NON-NATIVE SPEAKING LANGUAGE TEACHERS:

SELECTED REFERENCES

(last updated 30 December 2014)

Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL Quarterly*, *31*(3), 580-583.

Amin, N. (2001). Nativism, the native speaker construct, and minority immigrant women teachers of English as a second language. *CATESOL Journal*, *13*(1), 89-107.

Árva, V., & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System, 28*, 355-372.

Astor, A. (2000). A qualified nonnative English-speaking teacher is second to none in the field. *TESOL Matters, 10*(2), 19.

Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, *27*(1), 9-32.

Barratta, L., & Kontra, E. H. (2000). Native-English-speaking teachers in cultures other than their own. *TESOL Journal, 9*(3), 19-23.

Benke, E., & Medgyes, P. (2005). Differences in teaching behaviour between native and non-native speaker teachers: As seen by the learners. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 195-215). New York, NY: Springer.

Bernat, E. (2008). Towards a pedagogy of empowerment: The case of ‘imposter syndrome’ among pre-service non-native speaker teachers in TESOL. *English Language Teacher Education and Development, 11*, 1-8.

Boydon, D. C. (1999). Native speaking EFL teachers (NESTS) versus non-native speaking EFL teachers (non-NESTS). In P. Grundy (Ed*.*), *IATEFL 1999 Edinburgh Conference* selections (pp. 47-48). Whitstable, UK: IATEFL.

Boyle, J. (1997). Native-speaker teachers of English in Hong Kong. *Language and Education, 11*(3), 163-181.

Brady, B. (2004). Enhancing the MA in TESOL practicum course for nonnative English-speaking student teachers. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: perspectives on nonnative English-speaking professionals* (pp. 206-229). Ann Arbor, MI: University of Michigan Press.

Braine, G. (Ed.). (1999). *Non-native educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Braine, G. (2004). Nonnative English-speaking professionals; movement and its research foundations. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 9-24). Ann Arbor, MI: University of Michigan Press.

Braine, G. (2010). NNS English teachers and accents. *WATESOL NNEST Caucus Annual Review, 1*, 15-19.

Braine, G. (2010). *Nonnative speaker English teachers: Research, pedagogy and professional growth*. New York, NY: Routledge.

Brown, A. (2002). Teacher language proficiency assessment. In K-A. Jin, T. McNamara, & A. Brown (Eds.), *Developing an assessment tool and training program for Korean Elementary English teachers: Classroom communicative competence project* (pp. 54-80)*.* Seoul: Korea Institute of Curriculum and Evaluation.

Brutt-Griffler, J, & Samimy K. K. (1999). Revisiting the colonial in the postcolonial: Critical praxis for nonnative English-speaking teachers in a TESOL program. *TESOL Quarterly*, *33*(3), 413-432.

Buch, G., & de Bagheera, I. (1978). An immersion program for the professional improvement of non-native teachers of E.S.L. In C. H. Blatchford, & J. Schachter (Eds.), *On TESOL ’78 – ESL: Policies, programs and practices* (pp. 106-115). Washington, DC: TESOL.

Burnaby, B., & Sun, Y. (1989). Chinese teachers’ views of Western language teaching: Context informs paradigms. *TESOL Quarterly*, *23*(2), 219-238.

Butler, Y. G. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly*, *38*(2), 245-278.

Canagarajah, A. S. (1999). Interrogating the “native speaker fallacy”: Non-linguistic roots, non-pedagogical results. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 77-92). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Carvalho de Oliveira, L., & Richardson, S. (2001). Collaboration between native and nonnative English-speaking educators. *CATESOL Journal*, *13*(1), 123-134.

Cheng, L., & Wang, H. (2004). Understanding professional challenges faced by Chinese teachers of English. *TESL-EJ, 7*(4), 1-14.

Cheung, Y. L. (2007). The attitudes of university students in Hong Kong towards native and non-native teachers of English. *RELC Journal, 38*(3), 257-277.

Cheung, Y. L., & Braine, G. (2007). The attitudes of university students towards non-native speaker English teachers in Hong Kong. *RECL Journal, 38*(3), 257-277.

Clark, E., & Paran, A. (2007). The employability of non-native-speaker teachers of EFL: A UK survey. *System, 35*(4), 407-430.

Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly, 33*(2), 185-209.

Cook V. (2000). Comments on Vivian Cook’s “Going beyond the native speakers in language teaching”: The author responds. *TESOL Quarterly, 34*(2), 329-332.

Crew, V. (1994). When does a carrot become a stick? Changing attitudes and English language proficiency of Hong Kong student teachers. In D. Nunan, R. Berry, & V. Berry (Eds.), *Language awareness in language education: Proceedings of the International Language in Education conference, 1994* (pp. 117-105). Hong Kong: University of Hong Kong.

Crystal, D. (1997). *English as a global language.* New York, NY: Cambridge University Press.

Davies, A. (1991). *The native speaker in applied linguistics*. Edinburgh: Edinburgh University Press.

