

CAMBRIDGE BOOKS FOR LANGUAGE TEACHERS

剑桥英语教师丛书

Beyond Training

超越专业技术训练

Jack C. Richards 著

外语教学与研究出版社
人民教育出版社
剑桥大学出版社

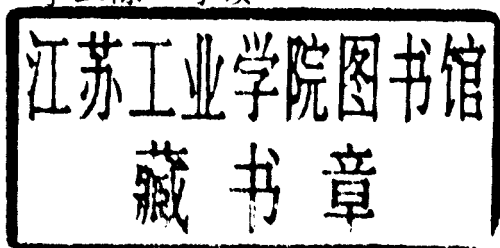
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(京)新登字 155 号

京权图字: 01 - 2000 - 2516

图书在版编目(CIP)数据

超越专业技术训练/(英)理查兹(Richards, J. C.)著;李玉陈导读.-北京:外语教学与研究出版社,2000

ISBN 7-5600-2144-1

I. 超… II. ①理… ②李… III. 外语教学-师资培训-英、汉 IV. H09

中国版本图书馆 CIP 数据核字(2000)第 87880 号

Licensed edition for sale in People's Republic of China only.
Not for export elsewhere.

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This edition of *Beyond Training* by Jack C. Richards is published by arrangement with the syndicate of the Press of the University of Cambridge, Cambridge, England.

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策划编辑: 申 蕾

责任编辑: 杨学义

执行编辑: 邓晓娥

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京市鑫鑫印刷厂

开 本: 650×980 1/16

印 张: 14.75

版 次: 2001 年 1 月第 1 版 2001 年 1 月第 1 次印刷

印 数: 1—8000 册

书 号: ISBN 7-5600-2144-1/G·987

定 价: 19.90 元

* * *

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总序

刘润清

外研社和人教社联合推出这套“剑桥英语教师丛书”，以配合全国中小学英语教师的培训工程。付印之前，他们把这套丛书拿给我看，并让我写个总序。说实话，一看到这20个书名，我就十分喜欢，因为它们都是外语教师培训中经常提到的题目；再看作者，大部分是应用语言学领域里颇有名气的研究者，如 Gillian Brown, William Littlewood, Jack C. Richards, David Nunan 等，于是我就愉快地接受了他们给我的任务。

我翻阅了这20本书，并阅读了《面向21世纪教育振兴行动计划》和其他有关中小学骨干教师的培训计划和实施方案。可以说，“剑桥英语教师丛书”涉及的知识面广（包括外语教学理论、外语教学实践、外语测试理论、外语教学研究中的方法），内容实用，文字通俗易懂，是中小学英语教师培训的好教材，它的引进出版必将加强外语专业的教材建设，一定会推动基础外语教育的改革。

细心的读者会发觉，在英语文献中，师资培训这个概念已变化三次。开始，人们都使用 teacher training 一词，但后来许多人认为，training 一词更多是指技术、手艺上的培训，是培训教书工匠的，对教师的通才教育和智力开发是不加过问的。于是出现了 teacher education（师资教育）这一用法，意思是说，这种培训不再只教给老师明天的听力课或阅读课如何去上，而是开设普通语言学、应用语言学、语言测试和评估、科研方法等课程，提高教师的理论意识，扩展他们的思维空间，很像我们讲的素质教育。但是，后来人们还是觉得“师资教育”对教师限制多了一些，因为这仍然只是把现成的理论或发现告诉教师。于是，最近常使用的概念叫 teacher development（师资发展），更加强调在“教育”的基础上，鼓励教师去反思自己的教学，观察自己的课堂行为，评估自己的教学效果，开展“教学行为中的科研”（action research），也就是说，教给教师如何在教学实践中验证别人的发现，形成自己的信念，反思自我，使每一次决定都有根有据，每一

