

Knowledge base development of native and nonnative English-speaking teacher candidates:

A comparative case study of two teacher preparation programs in Canada

Doctoral Dissertation Grant

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- The effectiveness of different models, activities, and processes in teacher education in relation to teachers' English language proficiency.
- The professional contributions and effectiveness of qualified nonnative speakers of English in English language teaching.

Project summary:

This study explores the critical differences between native English speaking (NES) and nonnative English speaking (NNES) teacher candidates in developing the skills, knowledge, strategies, and attitudes (hereafter referred to as the *knowledge base*) to work with ESL learners.

To gain insight into the knowledge base development of NES and NNES teacher candidates, I propose a comparative case study of two different teacher preparation programs in Toronto; The B.Ed program at the Ontario Institute for Studies in Education of the University of Toronto and the Woodsworth College TESL post-degree certificate program of the University of Toronto.

To explore how these programs develop the knowledge base of their candidates to work with ESL learners and meet their needs, I will collect data at two levels. At the macro level, I will conduct a document analysis that will examine the courses offered in each program in order to understand how the two programs compare in developing the

knowledge base in their NES and NNES candidates and how they compare with the findings of literature. At the micro level, I will develop portraits of the coordinator and an NES and NNES teacher educator in each program in order to understand how these stakeholders conceptualize the required knowledge base to work with ESL learners. Furthermore, by generating portraits of two NES and two NNES teacher candidates in each program I hope to gain insight into the critical differences between these two groups of professionals and compare how the curriculum is understood and/or experienced by them.