## Davies, E. E. (1983). Error evaluation: The importance of viewpoint. *ELT Journal*, *37*(4), 304-311.

Deveriey-Plard, M. (2005). Native and ‘non-native teachers: How to compare their results. *IATEFL Research News, 15*, 62-65.

Diaz Zubieta, M., Torrano Jessurun, G., & Adams, L. (1978). In-service teacher training in a third world country. In C. H. Blatchford, & J. Schachter (Eds.), *On TESOL ’78: ESL policies, programs and practices* (pp. 98-105). Washington, DC: TESOL.

Diniz de Figueiredo, E. H. (2011). Nonnative English speaking teachers in the United States: Issues of identity. Language and Education, 25, 419–32.

Edge, J. (1988). Natives, speakers, and models*. JALT Journal*, *9*(2), 153-157.

Ellis, L. (2002). Teaching from experience: A new perspective on the non-native teacher in adult ESL. *Australian Review of Applied Linguistics, 25*(1), 71-107.

Ellis, L. (2004). Language background and professional competencies in teaching ESOL. *English Australia Journal, 21*(2), 55-71.

England, L., & Roberts, C. (1989). A survey of foreign students in MA-TESOL programs. *TESOL Newsletter*, *23*(6), 5.

Flynn, K., & Gulikers, G. (2001). Issues in hiring nonnative English speaking professionals to teach English as a second language. *CATESOL Journal*, *13*(1), 151-160.

Forrester, V., & Lok, B. (2008). Native English teachers in Hong Kong: Building communities of practice? *Asian Social Science, 4*(5), 3-11.

Gan, Z. (2013). Learning to teach English language in the practicum: What challenges do non-native ESL student teachers face? *Australian Journal of Teacher Education, 38*(3), 92-108.

Garvey, E., & Murray, D. E. (2004). The multilingual teacher: Issues for teacher education. *Prospect, 19*(2), 3-24.

Golombek, P., & Jordan, S. R. (2005). Becoming “black lambs” not “parrots”: A poststructuralist orientation to intelligibility and identity. *TESOL Quarterly, 39*(3), 513-533.

Govardhan, A. K., Nayar, B., & Sheorey, R. (1999). Do U.S. MATESOL programs prepare students to teach abroad? *TESOL Quarterly*, *33*(1), 114-125.

Greis, N. (1985). Toward a better preparation of the non-native ESOL teacher. In P. Larson, E. L. Judd, & D. Messerschmitt (Eds.), *On TESOL ’84 – A brave new world for TESOL* (pp. 317-324). Washington, DC: TESOL.

Hall, S. J. (2012).Deconstructing aspects of native speakerism: Reflections from in-service teacher education. *The Journal of Asia TEFL, 9* (3), 107-130.

Han, S. A. (2005). Good teachers know where to scratch when learners feel itchy: Korean learners’ views of native-speaking teachers of English. *Australian Journal of Education, 49*(2), 197-213.

Higgins, C. (2003). “Ownership” of English in the outer circle: An alternative to the NS-NNS dichotomy. *TESOL Quarterly*, *34*(3), 618-644.

Holliday, A. (2009) The denial of ideology in perceptions of ‘nonnative speaker’ teachers. *TESOL Quarterly, 43*(4), 669-689.

Hoare, P., & Kong, S. (1994). Helping teachers change the language of the classroom: Lessons from in-service teacher education. In D. Nunan, R. Berry, & V. Berry (Eds.), *Bringing about change in language education: Proceedings of the International Language in Education Conferences* (pp. 21-34). Hong Kong: University of Hong Kong.

Huang, I. (2014). Contextualizing teacher identity of non-native-English speakers in US secondary ESL classrooms: A Bakhtinian perspective. *Linguistics and Education*, *25*, 119-128.

Ilieva, R. (2010). Non-native English speaking teachers’ negotiations of program discourses in their construction of professional identities within a TESOL Program. *The Canadian Modern Language Review*, *66*(3), 343–369.

Inbar-Lourie, O. (2005). Mind the gap: Self and perceived native speaker identities of EFL teachers. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 265-281). New York, NY: Springer.

Jeannot, M. (2004). Investigating missed opportunities and cultural displays: A reader reacts to Anne Lazaraton’s “incidental displays of cultural knowledge in the nonnative-English-speaking teacher’s classroom.” *TESOL Quarterly*, *38*(2), 325-334.

Jeon, M., & Lee, J. (2006). Hiring native-speaking English teachers in East Asian countries. *English Today 88, 22*(4), 53-58.

Jin, J. (2005). Which is better in China, a local or a native English-speaking teacher? *English Today 88, 22*(4), 39-46.

Johnson, J. (2013). ‘Non-native’ English teachers on four-week initial training courses: A study. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 30-32). Canterbury, UK: IATEFL.

Johnson, R. K. (1990). Developing teachers’ language resources. In J. C. Richards, & D. Nunan (Eds.), *Second language teacher education* (pp. 269-281). Cambridge, UK: Cambridge University Press.