个判断都有理论支持。此外,还有一个中性的词叫 teacher preparation。这里不妨引用两段话加以说明。在 *Beyond Training* 一书中,作者强调说: Without discounting the importance of basic teaching skills in teacher preparation, the orientation to teaching discussed in this book is an attempt to look beyond these dimensions of teaching to the beliefs, knowledge, and thinking that underlie their successful use. The argument pursued throughout the book therefore is that teacher education needs to engage teachers not merely in the mastery of rules of practice but in an exploration of the knowledge, beliefs, attitudes, and thinking that inform such practice。在 *Second Language Teacher Education* 一书中,作者说: An alternative approach to the study of teaching and to the development of goals for teacher preparation programs is the examination of the total context of classroom teaching and learning in an attempt to understand how the interaction between and among teacher, learner, and classroom tasks affect learning. This can be called a holistic approach, since it focuses on the nature and significance of classroom events and involves both low-inference and high-inference categories. Such an approach implies different goals for teacher preparation: “Holistic approaches work towards training goals not all of which can be broken down into individually verifiable training objectives, and they stress the development of personal qualities of creativity, judgement and adaptability... The formulative or prescriptivist nature of a mere ‘Vocabulary training’ approach to [teacher training in TESOL] is contrasted by holists with an ‘education’ in more general principles”。(Britten, 1985a: 113)

“中小学骨干教师国家级培训方案”恰好符合“师资发展”这个基本精神。文件规定的培训内容包括:1. 教育理论与教学技能。着眼于提高中小学教师的理论文化素养,开拓视野,更新知识结构,提高职业成熟度,增强学术能力和自我提高能力;2. 教育教学实践与考察。着眼于提高中小学教师在教学中实施素质教育的能力,加强理论指导教学实践的能力,为形成教学风格和教学特色打基础;3. 课程研究。着眼于提高中小学教师的科研意识和研究能力,善于发现和掌握教育教学规律,善于反思性地总结,增强创新能力。这套“剑桥英语教师丛书”为这个实施方案的落实提供了教材上的保证。这 20 本书中,有几本是关于外语教学理论的,如 *Foreign and Second Language Learning*、*Psychology for Language Teachers*、*Affect in Language Learning*、*The Context of Language Teaching*, 有几本是关于语言教学技能和实践的,如 *Teaching Listening Comprehension*、*Devel-*

oping Reading Skills、*Beginning to Write*、*Lessons from Nothing*、*Teaching the Spoken Language* 等;有两本是关于语言测试与评估的: *Testing for Language Teachers* 和 *Classroom-based Evaluation in Second Language Education*;有两本是关于外语教学中的科研方法的: *Understanding Research in Second Language Learning*、*Action Research for Language Teachers*;还有三本是关于师资发展的: *Second Language Teacher Education*、*Beyond Training* 和 *Reflective Teaching in Second Language Classrooms*。有关教师培训的这三本书也可以看作是有关教育理论和外语教学理论的著作。对一项中小学英语教师培训来说,这样几种内容就是足够用的了。

我建议,本套丛书的使用者注意两点:第一,这套书不仅仅传授技巧,更重要的是提供思想和方法;不是提供对问题的现成答案,而是告诉你各种理论观点和看法;阅读它们的最终目的不是要知道一篇课文如何来教,而是要知道如何进行创造性的思维。换句话说,这套书不是培训“教书匠”的,而是培训善于思考的教师和研究者的。每位语言教师对外语应该如何教和如何学都是有自己的信念的,只是有的教师的信念不可明白而已。学习语言教学理论,就是把你的信念理论化,让你在见到多种不同看法之后,根据自己的经历,形成自己的、有根有据的、可以言明的教学观点,并在实践中不断完善这种观点。只有这样,你在将来的实际工作中所作的决定才不是盲目的,而是有根据的,有一种自我反思和自我纠正的机制。

第二,本套丛书的读者应该努力初步掌握外语教学中的科研方法,学会设计小型的科研项目,学会进行课堂观察,设计问卷,经常写教学日志,会抽样,会收集各种数据,会统计和分析数据等。一旦学会进行研究,教学过程就不会再那么枯燥(因为你随时都在反思眼前所发生的一切),学生的语言错误不再那么令人愤怒(因为学生的中介语系统能告诉你许多鲜为人知的学习理论),教、学、科研将会成为一个有机的整体(教与学不断向科研提出新的问题;科研不断反馈于教和学)。可以设想,如果我们的绝大部分中小学英语教师都能做到以上两点,我国的基础英语教育会出现质的变化。

祝贺“剑桥英语教师丛书”在我国出版!

