Cambridge University Press 978-0-521-63569-1 - Understanding Expertise in Teaching: Case Studies in ESL Teaching Amy B. M. Tsui Index More information

Index

Subject Index

administration, and professional development of ESL teachers, 93, 96-9, 103	С
advanced beginners, and development of expertise, 11	с
alienation, Marx's theory of, 105	с
analytical awareness, and theoretical knowledge, 261	
analytical thinking, and concept of expertise, 13	c c
anonymity, and ethical issues in case studies, 77–8	C.
apprenticeship, of observation, 62, 86	
artificial intelligence, and concept of expertise,	
1, 10	C
assumptions, and beliefs, 61	C
avoidance strategy, and subject matter knowledge of teachers, 54–5	C
knowledge of teachers, 54–5	C
beliefs, and teacher knowledge, 59-63. See also	
values	C
Cantonese language, and ESL programs, 68, 74	~
case studies, of ESL teachers in Hong Kong: and	c
data analysis, 74–5; and data collection,	
72–4; and enactment of curriculum,	
193–223; and ethical issues, 76–8; and	
expertise of teachers, 4, 265–77; and lesson	d
planning, 187–93; and linguistic context, 67–8; and management of learning, 139–76;	d d
and nature of expert teacher knowledge,	u
246–65; and planning of curriculum, 177–87;	d
product writing and process writing, 225–43;	
professional development and life cycle of	d
teaching, 82–134; and school context, 69–70,	
102–3; and selection of subjects, 70–2; as	
units of analysis, 67 challenges, and development of expertise in	d
teachers, 272–7	d
classroom: instructional objectives and	
management of, 247-50; interactive phase of	d
teaching and events of, 32–6; and management	
of learning, 137–9; maximization	d
of for language learning, 150–1, 159–60; and process approach to writing, 237–8	e
cognitive processes, and stimulated recalls, 72	
cognitive psychology, and concept of expertise,	
2, 10	
competence, and development of expertise, 11	

onfidence, and professional development of ESL teachers, 118-19

onscious deliberation, and concept of expertise, 13, 14–17

onservatism, and professional development of teachers, 80-1

ontent knowledge, teacher knowledge as, 50-7 ontext: dialectical relationship between teacher knowledge and, 64; ESL teachers and linguistic, 67-8; ESL teachers and school, 69-70, 102-3; ESL teachers and relating to specific, 253-7

contingency plans, and lesson planning, 27

continuous process, expertise as, 17-20

oping, and pressure of teaching, 125-6

reativity, and concepts of teaching, 105

ulture, management of learning and creation of positive and supportive, 161

urricular knowledge, and concepts of teacher knowledge, 51-2

urriculum: case studies and enactment of, 193-223, 250-3; case studies and planning of, 177-87; pedagogical content knowledge and enactment of, 59

lata analysis, and case studies, 74–5

lata collection, and case studies, 72-4 lecision-making, and interactive phase of teaching, 31

levelopmental process, expertise in ESL teachers as, 265-77

liscipline: and management of learning by ESL teachers, 141-5, 154, 157-8, 166-7, 172; and professional development of ESL teachers, 108, 130-3. See also students

liscovery phase, of teaching, 79

lisengagement phase, in teachers' career cycles, 81

listributed expertise, and multiple expertise, 279 - 82

liversification phase, of teaching, 80

ducation, of teachers: and Postgraduate Certificate in Education program (PCEd), 71; relevance of studies of expertise for, 281-2; and teachers' beliefs and classroom practices, 63

303

Cambridge University Press 978-0-521-63569-1 - Understanding Expertise in Teaching: Case Studies in ESL Teaching Amy B. M. Tsui Index More information

304 Index

effective teachers, definition of, 34n4 efficiency: and interactive phase of teaching, 36, 38; in lesson planning, 29

