Baumeister, R. F., 11–12	(CORS), 188
Beasley, K., 109	ceremony, lessons as, 67
behaviorists, on motivation, 138	chalkboards, use of, 82
behaviors, effect of performance goals	change
on, 133	agents, teachers (ESL) as, 172, 174
bilingual education, 47, 85, 95	in schools, need for, 202
Bixby, M., 205, 207	teacher, 175–6
Black, P. J., 70	Charles, C. M., 143
Bobbitt, F., 233n3	charter schools, 189
body	Chaudron, C., 79
and dress, 75–6	Chick, J. K., 151
orientation, metamessages sent by,	Chief Education Officer (CEO),
75	decision-making by, 184
Boostrom, R., 145–6	China, modernization programs in,
Borg, S., 114	62
Borko, H., 107–8, 226	Chinese civilization, primacy of, 58
boundary crossers (cultural),	Chinn, Peggy L., 35
teachers (S/FL) as, 7, 45, 88,	choice, curricular orientations
141, 145	allowing, 17–18
Bowers, C. A., 73	classroom(s). See also observation,
Brezinka, W., 234n5	classroom; social skills,
British ESL teachers, questionnaire	classroom community
surveying, 163	activities, 131–2, 144–5, 239n2
British government, promotion of	display systems in, 82
English by, 98	motivation (S/FL), 130–3
British structural-situational tradition	orthodox (Western) high school,
(ES/FL), 101	73
Brookfield, S. D., 63, 165–6, 240n7	participation, 35–6
Brophy, T. L., 12–13, 131	as political places, 73
Brown, H. D., 101, 239n1	power imbalances in, 86
Brown, J. D., 199–201	proscenium arch format of,
Bunting, C., 229	73–4
bureaucracy, 185, 186	resources, allocation of, 86
burn-out, teacher, 204	social skills, 161–79
Burns, A., 9, 102, 114	"talk of learners" in, 78
Duins, A., 9, 102, 114	"task," 144
"caring" relationships, 164	teacher-fronted, 70, 73–4
Carter, K., 229	"work system," 147
Cartesian dualism, 106	classroom management (ES/FL),
Cartesian subject, 232n13	141–60. <i>See also</i> discipline
Caulk, N., 179	academic literature, 143, 150–4
Cazden, C. B., 5, 178	challenges, 149–56



changing, 155–6	collaboration
culture-dependent aspects of,	action research, 41–2
141–2, 145, 149, 151–4,	group work as, 132
156–9	in observation, 30
discussion questions, 145, 146,	teachers, 162, 173
148–9, 156, 159, 160	Warm-up, 20
not neutral, 155	colleagues, value of, 182, 197–8. See
order in, 143–5	also teachers helping teachers
rules, 145–9	"collegial environment," importance of
values in, 142, 149–50	197–8
<i>Warm-up</i> , 141	"collegial schools," 188
classroom technique	colonialism, Anglo-American, English
aspects of, 65–83	language and, 55
communication skills in, 5-6, 173,	colonization (European), effect on
176–7	education systems, 55, 235n13
culture and, 83	Colton, A. B., 193-8, 193f, 201
discussion questions, 77	"comembership," 178
educational technology and, 81-3	Comenius (S/FL pedagogue), 60–1, 62
nonskill-area-specific, 65-6	communication. See also classroom
nonverbal aspects of S/FL teaching	technique; social skills,
as, 72–8, 236n4	classroom community
openings/closings (lesson framing)	cooperating teacher and, 228–9
as, 65–9, 131	metacommunication as, 73, 75
pace (lesson) as, 69–72	role-playing in, 176–7
voice as, 65–6	skills, 5–6, 172, 173, 176–7
Warm-up, 65	communications studies, field of,
You Try It activities for, 78, 83	240n9
"closing" (lesson), 66–8	communicative approaches, to ELT,
CLT theory, 78, 152, 153	170
code of ethics, professional, 49, 92–4,	communitarian governance (ESL
96–7, 237n4, 237n8	countries), 95, 96
discussion questions, 94, 98	comparative education, 179, 241n15
National Education Association,	competition, 132, 137
U.S. (NEA), 92, 215–16,	comprehension, language clarity for, 79
237n6	conceptual framework(s), 113–23, 115
TESOL and, 93, 97, 237n9	discussion questions, 118–19,
cognition	121–2
cognitive capacity (human) and, 66,	Method as, 122–3
236n1	sample, 116–22, 238n2
lesson planning and, 104, 109	Spolsky's "model of second
planning as "executive process" of,	language learning," 120–2, 121f
103–4	Stern's "general model for second
Cohen, L., 76–7	language teaching," 116–18,
Coleman, H., 151, 152, 153	117f



conceptual framework(s) (cont.)	student teachers benefiting from,
Strevens' "learning/teaching	226
theory," 119-20, 120f, 125	studies of, 225-6, 227, 229
student teachers' comments on,	You Try It activities, 230
125–7, 127f	cooperative learning, 132, 170,
conceptual map, for SL teaching	241n11
techniques, 14	cooperative v. competitive goal
confirmation, of relationships, 164	structures, 137
conflict	coplanning, lesson, 106, 109, 111,
mediation, 172	222–3, 238n5
resolution, 176–7	corrective discipline, 148
confrontation, option of, 176-7	Costa, A.L., 104, 197
Confucian ethics, 89	critical pedagogy, 18
Conoley, J. C., 173-4	criticism. See feedback
Conrad, S., 22, 23	Crowson, R. L., 190
consciousness, in model of teacher	Cruickshank, D. R., 181
development,197	CSL (Colton and Sparks-Langer)
"consequentionalist/	model, of teacher development
nonconsequentialist" traditions,	193–8, 193f, 201, 242n1
ethical, 89	cultural boundary crossers, teachers
contested sites, schools as, 58	(S/FL) as, 7, 45, 88,141, 145
contexts, 3–4, 7–8	cultural intervention, EFL as, 98-9
multiple, of teaching (ES/FL),	culturally relevant/responsive
180–1	pedagogy, 178
and motivation,138-9	cultural suicide, 166, 240n8
continuity, lesson, 145	culture(s)
control, issues. See also classroom	classroom management (ES/FL)
management (ES/FL); order	and, 141–2, 145, 149, 151–4,
student teachers' comments on,	156–9
159–60	classroom technique and, 83
Cooner, D. D., 48, 49, 51	in ESOL education, 62
Cooper, J. E., 25	eye contact in, 75
cooperating teachers, 219–30	learning/teaching and, 7–8
benefiting from student teachers,	motivation and, 132
224–5, 243n5	participation and, 35-6
communication and, 228–9	proxemics and, 73
discussion question, 227	rapport across, 177–9, 241n13
facilitator role of, 227	social skills and, 164, 166–8,
institutional background of, 221–2	176–9
mentoring by, 219, 242n1	student teachers' comments on,
philosophy of teaching and, 228	156–9
practices, 222–4	voice and, 77
pros/cons, 224–6	You Try It activity on, 83
relationships, 226–7	curiosity, student, 131, 239n4