祝中小学英语教师国家级培训工程圆满成功!

Foreword

We have operated for a long time, in the education of second language teachers, as if we knew what we were doing. Or, perhaps more accurately, as if we knew how what we were doing would serve those who were learning to teach. The assumption was that the delivery of teacher education programs and activities was the key to success, and that learning to teach was a by-product of good raw material – capable trainees and skilled trainers – solid designs in short- and long-term training programs, and well-structured teacher-training materials. Delivery was thus synonymous with training, and *training* meant teaching people how to do the work of teaching. Underlying the various surface aspects of delivery, however, lay a rich and complex learning process, the process of learning to teach. Focusing on this learning process, as distinct from the delivery mechanisms, changed our perspectives in important ways. Principally, the shift in focus moved second language teacher education from concern over what content to deliver, and how to deliver it, to the broader and more ambiguous questions of how the content of language teaching is learned and therefore how it can be taught most effectively. The change is as fundamental as it is disorienting, for some, and energizing, for others. But basically, once we recast the focus of teacher education, to move it beyond training to core questions of learning to teach, the landscape of our work is changed permanently.

In this book, Jack C. Richards presides over the change. He brings together, in one volume, papers and talks that he has given over the past several years which open up this landscape. The work is noteworthy for two reasons: the conceptual tools and schemes that he assembles and the overall structure into which he sets these concepts. Just as furniture from a showroom looks better when it is integrated into the space and existing material of a particular room, Richards brings together ideas that have been in recent circulation in second language teacher education but have yet to be clearly set down in relation to one another. In so doing, he performs an invaluable service to our field by recognizing this change in direction in our thinking, and by drawing together useful tools to chart its development.

In the first chapter, Richards begins this mapping process by defining the scope of second language teacher education as he sees it. Defining the scope, or what has been called the *knowledge base*, of second language

teaching is not a new undertaking. Beginning two decades ago, Stevens (1976), Spolsky (1978), and Kaplan (1980), among others, proposed various frameworks or models for the relationship between language teaching and the various academic disciplines that inform it, such as psychology, sociology, and linguistics. In fact, Stern's book, *Fundamental Concepts of Language Teaching* (1983), presents a comprehensive summary of the work to date that bears on a general model of language teaching. These antecedents differ significantly from the current work, however. Although they ranged in scale from the specificity of what Larsen-Freeman (1990) called a *theory of second language teaching*, which includes knowledge of language learners, learning, and pedagogy, to the breadth of Stern's (1983) T¹ type theory, which positions language teaching within the larger social and disciplinary milieu, they all took the enterprise of language teaching as their point of departure. The second language teacher is viewed as a dimension of the activity, not the primary focus. But to understand how to educate second language teachers, one must examine and ultimately understand not only the processes of teaching but also the thinking of the teacher (Freeman 1995). And one must examine how that thinking is learned. It is this focus on learning to teach that has pushed professional thinking beyond training to an examination of the full complexity of second language teacher education.

The concept of *second language teacher education* is central to Richards' work in this volume. It has always been an awkward, and at times undefined, hybrid, however. The ways in which we have grouped these four words have shifted over the past ten to fifteen years, implicitly reflecting the shifting conceptual emphasis in our work. In the idea of teacher training, on which the field has been based, we emphasized *second language teacher education*. The focus was, as I said earlier, on how to educate people to teach second languages, and *education* was largely synonymous with *training*. The distinction was thus drawn between the content, that is, the second language, and person of the teacher, on the one hand, and the process, that is, education, on the other. We tended to pay far more attention to the former than to the latter. In fact, until the second half of the 1980s, education was essentially defined as training or delivery of whatever we knew or thought was important about teaching second languages. The complexities of how that knowledge of teaching might be learned or taught were not a central concern. Although some writers in the field had begun to conceive of a hierarchy of functions among teacher training, development, and education (e.g., Freeman 1982; Larsen-Freeman 1983), interest in delineating how people learned to teach was hardly widespread. By 1990 the emphasis in the phrase had begun to shift in earnest to *second language teacher education*. Now the distinction was drawn between second language, as the content or subject matter, and the processes of teacher education, and within teacher

education were housed the allied processes of teacher training and teacher development.