- ESL (English as a Second Language), and case studies of teachers in Hong Kong: and enactment of curriculum, 193–223, 250–3; and lesson planning, 187–93; and linguistic context, 67–8; and management of learning, 139–76; and planning of curriculum, 177–87; and professional development, 82–90; and research on expertise in teaching, 3; and research on teacher knowledge, 136–7; and school context, 69–70; and selection of teachers as subjects, 70–2; and teaching of writing, 225–43
- ethics, and case studies, 76-8

ethnography, and research on expertise in teaching, 2

evaluation, and process approach to writing, 232–6

- experimentation phase, of teaching, 80, 266–7 expertise: case studies and development of,
- ⁷1–2, 265–77; case studies and nature of knowledge, 246–65; as conscious deliberation and organized knowledge base, 14–17; as continuous process, 17–20; definition of, 1; as intuition and tacit knowledge, 10–14; research on teaching and, 2–3; systematic study and theories of, 9, 20–1; and teacher education, 281–2
- expert teachers: identification of, 4–6; and interactive phase of teaching, 30–9; performance and development of expertise, 277–9; and preactive phase of teaching, 23–30; and schemata of knowledge, 39–41. *See also* teachers; teaching

explicit instruction, and grammar teaching, 198, 199, 206, 207, 212, 219

- exploration phase, of teaching, 79, 110–11, 266–7
- expression, and process writing, 242-3

family, and ESL teachers, 120, 121, 124

flexibility, in lesson planning, 28, 29-30

formal knowledge, and practical knowledge, 260, 261, 264, 265

- general pedagogical knowledge, and content knowledge, 58–9
- generative knowledge, and concept of situated knowledge, 49
- grammar teaching, and enactment of ESL curriculum, 194–201, 204–209, 211–16, 218–21
- group work: instructional objectives and classroom management, 248–50; and organization of learning by ESL teachers, 167–8, 173–5; and professional development of ESL teachers, 91; seating arrangements and management for learning, 158–9, 249

Hong Kong. See case studies; ESL

- images: of teacher and professional development of ESL teachers, 107, 116–17, 123, 126–8,
- 129, 133; and teacher knowledge, 59–63 immediate decisions, and interactive phase of teaching, 31
- implementation, of process approach to writing, 230–2
- improvisational skills, and interactive phase of teaching, 36–7, 38
- information-processing theory, and expertise studies, 2

interactive phase, of teaching, 30-9

interviews, with teachers and students, 73, 74 *Introducing Writing* (Harris, 1994), 100 intuition, and expertise, 10–14

knowledge: case studies and nature of expert teachers', 246–65; characterizations of teachers', 65–6; conscious deliberation and organized base of, 14–17; and content knowledge, 50–7; expertise as tacit form of, 10–14; expert teachers and integrated base of, 30; grammar teaching and development of, 200–201, 208–209, 215–16; management for learning and development of, 154–5, 161–3, 168–70, 175–6; reconceptualization of, 57–64; as reflective practice and personal practical, 43–8; research on ESL teachers and, 136–7; schemata of in teaching, 39–41; as situated knowledge, 48–50; and studies of expertise in teaching, 2–3

language, and teacher knowledge, 137. *See also* Cantonese language; ESL; target language

learning: and case studies of management of learning, 139–76; and case studies of professional development of ESL teachers, 85–8; classroom management and management of, 137–9, 247; organization of by ESL teachers, 145–7, 167–8, 173–5; pedagogical content knowledge and management of, 59; process writing and concepts of, 239–41. See also teaching lesson observation, and data collection, 72–3

- lesson planning: case studies and ESL curriculum, 187-93; and preactive phase
- of teaching, 25, 26–8. See also planning life cycle, and careers of teachers, 79–82, 82–135

long-term planning, and lesson plans, 26

Making of a Teacher, The (Grossman), 94 management of learning. See learning mental lesson plans, and lesson planning, 26–8

mentor teachers, and teacher education, 281 metaphors, and teacher knowledge, 59–63 mixed code, and school context in Hong Kong, 82

monitoring, and process approach to writing, 230-2

Cambridge University Press 978-0-521-63569-1 - Understanding Expertise in Teaching: Case Studies in ESL Teaching Amy B. M. Tsui Index <u>More information</u>