curriculum	discussion questions
lesson planning and, 102–3	classroom management (ES/FL),
materials, 103	145, 146, 148–9, 156, 159, 160
motivation and, 135-6	classroom technique, 77
for teacher development (ES/FL),	code of ethics, 94, 98
10–11	conceptual frameworks, 118-19,
teacher education, university-based	121–2
(S/FL), 6	cooperating teacher, 227
curriculum theory (mainstream),	ethical systems, 91–2
procedures for goals in, 17,	goal, 18–19
233n3	group discussion, 34, 38
cybernetic metaphor, for teaching, 42,	"hotspots" (teacher), 124–5
234n12	improvisation (lesson), 108, 110
Davidson, J. O., 184-7	lesson, 68–9
Davies, S., 66–7	lesson planning, 105, 111
Davis, J., 227	motivation, 129, 132-3, 134, 135,
de la Salle (French educator),	139
221	pace (lesson), 71–2
decentralized management, of schools,	philosophy of teaching, 59-60, 63,
189	99
decision-making	politics, 86
ethical, 89	professional organizations, 98
school, 184–5	reflective teaching, 183, 191
Deming, A. L., 211	social skills, 167, 171
democracy	summary model-based review, 198
in governance (ESL countries),	teacher development groups,
95–6	213–14
valuing of, 197	display systems, classroom, 82
deontological ethics, 90	dominant/nondominant group
"de-professionalization," 186	members, 37–8
"design phase," lesson planning as,	student teacher's comments on,
104	37–8
Dewey, John, 57	Dörnyei, Z., 139, 240n3
dialogue	"double loop learning," 17
journal, 25, 26–8, 160	Doyle, W., 143–5, 147–8
in relationships, 164	"dress," as aspect of body, 75–6
diary, keeping, 23, 233n3	Duke, D. L., 13, 14
Direct Method, teaching approach, 61,	
236n21	ecological psychology, 143
discipline	Edge, Julian, 98–9
corrective, 148	education. See also philosophies of
maintaining, 142	education; teacher education
preventative, 147	adult, 17, 18, 87, 142, 165, 170,
supportive, 148	240n7



education (cont.)	action, 40-2, 194, 234n11
alternative, 17-18, 58	applying, 44
"analytic philosophy" of, 52-3	ELT, 29–30
applied linguistics in, 117, 240n3	empirical research-based theory in,
bilingual, 47, 85, 95	53, 234n6
code of ethics, 215–16	on goals, 11–12
comparative, 179, 241n15	as graduation requirement, 218
critical pedagogy in, 18	historical, 188
cultures in ESOL, 62	language/identity, 137–8
formal (Western) v. nonformal	reading, 184
(and/or nonWestern), 55–6,	skepticism and, 43–4, 195
235n14	in teacher effectiveness, 40, 66
historical research in, 188	teacher planning (ES/FL) in, 102
inservice, 165, 240n6	efficacy, in model of teacher
introduction of psychology into, 57	development,197
libertarian curricular orientation in,	EFL
17	classrooms, South Africa, 151
main poles of, 55	as foreign policy/cultural
multicultural, 95	intervention, 98–9
philosophy of, 2	Japanese tests, context of, 135
politics as term in, 86, 237n2	teacher education, University of
professional, 18, 240n6	Hawai'i, 4
progressive movement in, 57	teacher training for international
psychology introduced into, 57	sector of, 46
public sector, reform movement in,	teachers, expatriates, 46
188, 242n6	teachers, indigenous, 153, 234n
for "salvation," 54	teachers, in Egypt, 153
for "self-development," 54	teachers, in Germany, 179
social psychology of, 143	eighteenth century
state-sponsored, 58	monitorial system, 221
systems of modern nations, 56,	philosophies of schooling
235n15	(European), 56
technology, 81-3	pupil-teacher system, 221
as "transmission," 54	Romantic movement, 17, 56,
web-based, 82	235n16
educational administrators. See	elementary schools
administrators, school	Japanese, ethnography of (Lewis),
educational institutions, support of	179
reflective teaching, 183–91	students, teachers of, 86–7, 142
educational linguistics, 117	ELT. See also ES/FL; TESOL, field of
educational policy (national), teachers	communicative approaches in, 170
involved in, 94–5	interchangeable terms of ES/FL,
educational research. See also	TESOL and, 1, 231n2
academic literature	research, 29–30



