

Title of Project:

A quest to prepare English language teachers for diverse teaching settings

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Abstract:

Fueled by present-day globalization and influx of migration, the unprecedented global demand for English language necessitates the provision of high-quality education for English language learners across the world. This picture places English language teaching at the top of the educational agenda in both English-speaking and non-English-speaking countries. As a result of the critical prominence of the global English language teaching enterprise, the need for preparing all language teachers (native English-speaking and non-native English-speaking) for diverse teaching settings (EFL and ESL) is more pivotal than ever. The current dissertation research sheds an important light on to this need by adopting a TESOL teacher education department as a research context and by providing a multifaceted exploration of how program components provide affordances and constraints in developing a knowledge base for native and non-native English-speaking teacher candidates to work effectively with English language learners in diverse teaching contexts.

The participants in this study include (a) an ethno-linguistically diverse group of teacher candidates enrolled in three different MATESOL programs, (b) an ethno-linguistically diverse graduates of these programs, and (c) MATESOL faculty (instructional faculty, graduate teaching assistants, clinical faculty) teaching in these programs. The data collection sources include questionnaires, a series of in-depth interviews, and additional program documents. The current study primarily draws upon sociocultural perspectives and more specifically utilizes the notion of “community of practice” (Lave and Wenger, 1991). It is hoped that a multifaceted exploration of teacher education practices through the lens of different stakeholders will be instrumental in forming and informing the effective instructional practices in teacher education programs that aim to prepare teacher candidates for diverse learner populations in a range of contexts.