Index 305

- motivation, and establishment of teacher rapport with students, 151–3 multiple expertise, and distributed expertise,
- 279–82 narratives, and personal practical knowledge of
- teachers, 47–8 negative feedback, and grammar instruction,
- 198, 199 norms: and classroom management, 138; and
- management of learning by ESL teachers, 165, 173. See also routines
- novice teachers: and expertise as intuition and tacit knowledge, 10–11; identification of, 4–6; and interactive phase of teaching, 30–9; and preactive phase of teaching, 23–30; and schemata of knowledge, 39–41. See also teachers; teaching
- NUD*IST (computer program), 75
- observation, teachers and apprenticeship of, 62, 86
- obtrusiveness, and ethical issues in data collection, 76
- ownership, in teaching and professional development of ESL teachers, 109
- participation, and management of learning, 160
- pedagogical content knowledge: and integration of aspects of teacher knowledge, 247; and reconceptualization of teacher knowledge, 58–9; and theoretical framework for content knowledge, 51–2, 57
- performance, and development of expertise, 277–9
- personal practical knowledge, and studies of teacher knowledge, 45–8
- personal theories, and beliefs, 61
- planning: case studies and ESL curriculum, 177–87; preactive phase of teaching and models of, 23–4, 25, 26–8. See also lesson planning
- postulants, and expertise in teaching, 4 practical knowledge, and theoretical knowledge, 257–65
- preactive phase, of teaching, 23–30
- problematization, and expertise of teachers, 267–72
- problem-solving: concept of progressive, 271–2; and interactive phase of teaching, 37–8
- process approach, to teaching of writing in ESL programs, 99–101, 225–43
- Process Writing (White & Arndt, 1991), 100
- production practice, and grammar instruction, 198, 199, 206, 212, 219
- product writing, and process approach to teaching of writing, 225-8
- professional development: and case studies of ESL teachers, 82–134; and life cycle of teachers, 79–82
- proficiency, and development of expertise, 11 progressive focusing approach, for interviews, 73

- quality assurance, and administrative duties of ESL teachers, 97–8, 273
- reading, and enactment of ESL curriculum, 209–11, 216–18
- reassessment phase, of teaching, 80, 88-9
- reciprocity, and ethical issues in case studies, 77 reflection: and professional development of ESL
- teachers, 94–5, 115; and theory of professional knowledge, 16–17, 43–5
- reflective decisions, 31
- Reflective Practitioner, The (Schon, 1983), 44
- relationships: student-teacher and management of learning by ESL teachers, 151–3; student-teacher and professional development of ESL teachers, 102; teacher-researcher and ethical issues in data collection, 76–7; teacher-teacher and administrative duties of ESL teachers, 98–9
- religious organizations, and schools in Hong Kong, 69
- renewal phase, of teaching, 80
- resources, management of for ESL learning, 147–51
- revision, and process approach to writing, 242–3
- routines: and classroom management, 138–9; and decision-making, 31–2; and improvisational skills of teachers, 37; and management of learning by ESL teachers, 165, 173. *See also* norms

scheme of work, and planning of ESL curriculum, 177–87

- seating arrangements, and group work, 158–9, 249
- selectivity: and interactive phase of teaching, 38; and response of expert teachers to classroom events, 34, 35–6
- self, and personal practical knowledge of teachers, 62–3
- self-doubt, and case studies of professional development of ESL teachers, 88–9, 134
- semistructured interviews, with students and teachers, 73, 74
- serenity phase, of teaching, 80
- short-term planning, and lesson plans, 26 situated knowledge, teacher knowledge as,
- 48–50 situated possibilities, and specific contexts,
- 253–7
- social awareness, and professional development of ESL teachers, 106
- stabilization phase, of teaching, 79-80
- stimulated recalls, and data collection, 72
- structured input, and grammar instruction, 198, 199, 206, 212, 213, 219
- students: complaints from and administrative duties of ESL teachers, 98–9; evaluation and process approach to writing, 232–3; and management of learning by ESL teachers, 151–3; professional development of ESL teachers and relationships with, 102, 105–6,

Cambridge University Press 978-0-521-63569-1 - Understanding Expertise in Teaching: Case Studies in ESL Teaching Amy B. M. Tsui Index <u>More information</u>