Index 287

Emmer, E.T., 147 interchangeable terms of ELT, TESOL and, 1, 231n2 emotion, 196 "empathic" relationships, 164 knowledge base, 8, 194, 195-6 empirical theories, of SLA, 53, learning, 112–14 234n6 literature, political/ethical dimensions of, 85, 236n1 English as a Second Language (ESL) Australian teachers, study of, 102 moral aspects in teaching, 86–9 and bilingual children (U.S.), 47 motivation in teaching, 128-40 British teachers of, questionnaire philosophies of education in, 45-6 surveying, 163 political dimensions of, 85 Canadian teachers, study of, 102 teacher development, 2, 4-5, 10-11, countries, governance systems of, 12-14, 20-2, 231n5 95-6 teacher learning, social structures in government support and, 85 support of, 7, 197-8, 232n9 migrant programs, 149 teacher planning research, 102, teacher decision-making, 169 104 - 5teachers as "change agents," 172, teacher "talk/teacherese," 78-81 174 teachers, different categories of, University of Hawai'i, 1, 4 English language teachers, nonverbally enhanced, Anglo-American colonialism, and, 81 - 355 ESL. See English as a Second as dominant language, 46 Language (ESL) instruction, governments' interest ethical systems, 89–92 based on philosophies, 89 in, 95 as international language, 7 based on religions ("fideist"), 89 promotion of, by British/U.S. discussion questions on, 91-2 governments, 98 ethics teaching in Japan, 151–2 academic literature (ES/FL) and, "vagueness terms" in, 81 85, 236n1 writing teachers (Hong Kong), applied, 93 175-6Confucian, 89 Enlightenment, the, modern in decision-making, 89 (Western) schooling and, 55 deontological, 90 ES/FL. See also classroom discussion questions, 94, 98 education profession, code of, management (ES/FL); ELT; TESOL, field of 215 - 16Australian teachers, study of, 163 feminist perspective on, 90-1, British structural-situational 237n4 tradition in, 101 National Education Association, conceptualizing knowledge of, U.S. (NEA) on, 92, 215–16, 112-27 237n6 future for teachers of, 202 professional codes of, 49, 92-4, institutional contexts, 222 96-7, 237n4, 237n8



ethics (cont.)	student, to teacher,70
related to values, 87	teacher, to student, 133
secondary school teacher on, 87	"feedback loop," teacher/student, 42-3
in seventeenth century Europe, 90	feelings, influence of, 196
TESOL organization and, 93, 97,	Feiman-Nemser, S., 109
237n9	Feldman, A., 18, 233n4
utilitarian, 90	feminist group process, 35
Warm-up, 84	feminist perspective, on ethics, 90–1,
Western, 89	237n4
You Try It (activity), 92	flexibility, in model of teacher
"ethnopedagogies," 59, 60	development,197
Europe	Flinders, D. J., 73
Enlightenment period in, 89	Flythe, V. L., 205
ethics, seventeenth-century, 90	foreign policy, EFL as, 98–9
Jesuit-run schools in, sixteenth	"formal" v. "functional" approaches
century, 221	(S/FL), 61
philosophies of schooling,	Foucault, 232n13
eighteenth century, 56	framing (lesson)
philosophies of schooling,	classroom technique of, 65–9
nineteenth century, 56–7	motivation and, 131
European colonization, effect on	Francke, 221
education systems, 55,	Freeman, D., 113, 114, 184
235n13	Freeman, Y. S. & D. E., 122-3
European males, well-to-do, 90	Froebel, 57
expectancy, as motivation determinant, 130	future, for teachers (ES/FL), 202
explanations	Gainen, J., 205
language, 80	Garmston, R., 104, 197
teacher, 79–80	gay/lesbian/bisexual students, 92,
explicit plans, 12–13	237n5
"exploratory talk," 24	gender, in group discussion, 34, 35, 37
extrinsic rewards, effect on motivation,	German university system, 221, 242n3
133, 134	Gilligan, Carol, 90
eye-contact, 74–5	globalization, twenty-first century, 7, 53, 62
facilitator role	goal(s), 11–15
aspects of, 33, 233n6	course, 14, 17–18, 233n3
in cooperating teacher relationships,	curricular context in, 17–18
227	discussion questions, 18-19
in group discussions, 33-4,	intrinsic, task-related, 133
233nn6–7	pedagogical context of, 17
feedback	performance, 133
giving of, 173–4	personal, 13, 19
as reflection process, 28–33	practicum, 11–15, 103



professional development, 12–14,	feminist group process for, 35
217	gender in, 34, 35, 37
proximal/distal, 12	international students in, 37
psychological research on, 11–12	role of leader in, 33–4
structures, cooperative v.	"rotating chair" in, 35
competitive, 137	You Try It activity, 39–40
student teachers' comments on,	"group dynamics,"-240n3
15–16	group work, cooperative, 132
teacher development groups,	guidance, sources of
207–8	domestic scene and, 94–6
teacher v. student setting, 12–14,	ethical systems as, 89–92
17–18	professional codes as, 92–4
teacher/student shared, 14, 17–18,	Gumperz, J. J., 77
Warm-up, 10	Hadfield, J., 163
You Try It activities, 14–15	Hall, E. T., 73
Goldring, E. B., 190	Hall, J. K., 227
Goldstein, L. M., 22, 23	Hamm, C. M., 51
Golombek, P. R., 114, 123-4,	handbooks (TEF/SL), and
238n3	interpersonal social
Gonzalez, L. E., 229	relationships, 162-3
Good, J., 12–13	Harmer, J., 102
Goodman, J., 50	Hawkey, W. S., 226
Gordon, T., 164	hearing, in language teaching, 76
Gorlin, R. A., 237n8	height differential, teacher/child, 74
government(s)	Hekman, Susan J., 232n13
British/U.S, promotion of English	Herbart, 57, 61, 101
by, 98	Heyman, R. D., 68
interest in English instruction, 95	hierarchical system, of schools, 184,
support and ESL, 85	185
Gower, R., 163	high school
grades, student concern with, 133	classroom, orthodox Western, 73
Greene, D., 133	English teachers, writing group of,
Griffin, G. A., 223	205
Griffin, R., 87	teachers, 87
Grimmett, P. P., 222, 223	Hill, J., 82
Grossman, P. L., 155, 234n11	historical perspectives (TES/FL),
group discussion	61–2
alternatives to "regular" facilitation,	historical research, in education, 188
34–7	histories/narratives, personal (teacher),
discussion questions, 34, 38	196, 229
distributing functions in, 34, 233n8	Hodge, B., 78–9
example problems, 36	Holliday, A., 153–4
facilitating, 33–4, 233nn6–7	Holly, M. L. H., 22–3



