

# CONTENTS

Preface			vii
<b>Introduction</b>			<b>1</b>
		<i>Anne Burns and Jack C. Richards</i>	
<hr/>			
<b>Section 1</b>		<b>The Landscape of Second Language Teacher Education</b>	<b>9</b>
<b>Chapter 1</b>		The Scope of Second Language Teacher Education <i>Donald Freeman</i>	11
<b>Chapter 2</b>		Trends in Second Language Teacher Education <i>Karen E. Johnson</i>	20
<b>Chapter 3</b>		Critical Language Teacher Education <i>Margaret Hawkins and Bonny Norton</i>	30
<b>Chapter 4</b>		Social and Cultural Perspectives <i>Charlotte Franson and Adrian Holliday</i>	40
<hr/>			
<b>Section 2</b>		<b>Professionalism and the Language Teaching Profession</b>	<b>47</b>
<b>Chapter 5</b>		Second Language Teacher Professionalism <i>Constant Leung</i>	49
<b>Chapter 6</b>		Certification and Professional Qualifications <i>Susan Barduhn and Jenny Johnson</i>	59
<b>Chapter 7</b>		Standards and Second Language Teacher Education <i>Anne Katz and Marguerite Ann Snow</i>	66
<b>Chapter 8</b>		Assessment in Second Language Teacher Education <i>Donald Freeman, Melinda McBee Orzulak, and Gwynne Morrisey</i>	77
<b>Chapter 9</b>		Teacher Preparation and Nonnative English-Speaking Educators <i>Lía D. Kamhi-Stein</i>	91
<b>Chapter 10</b>		“Trainer Development”: Professional Development for Language Teacher Educators <i>Tony Wright</i>	102
<hr/>			
<b>Section 3</b>		<b>Pedagogical Knowledge in Second Language Teacher Education</b>	<b>113</b>
<b>Chapter 11</b>		The Curriculum of Second Language Teacher Education <i>Kathleen Graves</i>	115

<b>Chapter</b>	<b>12</b>	Knowledge About Language <i>Nat Bartels</i>	125
<b>Chapter</b>	<b>13</b>	SLA and Teacher Education <i>Rod Ellis</i>	135
<b>Chapter</b>	<b>14</b>	Acquiring Knowledge of Discourse Conventions in Teacher Education <i>John S. Hedgcock</i>	144
<b>Section 4</b>		<b>Identity, Cognition, and Experience in Teacher Learning</b>	<b>153</b>
<b>Chapter</b>	<b>15</b>	Personal Practical Knowledge in L2 Teacher Education <i>Paula Golombek</i>	155
<b>Chapter</b>	<b>16</b>	Language Teacher Cognition <i>Simon Borg</i>	163
<b>Chapter</b>	<b>17</b>	Teacher Identity <i>Jennifer Miller</i>	172
<b>Chapter</b>	<b>18</b>	The Novice Teacher Experience <i>Thomas S. C. Farrell</i>	182
<b>Chapter</b>	<b>19</b>	Teaching Expertise: Approaches, Perspectives, and Characterizations <i>Amy B. M. Tsui</i>	190
<b>Section 5</b>		<b>Contexts for Second Language Teacher Education</b>	<b>199</b>
<b>Chapter</b>	<b>20</b>	Teaching and Learning in the Course Room <i>Gurmit Singh and Jack C. Richards</i>	201
<b>Chapter</b>	<b>21</b>	School-Based Experience <i>Michael K. Legutke and Marita Schocker-v. Ditzfurth</i>	209
<b>Chapter</b>	<b>22</b>	Language Teacher Education by Distance <i>David R. Hall and John S. Knox</i>	218
<b>Chapter</b>	<b>23</b>	Technology and Second Language Teacher Education <i>Hayo Reinders</i>	230
<b>Section 6</b>		<b>Second Language Teacher Education Through Collaboration</b>	<b>239</b>
<b>Chapter</b>	<b>24</b>	Collaborative Teacher Development <i>Bill Johnston</i>	241
<b>Chapter</b>	<b>25</b>	The Practicum <i>Jerry G. Gebhard</i>	250
<b>Chapter</b>	<b>26</b>	Mentoring <i>Angi Malderez</i>	259
<b>Chapter</b>	<b>27</b>	Language Teacher Supervision <i>Kathleen M. Bailey</i>	269

---

<b>Section 7</b>	<b>Second Language Teacher Development Through Research and Practice</b>	<b>279</b>
<b>Chapter 28</b>	Second Language Classroom Research <i>Sandra Lee McKay</i>	281
<b>Chapter 29</b>	Action Research in Second Language Teacher Education <i>Anne Burns</i>	289
<b>Chapter 30</b>	Reflective Practice <i>Jill Burton</i>	298
<b>Author Index</b>		309
<b>Subject Index</b>		317
<b>Acknowledgments</b>		325