306 Index

students (*cont.*) 121–3, 124, 128–9, 129–30. See also discipline; learning; relationships subject matter knowledge: and beliefs and values of teachers, 62; and content knowledge, 50n1, 51–2, 54–7, 58 substantial self, and teacher knowledge, 62 successful teachers, definition of, 34n3

target language, and ESL teaching, 136 teachers: and characterizations of knowledge, 65–6; identification of novice and expert, 4–6; and knowledge as content knowledge, 50–7; knowledge as reflective practice and personal practical knowledge, 43–8; and knowledge as situated knowledge, 48–50; and process approach to writing, 233–7; and professional development, 79–82; and reconceptualization of knowledge, 57–64; relationship with researcher and ethical issues, 76–7; research on ESL and knowledge of, 136–7; studies of expertise and education of, 281–2. See also case studies; education; ESL; expert teachers; novice teachers; students; teaching teaching: concepts of and professional

development of ESL teachers, 104–7; interactive phase of, 30–9; preactive phase of, 23–30; process writing and concepts of, 239–41; of reading, 209–11; research on expertise in, 2–3; and schemata of knowledge, 39–41. *See also* case studies;

Author Index

Adams, R., 79 Allaei, S. K., 229 Allwright, R., 193 Anderson, C. W., 58 Anderson, J., 39 Anderson, L. M., 138, 139 Anning, A., 62 Arndt, V., 100 Bacon-Shone, John, 68 Bailey, K., 193 Ball, D. L., 28, 40, 53, 58 Baughman, K., 3 Baxter, J. A., 5, 6, 54 Beijaard, D., 114 Belensky, J. F., 275-6 Bell, B., 62 Benner, P., 9, 12, 254, 256, 257 Bennert, N., 58, 61, 247, 281 Bereiter, C., 2–3, 4, 5, 6, 17–21, 29, 40, 41, 82, 99, 190, 243, 255, 257, 260, 264, 266, 271, 272, 274, 277, 278-9 Berliner, D. C., 2, 4, 5, 25, 28, 33, 34, 38, 41, 176, 193 Biddle, B. J., 53 Birmingham, C., 5 Blasé, Jq. J., 276 Bloom, B. S., 72

classroom; grammar teaching; learning; teachers; vocabulary teaching

- *TeleNex* (computer network), 71, 95, 103, 274, 280
- Technical Rationality model, of professional knowledge, 44
- textbooks: and professional development of ESL teachers, 97; and subject matter knowledge, 54–7
- theoretical knowledge, and practical knowledge, 257–65
- thoughts, and lesson plans, 28
- time, maximization of as resource for learning, 149–50. See also family
- understanding, and professional development of ESL teachers, 89–92
- University of Hong Kong, 71. See also education, of teachers

values: and professional development of ESL teachers, 106–107, 114, 127; and teachers' personal experiences, 61. *See also* beliefs

- video- and audio-recording, and data collection and analysis, 73, 75
- vocabulary teaching, and enactment of ESL curriculum, 201–204

writing, process approach to teaching of, 99–101, 225–43 written lesson plans, and lesson planning, 26–8

Bolton, Kingsley, 68 Borg, S., 63 Borko, H., 25, 26, 27, 36, 37, 39, 40, 64, 188, 193 Brookhart, S., 62 Brophy, J., 3, 31, 37, 40, 51 Brown, O., 79 Brown, S., 25, 27, 190 Buchmann, M., 52, 62, 262 Bullough, R. V., 3, 60, 62, 265, 266, 275, 276 Bunton, D., 68 Burden, P., 79 Butt, R., 62 Bygate, M., 136 Calderhead, J., 23, 24, 26, 27, 28, 31, 58, 60, 61, 62, 63, 72, 134, 138, 139, 145, 173, 178, 187, 190, 247, 258, 265 Carlsen, W. S., 52, 53 Carter, W. 4, 25, 27, 28, 24, 25, 40, 62 Carter, K., 4, 25, 27, 28, 34, 35, 40, 63 Chamot, A. V., 148 Chase, W. G., 15-16 Chesla, C. A., 9 Chi, M., 6, 9, 14–17, 20, 37, 257 Christensen, J., 79, 81, 277 Clandinin, D. J., 7, 47-8, 50, 60, 61, 63, 65,264

CAMBRIDGE

Cambridge University Press 978-0-521-63569-1 - Understanding Expertise in Teaching: Case Studies in ESL Teaching Amy B. M. Tsui Index <u>More information</u>