Hong Kong	interprofessional relationships, 171–5
English writing teachers in, 175–6	changing attitudes/opinions on,
lesson planning in, study of, 69	175–7
preservice teacher education course,	intrinsic goals, task-related, 133
13–14	intuitive teaching, 197, 242n3
"hotspots" (teacher), discussion	Iran, modernization programs in, 62
question, 124–5	Iseno, K., 132
humanistic exercises, 170, 240n10	isolation, in teaching, 204-5
Hunter, Madeline, 101	
	Jackson, P. W., 74
IATEFL, 96, 97	Japan
"icebreaking" activities, 170	educational goals in, 59, 235n18
immigrant students, 85, 137	English language teaching in,
improvisation. See also lesson	151–2, 159–60
plans/planning	Japanese EFL contexts, tests in, 135
discussion question, 108, 110	Japanese elementary schools,
in language use, 106	ethnography of (Lewis), 179
lesson planning replaced by, 106–8,	Japanese students, study of, 132
238n4	Jefferson, 55
in loco parentis, teachers, 46	Jesuit-run schools, sixteenth century
independent study, 2	(Europe), 221
indigenous epistemologies, 59	job interviews, philosophy of education
"indigenous ideas," 60	expressed in, 52
"in-house" experimental school, 222	Johnson, C., 132
inservice education, 165, 240n6	Johnson, D. M., 44, 234n13
institutional structures, 180-91	Johnson, D. W., 176
instrumental needs, 130, 131	Johnson, J., 221
"intellectual empathy," 43	Johnson, K. E., 113
Intensive English Programs (IEPs),	Jones, V. F. & L. S., 163, 164, 179
154, 187	journal writing, 23, 40
interest, as determinant of motivation,	benefits of, 25
130, 131	dialogue journal as, 25, 26-8, 160
"interests analysis," 136	for professional development, 24
international nongovernmental	student, 43
organizations (INGOs), 96, 151	You Try It activities, 26
Soros Foundation, 96	junior teacher, 219–30
international students, in group	justice, 89, 91
discussion, 37	•
interpersonal relationships, values in,	Kagan, D. M., 42
177–8, 241n14	Kant, 56
interpersonal skills, 162, 170, 240n2	Kearney, P., 173
interpersonal social relationships,	Keller, J. M., 129–33
TEF/SL handbooks and,	Kelly, Louis G., 57, 60–1
162–3	Kemmis, S., 41



kinesics	constructivist understandings of,
eye-contact as, 74-5	109
nonverbal aspects of teaching, S/FL	context/culture-specific nature of,
and, 74–6	7–8
Kirk, W., 205-7, 208, 212	cooperative, 170, 241n11
Knezevic, A., 106	"double loop," 17
Knight, S. L., 48, 49, 51	ES/FL, 112–14
knowledge	group, 17
base, professional, 8, 194, 195-6	humanistic understanding of, 57
incorporated into practice, 112–27	past experiences of failure in, 137-8
nature of, 3–4	resistance to, 165–6
professional, personalization of,	self-perception and, 137
124, 238n3	social dimensions of, 109, 162,
tacit, 228	238n7
Warm-up, 112	value statements, 114
Koerner, M. E., 225	"learning contract," 18
Korea, teachers as role model in, 87,	Leatherman, J., 22, 23
94	Lepper, M. R., 133
Korean teacher of English, 158	lesson(s), 79
Kwo, O., 13, 14, 15	activities, for motivation, 131–2
	as ceremony (metaphor), 67
Lamb, C., 31, 232n9	continuity, 145
Land, M. L., 80-1	discussions questions for, 68–9
language	framing (openings/closings), 65–9,
clarity for comprehension, 79	131
explanations of, 80	pace, 69–72
foreign policy and, 98	"procedural explanations," 79
hearing of, 76	as social event, 67
and identity, research, 137–8	topic, 68
improvisation in using, 106	You Try It activity for, 69
laboratory, 82	lesson plans/planning, 100–11, 238n1.
policy, applied linguistics debates	See also improvisation; teacher
in, 85	planning
social psychology of, 175	background knowledge in, 105
language schools, 46, 154	cognitive dimension of, 104, 109
large classes, 149	coplanning, 106, 109, 111, 222–3,
Lasley, T. J., 225–6	238n5
Lasswell, H., 86, 237n2	development in, 108-11
"learned helplessness," 136	discussion questions, 105, 111
learner autonomy, 18	by expert v. novice teachers, 107–8
learning	formulaic (U.S.), 101
adult, 17	in Hong Kong, study of, 69
adult v. child, 165	improvising in place of, 106–8, 110,
collaborative, 132	238n4



lesson plans (cont.)	MA
materials/curriculum and, 102-3	English as a Second Language
mentoring in, 109	(ESL), University of Hawai'i, 1
novice to expert in, 107–9	ES/FL, brevity of teaching practice
in practicum, 101–3	in, 5
psychological aspects of, 103-5	ES/FL, UK v. U.S./North
"Seven-step," 101	American, 231n5
by student teachers, 103, 238n2	"machine" bureaucracy, 185
student teachers' comments on,	Mager, R. F., 233n3
109–10	males, European (well-to-do),
teacher development from, 101-2	dominant group of, 90
"three Ps" of, 101	management by objectives,
Tylerian model of, 102	approach, 190
<i>Warm-up</i> , 100	management, classroom. See classroom
You Try It activities for, 111	management (ES/FL)
Lewis, C. C., 179	Manion, L., 77
Lewis, M., 82	March, J. K, 30, 32
liberal governance (ESL countries),	Marshall, K. A., 71
95	master of ceremonies (MC), teacher as,
libertarian curricular orientation,	67
17	Master, P., 30–1
Likert, R., 186	master teacher. See cooperating teacher
linguistics, applied. See applied	materials
linguistics	curriculum, attention to, 103
listening, 36, 39, 173-4	lesson planning and, 102–3
literature. See academic literature	for motivation, 134
Livingston, C., 107-8	Matlin, M., 212–13
"LL/LT types" (Language	Mayfield, V., 226
Learning/Language Teaching),	McCroskey, J. C., 173
119, 120f, 125	McEwan, H., 228
LoCastro, V., 151-2	McGrath, I., 66–7
Locke, 55	McKay, Sandy, 9
Lockhart, C., 66	McLoughlin, C. S., 22–3
"locus of control," 136	McMurray, D. L., 149-50
log writing, 22–3	McTaggart, R., 41
long-term professional development,	meetings, practicum-related, 33
4, 5, 20–2, 29–30, 32, 180–1,	mentoring
198, 200, 219. See also	by cooperating teacher, 219, 242n1
teacher development groups	to foster teacher-student
Lopes, L. P. Da M., 66–8	relationships, 163-4, 240n5
Loughran, J., 50	in lesson planning, 109
Loyola, Ignatius, 60	"metacognition," 104
Luther, Martin, 61	metacognitive scripts, teacher, 194, 196
Lyons, N., 90, 91	metacommunication, 73, 75