In a sense, the publication of Jack Richards and David Nunan's book *Second Language Teacher Education* (1990) marked a major opening in teacher education in the field, as the authors wrote in their preface: "The field of teacher education is a relatively underexplored one in both second and foreign language teaching. The literature on teacher education in language teaching is slight compared with the literature on issues such as methods and techniques for classroom teaching" (p. xi). However, although this work marked a clear move toward examining teacher education in its own right, the notion that learning to teach might itself be a process worth examining and theorizing about had not yet fully taken hold. Thus the relationship between the teaching of teaching and the learning of teaching was still to be examined. Understanding teacher education presented one set of issues; understanding teacher learning presents another. And linking the two is, indeed, a third area of work. In the past ten years, the work on understanding teacher education, its conditions, designs, and processes, has grown and indeed has flourished; this book provides some good examples, as in Chapters 6 and 10. Work on understanding teacher learning, although more recent (e.g., Freeman and Richards 1996), is evolving.

Work remains to be done, however. As a process, teacher learning suggests many questions and directions that have heretofore been ignored or not considered. These include notions of adult learning and development, as in the study of professional life spans, teaching as a career, stages in professional development and so on, the role of socioinstitutional contexts in learning, for example in teacher socialization, and the contingent nature of teachers' knowledge, as Richards discusses in Chapters 5 and 6. Because of its complexity, this terrain of learning to teach is largely uncharted; and there are, as yet, few agreed-upon constructs with which to map it. To do so involves conceptualizing the teacher's inner world and his or her interactions – both in actions and in thought – with the multiple and embedded teaching contexts of institution, students, curriculum, and materials. In terms of the phrase *second language teacher education*, charting the terrain of learning to teach has to encompass an examination of the person of the second language teacher, and how he or she thinks, and the process of *education*, and how he or she learns.

In the structure of this volume, Richards outlines one map of this terrain. He begins, in Chapters 2 and 3, by describing teachers' thinking and cognitive activity as the focus of this work. This point of entry moves us beyond training, as his title suggests, to examine how "to engage teachers not merely in the mastery of rules of practice but in an exploration of the knowledge, beliefs, attitudes, and thinking that

inform such practice” (p. xiv). This domain, which Walberg (1977) first called teachers’ mental lives, is a complicated one, primarily because it is not directly accessible, and so it requires the investigator to make assertions about how it might be organized (see, e.g., Freeman 1996: 736–44). This is what Richards does in Chapters 4 and 5 when he discusses teachers’ decision making and pedagogical reasoning as constructs for examining teachers’ thought processes. Then, from this inner, private world of teachers’ thinking, Richards’ discussions move outward, in Chapters 6 and 7, to the public world of teaching. He examines how teachers’ decisions and reasoning are enacted through planning and conducting lessons (Chapter 6) and through using teaching materials and texts (Chapter 7). Here the move beyond training is quite clear. From the standpoint of delivery, one would be concerned with how best to train teachers to plan lessons or use textbooks; from the perspective of learning to teach, one wants to study, as Richards does, how lesson planning or the use of texts actually operates, and how thinking guides these public enactments of teaching.

In the last three chapters, Richards turns to the process of educating second language teachers. In Chapters 8 and 9, he discusses two popular means of accessing and working with teachers’ thought processes: observing and talking about teaching (Chapter 8) and writing about teaching (Chapter 9). Both procedures serve, in Richards’ view, the development of reflective practice because they engage teachers in reviewing and rethinking what they are doing. This technical view of reflection is quite useful in again illuminating how this approach differs from the emphasis in teacher training on carrying out teaching activities “correctly.” Here the emphasis is on the teacher examining his or her own reasoning and responses to see how these achieve – or do not achieve – the intended ends. Other writers will point out that this technical focus marks one end of the reflective practice continuum that, at the other end, extends to critical reexamination of the teacher’s role, the structure of curricula and materials, and the function of schools in establishing and maintaining social values and order (e.g., Zeichner and Liston 1996). Chapter 10 ends the book with a case study of a teacher education program that advances this cognitive view of learning to teach.