Index 307

Clark, C. M., 22, 23, 24, 25, 31, 32, 34, 35, 39, 72, 175 Clinchy, B. M., 275-6 Comeaux, M. A., 5, 6, 33, 37, 39 Conant, J., 63 Connelly, F. M., 7, 47–8, 50, 61, 63, 65 Connor, U. M., 229 Cooney, J. B., 5 Copeland, W. D., 5, 30, 35, 72 Corno, L., 34 Creek, R., 28 Crow, N. A., 60, 62 Cushing, K. S., 4, 25, 28 Dallop, P., 9 Demeulle, L., 5 D'Emidio-Caston, M., 5 Densmore, K., 258 Dewey, J., 46, 52 Doyle, W., 23, 30, 31, 34, 36–7, 63, 138, 175 Dreyfus, H. L., 6, 9, 10–14, 15, 16, 20, 29, 45, 257, 258, 259, 277, 278, 279 Dreyfus, S. E., 6, 9, 10–14, 15, 16, 20, 29, 45, 257, 258, 259, 277, 278, 279 Duncan, M. J., 53 Elbaz, F., 3, 7, 45–7, 50, 52, 61, 65, 76, 77, 177 Ellis, R., 136, 198, 200 Emmer, E. T., 138 Eraut, M., 16, 20, 45, 58, 257-8, 261, 274, 277 Erickson, G. I., 64 Ericsson, K. A., 18, 16 Evertson, C. M., 138 Farr, M., 6 Feiman-Nemser, S., 28, 58, 61, 62, 80, 262 Feltovich, P., 9, 37 Fessler, R., 79, 81 Field, K., 79, 80, 81 Floden, R. E., 58, 61 Fogarty, J. L., 28, 32, 35 Freeman, D., 3, 62, 64, 254 Fuller, F., 79, 81 Gairns, R., 204 Garrett, P., 136 Geoffrey, W., 30 Gilbert, J., 62 Glaser, R., 6, 9, 14-17, 20, 37, 257 Goldberger, N. R., 275-6 Good, T. L., 31, 37 Goodlad, J. I., 114 Goodson, I., 62–3 Grant, G. E., 60 Greeno, J. G., 5, 6, 54, 55, 138 Griffey, D. C., 27, 28 Grimmett, P. P., 64 Grossman, Pamela, 3, 51, 52, 54, 55, 57, 58, 59, 62, 63, 94, 193, 262 Gudmunsdottir, S., 54, 56 Harris, J., 100 Hashweh, M., 53

Haymore, J., 54 Hillocks, G. J., 59, 244 Housner, L. D., 27, 28 Huberman, M., 75, 79, 80, 81, 82, 93, 124, 265-6, 277 Jackson, P. W., 22, 30 James, C., 136 Johnson, K., 61 Johnson, M., 60 Johnston, S., 60, 62 Kagan, D. M., 23, 24, 27, 38, 60 Kass, H., 54 Katz, L. G., 80 Klein, G., 9 Knowles, J. G., 60, 62 Kounin, J. S., 23, 30, 138 Krashen, S., 136 Lakoff, G., 60 Lampert, M., 163 Lanier, J. E., 62 Lantz, O., 54 Lave, J., 48-9, 64, 67, 245, 246, 247, 258, 280 Lehrer, K., 61 Leinhardt, G., 3, 4, 5, 6, 7, 16, 28, 49, 50, 54, 55, 56, 138, 155, 197, 247 Leki, I., 229 Li, B., 3 Li, J., 227 Lightbown, P., 198 Lightfoot, S., 80 Little, J. W., 62 Livingston, C., 25, 26, 27, 36, 37, 39, 40, 188, 193 Lortie, D., 62, 86, 261 Luckman, T., 46 Lyons, N., 62 MacKinnon, A. M., 64 Marland, P. W., 32 Marton, F., 261 Marx, R. W., 23 McCutcheon, G., 23, 24, 26, 27, 190 McDiarmid, G. W., 53, 58 McIntyre, D., 25, 27, 190 McNamara, D. R., 58 Measor, L., 80 Miles, M. B., 75 Miller, E., 58, 247 Morine-Dershimer, G., 23, 24, 27, 31, 34 Munby, H., 54, 55 Natal, D., 5 Neale, D. C., 53 Nespor, J., 61 Newall, Allen, 9, 10 Ng, M., 229 Nicholson, S., 9, 136, 137 Noice, H., 9

Cambridge University Press 978-0-521-63569-1 - Understanding Expertise in Teaching: Case Studies in ESL Teaching Amy B. M. Tsui Index <u>More information</u>