Method	student self-perceptions/
as conceptual framework, 122-3	conceptions and, 136-8
unsatisfactory in philosophy of	syllabus/curriculum level, 135-6
teaching, 51	teacher feedback as, 133
micropolitics, 86, 184	in teaching (ES/FL), 128-40
migrants, in ESL programs, 149	testing and, 134–5
Miles, M. B., 172, 174	Warm-up, 128
modeling, 164	You Try It activities, 138, 139–40
in place of explanations, 80	Moyer, Bill, 36–7, 39
in relationships, 164	Mulphin, H., 66–7
modern nations, education systems of,	multicultural education, 95
56, 235n15	"multistrand" syllabus, 27
Moll, L., 138-9	Murdoch, Iris, 90
monitorial system, eighteenth century,	Murphey, T., 134–5
221	Musumeci, D., 60–1
moral(s)	
psychology, 90, 237n4	Narayan, K., 24–3
tales, 40	narratives/histories, personal (teacher),
teaching and, 6, 84, 88–9	24–5, 39–40,196, 229
as values category, 87	National Board for Professional
Warm-up, 84	Teaching Standards, 199
working definition of, 87–8	National Education Association, U.S.
morality	(NEA), 93, 237n6
academic literature (TESOL) on,	code of ethics, 92, 215–16,
48–9	237n6
of political systems, 95	national educational policy, teachers
secondary school teacher on, 87	involved in, 94–5
Morrison, K., 77	nation-state, development of, 55,
Moscowitz, G., 162, 170	235n12
motivation	native English-speaking teachers,
across skill areas, 128, 239n1	with international orientation,
activities (lesson) for, 131–2	46
behaviorists on, 138	native/nonnative speakers of English,
classroom (S/FL), 130-3	use of terms, 234n9
competition and, 132, 137	"Natural Approach" teaching practice,
cultural allowances for, 132	236n21
definition, 129	needs analysis
determinants of, 130, 131	for establishing course goals, 18
discussion questions, 129, 132–3,	motivational research in, 135-6
134, 135, 139	networks, BAK (beliefs/
extrinsic rewards effect on, 133, 134	assumptions/knowledge), 114
materials for, 134	New York school improvement
openings (lesson framing) as,	programs, investigation of,
131	172



nineteenth century	organic model, of organization, 186-7
philosophies of schooling (from	"outcomes," as determinant of
Europe), 56–7	motivation, 130
"Reform Movement," 61	overhead projector (OHP), 82
Nisbett, R. E., 133	Oxford, R. L., 139
Noddings, N., 91, 164, 235n16	
nongovernmental organizations	pace, lesson, 69-72
(NGOs), 96, 97, 237n10	Pakistan, account of Pakistani teacher
nonnative English-speaking teachers,	in, 154
46	Paris, S. C., 138–9
nonskill-area-specific classroom	participation structures, 150
technique, 65–6	Passmore, J., 52
nonverbal aspects of teaching, S/FL, 72–8, 236n4	past experiences (ES/FL), of learners, 137–8
kinesics as, 74–6	Pateman, N., 228
proxemics (space) as, 73–4	pedagogical practices, moral/immoral, 48
voice as, 76–7	
non-Western education, 55, 58–9 non-Western science, 235n7	pedagogy critical, 18
normal school movement, 221	· · · · · · · · · · · · · · · · · · ·
Nunan, David, 31, 232n9, 237n9	culturally relevant/responsive, 178 mainstream child, 18
"nurturant" relationships, 164	teacher v. student goal-setting and, 17
observation, classroom, 28-33	writing, 175–6
anxiety induced by, 28-9, 32	peer coaching/observation, 31–2, 187
"apprenticeship of," 196	Pennington, M. C., 175–6
collaboration potential in, 30	personal development, 7–8, 57
as component of developing skills, 29–30, 233n4	personal narratives/histories (teacher), 196, 229
ground rules/procedures, 30-2	personal practical theories, 113–16,
peer, 31–2, 187	123–7
preobservation conference and, 31–2	student teachers' comments on, 125–7, 127f
as reflection process, 28–33	You Try It activities, 115–16
teacher comments on, 28–9	personal virtues, 89
You Try It activities, 32–3	personal writing, 22–4
Ogawa, R. T., 190	"personal-motive" needs, 132
Oliphant, Katrina, 203–14	persuasion, study of, 175
openings, lesson, 65–9, 131	Pestalozzi, 57, 62
You Try It (activity), 69	Peterman, F., 91–2
oral modality, combined with display	Peters, K. H., 30, 32
systems, 82	Phelan, A., 228
order, in classroom management	Philadelphia Teachers' Learning
(ES/FL), 143–5	Cooperative, 208, 213



Phillipson, R., 98	Plato, 54
philosophies of schooling, 53–62	Plumb, K., 208
Eighteenth-century European, 56	political actors, teachers as, 84
historical perspectives, 54–9, 60–2	political dimensions of academic
modern (Western), 55–6	literature (ES/FL), 85, 236n1
Nineteenth century (spreading from	political systems, morality of, 95
Europe), 56–7	politics
non-Western, 58–9	clientelistic, 86
oral-aural tradition in, 61	definitions of, 85–6
shared (Western/non-Western),	discussion questions, 86
58–9	micropolitics as, 86, 184
twentieth century, 57–8	understandings of, 86, 237n2
philosophy of teaching, 84	Porter, P. A., 22, 23
beginning, 50–1	portfolio. See students; teacher
cooperating teacher and, 228	portfolio
as culminating activity of	portfolio-based assessment, 135
course/practicum, 218	positionality, 3–4, 231n3
developing, 45–64, 91–2	positive virtues, 89
discussion questions, 59–60, 63,	Posner, G. J., 13, 15, 70
99	Potthoff, D., 222, 230
micro/macro, 52, 234n5	power imbalances, classroom, 86
misunderstanding of term, 51	practice, in relationships, 164
philosophy of education potential	practicum
for developing, 48, 52–3	action-research perspective within,
questions for, 48	42
statement, 200, 201–2	content of, 10–11
Warm-up, 45	duration of, 20–1
in written syllabus, 48	example of 15-week course in, 1,
You Try It activities, 50–1, 60, 63–4,	231n1
99	fostering professional development
philosophy(ies) of education, 2	beyond, 180
"analytic," 51–2	goal-setting in, 11–15, 103
within ES/FL context, 45–6	in MA, 5, 231n5
job interviews and, 52	lesson planning in, 101–3
potential for developing philosophy	strategic v. sequential approach to,
of teaching, 48, 52–3	11
Western/non-Western, 53, 235n9	support materials for, 2
Pierce, B. N., 137, 139	"pragmatism," school of, 57
planning. See lesson plans/planning;	Pratt, S., 154
teacher planning	pre-schoolers, study of (rewards), 133
coplanning as, 106, 109, 111,	preventative discipline, 147
222–3, 238n5	principals, decision-making by, 184
as "executive process" of cognition,	private language schools, 46, 154
103–4	"procedural explanations," lesson, 79