In *Beyond Training*, Jack Richards continues to establish the ground of second language teacher education. He does so by reviewing and compiling recent work in a fashion that creates a feasible map of this territory. In laying out a view of the principal elements and directions of how teachers think about their work, he helps to refocus the attention of the teacher education community in our field from an exclusive concern for how teaching gets done to a more comprehensive view of how teachers think in doing that work, and how they may learn to do it. The ultimate test of this redirection lies with students in the classroom, however. Our

aim must not be simply to complicate second language teaching, and what goes into it. Rather, it should be to strengthen both the practice and the professionalism of second language teaching by better understanding the work that second language teachers do and how professional preparation can best serve them in that work.

Donald Freeman

Credits

Chapter 1: From G. M. Jacobs (ed.), *Language Classrooms of Tomorrow: Issues and Responses*, Anthology Series 38, RELC, Singapore, 1966. **Chapter 3:** From “Teachers’ Maxims in Language Teaching,” by Jack C. Richards, 1996, in *TESOL Quarterly*, 30, 281–296. Copyright 1996 by Teachers of English to Speakers of Other Languages, Inc. Adapted with permission. **Chapter 4:** From J. C. Richards, *The Sources of Teachers’ Instructional Decisions*, in J. E. Alatis (ed.), *Educational Linguistics, Cross Cultural Communication, and Global Interdependence*, Georgetown University Round Table on Languages and Linguistics, 1994. **Chapter 5:** From J. C. Richards, “A Comparison of Pedagogical Reasoning Skills in Novice and Experienced ESL Teachers,” *RELC Journal* 26(2), Singapore, 1995. **Chapter 7:** From J. C. Richards, “Beyond the Textbook,” *RELC Journal* 24(1), 1993. **Chapter 8:** From “Teacher Development Through Peer Observation,” by Jack C. Richards and Charles Lockhart, in *TESOL Journal*, pp. 7–10. Copyright 1992 by Teachers of English to Speakers of Other Languages, Inc. Adapted with permission. **Chapter 9:** From J. C. Richards and B. Ho, *Reflective Thinking through Journal Writing*, National Centre for English Language Teaching and Research, Macquarie University, NSW, Australia, May 1993. **Chapter 10:** From J. C. Richards and M. Pennington, “The First Year of Teaching,” *Language Teaching Research* 1(2), 1997, Arnold Publishers, Hodder Headline Group, London.

Preface

This book concerns the beliefs, theories, knowledge, and practices of second language teachers and how these can become the focus of teacher education. The chapters examine a range of interconnected questions confronting anyone involved in the preservice or in-service education of language teachers or the design and evaluation of teacher development programs:

- How is the field of second language teacher education (SLTE) defined, and what does it encompass?
- On what theories, research, and practices is SLTE built?
- What knowledge base is appropriate for preservice and in-service teachers?
- What beliefs and principles do teachers hold, and how do these influence their practice?
- What constitutes skill and expertise in second language teaching?
- What role does experience play in the development of language teachers?
- What kinds of activities can facilitate the professional development of teachers?
- What is the relationship between the content of a teacher education program and the practices of its graduates?

These are the kinds of questions I have had to reflect on in my most recent experience in teacher education and program development. From 1989 to 1996 I served as head of a new Department of English at the City University of Hong Kong and, together with a group of exceptional colleagues, was responsible for developing both preservice (BA TESL) and in-service (MA TESL) degrees for teachers and teachers in training. At the same time, the university itself was implementing a variety of programs and initiatives designed to ensure the quality of its programs, teaching, and research as well as the long-term professional development of its academic staff. This book results from this experience, which took place in a city that provided a fascinating context for exploring the dynamics of language teaching and teacher education in a bicultural environment.