308 Index

Noice, T., 9 Nunan, D., 3, 23-4, 35, 36, 279 O'Connor, J. E., 5 Oikkenon, S., 198 Olson, J., 5, 37, 139 O'Malley, J. M., 148 Pajak, E., 276 Pajares, M. F., 61 Parker, M. B., 58 Peterson, P. L., 5, 6, 22, 23, 24, 25, 31, 32, 33, 34, 35, 37, 39, 72, 175 Pinnegar, S., 25 Polanyi, Michael, 7, 43, 44, 65, 257 Powell, R. P., 60 Prick, L., 80 Putnam, R. T., 5, 6, 64 Rallis, S., 75 Raymond, D., 62 Redman, S., 204 Reiman, A. J., 81 Reynolds, A., 35, 176, 193 Reynolds, J. A., 54 Richards, J. C., 3 Richardson, V., 61, 244 Richert, A. E., 50–1, 52, 53, 193 Riecken, T. J., 64 Ringstaff, C., 54 Robson, M., 60, 61, 62 Rosenholtz, S. J., 262, 275 Rossman, G. B., 75 Rumelhart, D. E., 39 Russell, T., 54, 55 Rutherford, W., 136 Ryle, Gilbert, 7, 10, 43, 44, 65, 257 Sabar, N., 74, 76 Sabers, D. S., 4, 25, 28, 32–3, 34, 35, 175, 193 Sadro-Brown, D., 24 Scardamalia, M., 2-3, 4, 5, 6, 17–21, 29, 40, 41, 82, 99, 190, 243, 255, 257, 260, 264, 265, 271, 272, 274, 277, 278–9 Schein, E., 44 Schmidt, Ř., 136, 198 Schon, D. A., 7, 13, 16, 43–5, 60, 65, 243, 257, 265, 277 Schutz, Alfred, 46 Schwab, J. J., 47, 51 Scribner, S., 49 Sengupta, S., 225 Shavelson, R. J., 31, 32, 35 Shaw, J. C., 9, 10 Shorrock, S., 63, 134, 265 Shorrock, S., 63, 134, 265 Shulman, L. S., 3, 5, 7, 40, 50–4, 56, 57, 59, 65, 137, 193, 197, 247, 261 Sikes, P. J., 80 Simon, Herbert A., 9, 10, 15-16

Sirotnik, K. A., 114 Sloboda, J., 9 Smith, D. A., 54, 55 Smith, D. C., 53 Smith, K. A., 18, 16 Smith, L. M., 30 Snow, R. E., 31 Soder, R., 114 Solso, R. L., 9 Spada, N., 198 Sprinthall, L. T., 81, 277 Sprinthall, N. A., 81, 277 Stanley, J., 229 Stein, M. K., 5, 6, 54 Stein, P., 28 Stenhouse, L., 76 Stern, P., 31, 32, 35 Swanson, H. L., 5 Tabacknick, B. R., 258 Tanaka, Y., 198 Tang, A., 3 Tanner, C. A., 9 Tarule, J. M., 276 Taylor, P. H., 23 Tippins, D. J., 23, 24, 27, 38 Tonkyn, A., 136 Townsend, D., 62 Tripp, D., 142 Tsui, A. B. M., 68, 136, 137, 227, 229 Tyler, R. W., 23 Vallance, E., 34 Van Patten, B., 198 Veenman, S., 35 Verloop, N., 114 Vermunt, J. D., 114 Wang, M. C., 28 Welker, R., 6 Wenger, E., 48-9, 280 Westerman, D. A., 5, 25, 26, 28, 35, 36, 176, 187 White, R., 100 Williams, E., 136 Wilson, S., 50–1, 52, 53, 54, 56–7, 193 Wineburg, S. S., 54, 55, 56–7 Wodlinger, M. G., 32 Wolcott, H. F., 72 Wood, E., 281 Woods, D., 61, 136, 138, 178, 186 Woods, P., 73, 76, 77, 80 Yin, R. K., 67 Yinger, R. J., 23, 24, 26, 31, 72, 138 Yung, H. W. B., 61, 244, 246 Zahorik, J. A., 23

Zeichner, K. M., 258 Zsambok, C. E., 9