professional code of ethics. <i>See</i> code of ethics, professional	pupil-teacher system, eighteenth century, 221
professional development. See also	contary, 221
teacher development groups;	Raiser, L., 212
specific areas	rapport, 162–9, 177–9
goals, 12–14	Ratzlaff, H. C., 222, 223
long-term, 4, 5, 20–2, 29–30, 32,	reading(s)
180–1, 198, 200, 219	academic, as part of reflection
teachers (ES/FL), 4, 20–2	process, 43–4
professional education, 240n6. See also	professional, 194–5
teacher education	research, 184
teacher education subcategory of,	reflection
18	action research and, 40-2
professional knowledge	critical, 182–3
base, 8, 194, 195–6	double meaning of, 182
personalization of, 124, 238n3	"feelings" influence on, 196
professional organizations	processes for, 22–44
discussion questions, 98	reflective process/practice, 241n1
IATEFL, 96, 97	consciousness and, 197
international nongovernmental	efficacy and, 197
(INGOs), 96	flexibility, 197
non-governmental (NGOs), 96, 97,	questions, 182
237n10	social responsibility, 197
TESOL, 93, 96, 97, 98, 237n9	reflective teaching, 6–7, 113, 231n8
professionals abroad (TESOL), 99	concepts of, 181-3
program design, interactive/nonlinear,	development, 180-91
18	discussion questions, 183, 191
progressive movement	educational institutions support of,
1930s, United States, 17	183–91
in education, 57	narrower v. broader form of, 181
proprietary schools. See private	school structures supporting,
language schools	183–91
proscenium arch format (classroom),	"Reform Movement," nineteenth
73–4	century, 61
proxemics, 73–4	reform movement, public sector
psychology	education, 188, 242n6
ecological, 143	"relevance," as determinant of
introduction of, into education, 57	motivation, 130, 131
in lesson planning, 103–5	religions, ethical systems based on
moral, 90, 237n4	("fideist"), 89
social, of education, 143	research. See academic literature;
social, of language, 175	educational research
public sector education, reform	resistance to learning, 165–6
movement in, 188, 242n6	resources, classroom, allocation of, 86



responsibility, as virtue, 89	indifference to teacher development
review, summary model-based, 193–8	by, 203
discussion questions for, 198	local management of, 189
rewards	need for change in, 202
extrinsic, 133, 134	organization/structures, 183-91
preschoolers and, 133	performance metaphor (Cazden), 5,
Rich, J. M., 93	6
Richards, J. C., 9, 66, 69, 114	self-governing, 189
"rights," human, 90	social structures of, 183–91
Rilling, S., 154	state-building involvement with,
Roberts, C., 7	58
Rogers, B., 153	U.S., CORS study of, 188
"role," as socially constructed,	value systems, 47
232n13	school-based management (SBM),
role-playing, communication skills,	188–90
176–7	school-community based management
Romantic movement, eighteenth	(SCBM), 188
century, 17, 56, 235n16	schooling. See philosophies of
"rotating chair," for group interactions,	schooling
34	school-site autonomy, 189
Rousseau, Jean-Jacques, 55, 56, 60, 61,	school-wide-professional community,
235n16	188
Rueda, R., 138–9	Schubert, W., 114
rules, 145–9	science
Russell, T., 50	in Western philosophy, 53
	non-Western, 235n7
"safe-talk," 151	scripts
Sakai, A., 179	automatization and, 196
"salvation," education for purposes of,	metacognitive teacher, 194, 196
54	rewriting of, 6
SBM (school-based management),	second language
188–90	socialization, process of, 7
"scaffolding" concept, in group	teaching, Stern's general model of,
participation, 38	116–18, 117f
Schmidt, R. W., 129, 139	secondary school teachers, 87, 142
Schoener, Wendy, 71	self, transformation of, 8, 232n13
Scholl, M., 106	self-actualization, 8, 16, 57, 232n12,
Schön, D.A., 181	232n13
school(s), 6	"self-development," education for, 54
bureaucratic elements in, 186	"self-directed behavior," 12
charter, 189	
Charlet, 109	
	"self-efficacy," 136
as contested sites, 58 decentralized management of, 189	