The book reflects changes in how I have come to understand my own work as a teacher educator over the years, as well as changes in the philosophy informing the field of SLTE. The title of the book – *Beyond*

Training – reflects this reorientation away from *training* as the primary focus of teacher preparation toward one that seeks a more holistic approach to teacher development, built on the notion of the teacher as *critical and reflective thinker*. By a *training perspective*, I am referring to a technical view of teaching which assumes that teaching can be defined in terms of a specified set of effective teaching practices and competencies, that these can be taught and tested, and that their application is sufficient to produce good second language teaching. Such competencies, or skills, are often identified with procedural and managerial aspects of teaching, such as lesson planning, rules and routines for classroom management, strategies for setting up grouping and seating arrangements, ways of opening and closing lessons, techniques for effective questioning, eliciting, and giving feedback.

Without discounting the importance of basic teaching skills in teacher preparation, the orientation to teaching discussed in this book is an attempt to look beyond these dimensions of teaching to the beliefs, knowledge, and thinking that underlie their successful use. The argument pursued throughout the book therefore is that teacher education needs to engage teachers not merely in the mastery of rules of practice but in an exploration of the knowledge, beliefs, attitudes, and thinking that inform such practice. This is a long-term process for which teacher education programs can establish only the starting point.

The opening chapter presents a framework for the book as a whole and identifies six domains of content and knowledge which I see as constituting the knowledge base of SLTE, namely, general theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge. The role of these dimensions of teacher knowledge and expertise is explored from different perspectives throughout the book.

Part I examines two different types of teaching theories that influence the beliefs and practices of teachers. Chapter 2 examines theories of teaching derived from research, theory, or practice and how these lead to different assumptions about the role of teachers and the nature of teaching skills. A number of theories of teaching are discussed, including science-research conceptions, theory- and values-based conceptions, and art-craft models of teaching. This chapter emphasizes the importance of reflecting on the theories, assumptions, and values underlying our teacher education practices, and the need to clearly articulate the teaching principles that a second language teacher education program seeks to impart to its graduates. Chapter 3 examines teachers' implicit theories of teaching and introduces the notion of teaching maxims, or personal working principles that teachers develop and that account not only for their interpretation of good practice but also provide the source for many of the interactive decisions teachers make while they teach.

Part II presents several perspectives on the nature of teacher thinking. Chapter 4 draws on research into teacher cognition and examines the effect of teachers' belief systems on their understanding of good teaching practice, as well as the effects of interactive decision making on classroom processes. The importance of focusing on teachers' cognitive and interpretative skills in teacher development activities is emphasized. Chapter 5 addresses the nature of teachers' pedagogical reasoning skills and the different kinds of thinking employed by novice and experienced teachers in planning lesson content. It also looks at the contributions to pedagogical reasoning of subject matter knowledge and experience. Chapter 6 examines teachers' use of lesson plans. The comparison of less experienced and experienced teachers' use of lesson plans demonstrates that a central dimension of teaching is "improvisational performance," or the ability to teach interactively and creatively while drawing on lesson content, plans, and student feedback to negotiate instruction on a moment-to-moment basis.

Practices in teacher education are the focus of Part III. Chapter 7 examines the role of textbooks in teaching, and considers the extent to which textbooks enhance or hinder creative teaching. The notion of deskilling is examined, and activities that attempt to develop teachers' ability to use textbooks critically and creatively are illustrated. Chapter 8 looks at how classroom observation activities can be used to move beyond a focus on teaching behaviors to assist teachers in developing a critically reflective approach to their own teaching. Chapter 9 looks at the use of teaching journals and the extent to which journal writing facilitates the development of critically reflective thinking.

The final section of the book describes a study of five novice teachers and the experiences they faced in their first year of teaching. Chapter 10 focuses on the ways in which the teachers were expected to teach upon completing their initial training, the extent to which teachers can employ the practices and thinking they were exposed to in their preservice program, and the restrictive factors they encounter in their initial teaching experiences.

I hope that the book as a whole will help in articulating a theoretical framework for the field of second language teaching education, clarifying some of the issues that are involved in developing a pedagogy of SLTE, and help identify an appropriate research agenda for the field. While I do not claim to offer many definitive answers to the foregoing questions, I hope that readers find that the explorations of the questions my colleagues and I have engaged in will stimulate their own research, theorizing, and professional practice.

My understanding of the field of second language teacher education has benefited greatly from ongoing dialogue with a number of colleagues