Senior, R., 163	interprofessional relationships and,
seventeenth century (Europe), ethics,	171–7
90	rapport across cultures in, 177-9,
S/FL	241n13
classroom motivation, 130-3	rapport as, 162–9
Comenius as pedagogue of, 60–1,	student teachers' comments on,
62	167–9
contexts, 138–9	student-student relationships and,
"formal" v. "functional"	169–71
approaches, 61	teacher-student relationships and,
knowledge, conceptualizing, 112	162–9
learning, student motives for, 128	<i>Warm-up</i> , 161
programs, administrations of, 184	You Try It activities for, 174–5
teacher education curriculum,	social structures, of schools, 183–91
university-based, 6	Soros Foundation, 96
teachers as cultural boundary	South Africa, EFL classrooms in, 151
crossers, 7, 141, 145	space, use of, 73–4
teaching, non-verbal aspects of,	Spanish as SL teachers, filler activity
72–8, 236n4	devised by, 106
Shamim, Fauzia, 154	Sparks-Langer, G. M., 193-8, 193f,
Shavelson, R. J., 102	201
Shimahara, N. K., 179	speech. See voice
Short, K. G., 212–13	Spolsky, Bernard, 116, 117
"should" statements, 48, 122–3	"model of second language
Shulman, L. S., 195, 199-200	learning" by, 120-2, 121f
silence, value of, 36	Springer, E., 106
site-based management, 188	standardization, of teaching, 186
sixteenth century (Europe), Jesuit-run	state education systems, language
schools in, 221	teacher training by, 46
skepticism, value of, 8, 43–4, 195	state-building, schools involved with,
skill areas (ES/FL), 128, 239n1	58
Skrtic, T. M., 181, 184-6	Stern, H.H., 115, 116–18, 117f
Smith, D. B., 169, 171	"general model for second language
So, W. W-M., 105	teaching" by, 116–18, 117f
social constructivism, 18	on T2/T3 theories, 122
social critique, teaching and, 182	Stern, P., 102
social psychology, of education, 143	"story," sharing, 99, 237n11
social responsibility, in model of	Strevens, Peter, 116
teacher development,197	"learning/teaching theory" of, 119–20,
social skills, classroom community, 2,	120f, 125
161–79	student(s)
cultural dimensions of, 164, 166-8,	adult, 165, 170
176–9	applied linguistics, British (MA), 37
discussion questions, 167, 171	autonomy, 17–18



curiosity, 131, 239n4	on social skills, 167–9
demotivated, 137	on teachers as role model in Korea,
elementary, teachers of, 86-7, 142	94
feedback, 70	student-student relationships, 169-71
fourth/fifth grade (U.S.), study of, 132	student/teacher "feedback loop," 42–3 subjective theories, 114
gay/lesbian/bisexual, 92, 237n5	summary model-based review, 193-8
goals, shared with teacher, 14,	discussion questions for, 198
17–18, 19	supervised teaching, duration of, 5, 21
goal-setting v. teacher, 12-14,	supportive discipline, 148
17–18	syllabus/bi
immigrant, 85, 137	goal-setting in course, 14
international, in-group discussion,	modified for motivation, 136
37	motivation and, 135-6
Japanese, study of, 132	"multistrand" syllabus as, 27
journals, 43	philosophy of teaching in written, 48
motivation, 128–40	Syed, Z., 139
motives for S/FL learning, 128	
portfolios, 199	T2/T3 theories, Stern, H. H. on, 122
pre-schoolers, study of (rewards),	talking, as reflection process, 33–40
133	"talking to learn," 78
self-perceptions/conceptions,	"task," classroom, 144
136–8	teacher(s), 78–81. See also action
student teachers	research; cooperating teachers;
benefiting cooperating teachers,	student teachers
224–5, 243n5	of adults, 87, 142
benefiting from cooperating	alienation, 204–5
teachers, 226	Australian (ES/FL), study of, 163
finding placements for, 222	Australian (ESL), study of, 102
importance of voice in, 77	British (ESL), questionnaire
lesson planning by, 103, 238n2	surveying, 163
working with cooperating teachers,	burn-out, 204
219–30	Canadian (ESL), study of, 102
student teachers' comments, 3	change, 175–6
on conceptual frameworks, 125–7,	as "change agents" (ESL), 172, 174
127f	as cultural boundary crossers
on cultural differences, 156–9	(S/FL), 7, 141, 145
on dominant/nondominant speaking groups, 37–8	dealing with government policy (ESL), 85
on goals, 15–16	decision-making (ESL), 169
on issues of control, 159–60	different groups of (ES/FL), 46–7
on lesson planning, 109–10	divisions with administrators, 205
on personal practical theories,	effectiveness, research, 66
125–7. 127f	elementary, 86–7, 142



teacher(s) (cont.)	professional knowledge base, 8,
English writing (Hong Kong),	194, 195–6
175–6	research, 40. See also action
explanations, 79–80	research
feedback as motivation, 133	research, as graduation requirement,
future for (ES/FL), 202	218
German (EFL), 179	secondary, 87, 142
goal setting v. student, 12–14,	senior, 219
17–18	social role of, 5–6
goals, shared with students, 14,	social skills, 2, 161–79
17–18, 19	of Spanish as SL, 106
histories/narratives, personal, 196,	"talk/teacherese," 78–81
229	training for international sector
"hotspots," 124–5	(EFL), 46
involved in educational policy	unqualified, 203
(national), 94–5	U.S. (ESL), 47, 71
junior, 219–30	values, social/personal, 196
knowledge, 113, 123-4, 228	Teacher (Ashton-Warner), 114
Korean, of English, 158	teacher development
L2, 123–4	in conceptual understanding of
learning, 6–7, 7, 17, 232n9	practice, 113
in loco parentis, 46	CSL (Colton and Sparks-Langer)
lore, 114	model of, 193-8, 193f, 201,
master of ceremonies (MC) role of,	242n1
67	ES/FL, 2, 4–5, 10–11, 12–14, 20–2,
mathematics, study of, 107	231n5
metacognitive scripts, 194, 196	facilitating, 192–3
as models of behavior, 46, 94	lesson planning to foster, 101–2
moral life of, 88–9	school structures supporting,
moral responsibilities of, 84	183–91
native English-speaking teachers,	schools indifference to, 203
international orientation, 46	Warm-up, 192
networks, 204–5	teacher development groups, 21, 30,
nonnative English-speaking	183, 197, 203–14, 217
teachers, 46	activities, 208-10
nonverbally enhanced (ES/FL),	discussion questions, 213-14
81–3	goals of, 207–8
observation comments of, 28–9	leaders of, 208
Pakistani, in Pakistan, 154	logistics of, 205–8
personal narratives/histories, 196,	meeting place/time of, 207
229	members of, 205–6
as political actors, 84	organization, 208-11
professional development of	positive outcomes of, 212–13
(ES/FL), 4, 20–2	possible guidelines for, 210



Index 301

problems/issues in, 210-12, 242n2 English language, in Japan, 151–2, purposes of, 205 159-60 size of, 206-7 ES/FL, 86-9, 112-27, 128-40 skills for participating in, 33-7 hearing in language, 76 intuitive, 193, 242n3 teacher education curriculum, university-based isolation in, 204–5 knowledge base (ES/FL), 8, 194, (S/FL), 6 preservice course (Hong Kong), 195 - 613 - 14moral aspects of (ES/FL), 6, 84, professional education as 86-9 subcategory of, 18 motivation in (ES/FL), 128–40 TESOL, 220 multiple contexts (ES/FL) of, University of Hawai'i (EFL/ESL), 4 180 - 1teacher planning. See also lesson "Natural Approach," 236n21 plans/planning nonverbal aspects of (S/FL), 72-8, research (ES/FL), 102 236n4 studies of, 104-5 as performance, 72 teacher portfolios, 92, 198-202, 242n4 reflective, 6-7, 113, 180-91, 231n8 as guiding project, 218 social critique and, 182 You Try It activity, 201 standardization of, 186 teacher training. See teacher education; "structural-situational," 101 specific areas supervised, duration of, 5 teacher/child, height differential, 74 "teaching against the grain," 230 teacher-fronted classrooms, 70, 73-4 teaching college, 220 teachers helping teachers, 2, 162, teaching practice 197-8, 203 general aspects of S/FL, 4 teacher/student "feedback loop," observation of, 28-33 technology, educational, 81–3 42 - 3TES/FL, historical perspectives, 61–2 teacher-student relationships, 162-9, Tesh, J. S., 184-7 240n5 degrees of openness in, 164-5 TESOL (organization), 96 mentoring to foster, 163-4, 240n5 international intent for, 98 teaching. See also philosophy of international perspective of, 97, teaching; reflective teaching 237n9 conceptual map (SL) for, 14 professional codes of ethics and, 93, conceptualzing knowledge of 97, 237n9 ES/FL, 112-27 TESOL, field of. See also ELT; ES/FL context/culture-specific nature of, academic literature, morality and, 7-8 48-9 cooperative, 187 improving teaching (ES/FL), 230 culture and, 7-8 interchangeable terms of ES/FL, cybernetic metaphor, for, 42, ELT and, 1, 231n2 international nature of, 53 234n12 Direct Method, 61, 236n21 professionals abroad, 99



TESOL, field (cont.)	EFL/ESL teacher education at, 4
separation of theory/practice in, 123	MA, English as a Second Language
teacher education in, 220	(ESL), 1
TESOL Quarterly, 30	USSR, demise of, 96
tests/testing	utilitarian ethics, 90
in Japanese EFL contexts, 135	
motivation and, 134–5	"vagueness terms," English language,
"sit-down," 135	81
"thinking on one's feet," 106	value statements, teaching/learning,
Thorkildsen, T. A., 132	114
"three Ps," of lesson planning, 101	value systems, in schools, 47
"timbre," voice, 77	values
Titone, R., 60–1	in classroom management (ES/FL),
Tollefson, J. W., 62	142, 149–50
Tom, A. R., 87–8	ethics as conduct related to, 87
"training college," first, 221	in interpersonal relationships,
"transition points," in activities, 145	177–8, 241n14
"transmission," education as, 54	morals as category of, 87
trust, building, 166	social/personal, teacher's, 196
Turner, J. C., 138–9	van Manen, 106
Tuttle, Alan, 36–7, 39	Vera, J. L., 206, 207–8
twentieth century, philosophies of	"verbal mazes," 81
schooling, 57–8	virtues, personal/positive, 89
twenty-first century, globalization, 7,	voice
53, 62	attention to, 76–7
Tyler, R. W., 233n3	as classroom technique, 65-6
Tylerian model, of lesson planning, 102	culture and, 77
, 1	in group participation, 38
Ulichny, P., 71	in student teachers, 77
United Nations, 96	"timbre," 77
United States	volume of speech, 72
fourth/fifth grade students, study of,	. ,
132	Walter, G., 205-7, 208, 212
governmental promotion of English,	Walters, S., 163
98	Ware, L. P., 181, 184-6
lesson planning in, formulaic, 101	Warm-ups
MA (ES/FL) in, 231n5	classroom management (ES/FL),
mainstream education, 101	141
progressive movement (1930's), 17	classroom technique, 65
schools, CORS study of, 188	collaboration, 20
teachers, ESL, 47, 71	goal-setting, 10
University of Hawai'i	knowledge (S/FL), 112
College of Education M.E.T.	lesson planning, 100
program, 228, 243n6	moral/ethical responsibilities, 84



Index 303

motivation, 128 personal, 22-4 philosophy of teaching, 45 as reflection process, 22-8 social skills, 161 writing group, high school English teacher development, 192 teachers, 205 Watson, D., 205, 207 writing support program, for junior web-based education, 82 faculty women, 205 Weber, 185, 241n3 writing teachers, English language Western ethics, 89 (Hong Kong), 175-6 Western philosophy, science growing out of, 53 You Try It (activities) Wheeler, Charlene E., 35 classroom culture, 83 classroom technique, 78 whiteboards, use of, 82 "Whole Language" approach, 122-3, cooperating teacher, 230 disciplinary knowledge v. personal William, Godwin, 56 theories, 115-16 Wiseman D., 48, 49, 51 goal-setting, 14-15 Włodkowski, R. J., 171 group discussion, 39-40 Wolfe-Quintero, K., 199-201 journaling, 26 lesson, 69 Wolff, L. B., 206, 207-8 Wolfgang, C. H., 143 lesson planning, 111 Wong-Filmore, L., 66 motivation, 138, 139-40 Wood, P. O., 220 observation, 32-3 Woods, D., 101, 102, 104, openings/closings (lesson), 69 105, 107, 108, 113, 114, philosophy of teaching, 50-1, 60, 63-4, 99 125 "work system," classroom, 147 political/ethical assumptions, 92 "should statements," 123 writing dialogue journal, 25, 26-8, 160 social skills, 174–5 diary, 23, 233n3 teacher portfolio, 201 journal, 23, 24, 25, 26, 40, 43 teacher-to teacher introduction as, 8 legible, 82 $\log_{10} 22-3$ Zahorik, J. A., 219 pedagogy, 175-6 Zuck J. G., 30-1