Kachru, B. K. (Ed.). (1992). *The other tongue: English across cultures* (2nd ed.). Urbana: University of Illinois Press.

Kachru, B., & Nelson, C. L. (1996). World Englishes. In S. L. McKay, & N. H. Hornberger (Eds.), *Sociolinguistics and language teaching* (pp. 71-102). New York: Cambridge University Press.

Kamhi-Stein, L. D. (1999). Preparing non-native professionals in TESOL: Implications for teacher education programs. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 145-158). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Kamhi-Stein, L. D. (2000). Adapting US-based TESOL teacher education to meet the needs of nonnative English speakers. *TESOL Journal. 9*(3), 10-14*.*

Kamhi-Stein, L. D. (2000). Nonnative English-speaking professionals: A new agenda for a new millennium. *MEXTESOL Journal*, *23*(3), 11-20.

Kamhi-Stein, L. D. (2001). New voices in the classroom: Nonnative English-speaking professionals in the field of teaching English to speakers of other languages. *CATESOL Journal*, *13*(1), 47-51.

Kamhi-Stein, L., Lee, E., & Lee, C. (1999). How TESOL programs can enhance the preparation of nonnative English speakers. *TESOL* *Matters*, *9*(4), 1-5.

Kamhi-Stein, L., Aagard, A., Ching, A., Paik, M., & Sasser, L. (2001). Teaching in kindergarten through grade 12 programs: Perceptions of native and nonnative English-speaking practitioners. *CATESOL Journal*, *13*(1), 69-88.

Kamhi-Stein, L., Lee, E., & Lee, C. (1999). How TESOL programs can enhance the preparation of nonnative English speakers. *TESOL Matters, 9*(4), 1-5.

Kelch, K., & Santana-Williamson, E. (2002). ESL students’ attitudes toward native- and nonnative speaking instructors’ accents. *CATESOL Journal, 14*(1), 57-72.

Kiely, R., & Rea-Dickins, P. (2005). Evaluating the contribution of the native speaker teacher. In R. Keily & P. Rea-Dickins (Eds.), *Program evaluation in language education* (pp. 119-135). Hampshire, UK: Palgrave MacMillan.

Kim, T. (2008). Accentedness, comprehensibility, intelligibility, and interpretability of NNESTs. *The CATESOL Journal, 20*(1), 7-26.

Youn-Hee Kim, Y-H. (2009). An investigation into native and non-native teachers' judgments of oral English performance: A mixed methods approach. *Language Testing, 26*(2), 187-217, doi:10.1177/0265532208101010

Kirkpatrick, A. (2006). Which model of English: Native–speaker, nativised or lingua franca? In R. Rubdy & M. Sarceni (Eds.), *English in the world; Global rules, global roles* (pp. 71-83). London, UK: Continuum Press.

Kissau, S. P., Algozzine, B., & Yon, M. (2012). Similar but different: The beliefs of foreign language teachers. *Foreign Language Annals, 45*(4), 580-598.

Lam, W. Y. K. (1994). Investigating the oral fluency of 15 EFL teachers: A quantitative approach revisited. In D. Nunan, R. Berry, & V. Berry (Eds.), *Language awareness in language education: Proceedings of the International Language in Education conference.* Hong Kong: University of Hong Kong.

Lasagabaster, D., & Sierra, J. M. (2005). What do students think about the pros and cons of having a native speaker teacher? In E. Llurada (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 217-241). New York, NY: Springer.

Lee, E., & Lew, L. (2001). Diary studies: The voices of nonnative English speakers in a master of arts program in teaching English to speakers of other languages. *CATESOL Journal*, *13*(1), 135-149.

Lee, I. (2000). Can a nonnative English speaker be a good English teacher? *TESOL Matters 10*(1), 19*.*

Lee, I. (2005). Empowering non-native speakers for English language teaching: The case of Hong Kong. *The Teacher Trainer*, *19*(1), 9-12.

Leung, C., Harris, R., & Rampton, B. (1997). The idealized native speaker, reified ethnicities, and classroom realities. *TESOL Quarterly, 31*(3), 543-560.

Li, B., & Tin, T. B. (2013). Exploring the expectations and perceptions of non-native English speaking students in masters level TESOL programs. *New Zealand Studies in Applied Linguistics*, *19*(2), 21.

Li, B., & Tin, T. B. (2013). Exploring the expectations and perceptions of non-native English speaking students in masters level TESOL programs. *New Zealand Studies in Applied Linguistics*, *19*(2), 21.

Li, D. (1998). “It’s always more difficult than you plan and imagine”: Teachers’ perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly, 32*(4)*,* 677-702.

Li, D. C. S. (2002). Pragmatic dissonance: The ecstasy and agony of speaking like a native speaker of English. In D. C. S. Li (Ed.), *Discourses in search of members: In honor of Ron Scollon* (pp. 559-593)*.* Lanham, MD: University Press of America.

Liang, J. (2003). Models of NNESTs’ teacher development: Rethinking the NS/NNS dichotomy. *NNEST Newsletter, 5*(2), 3-5.

Liang, J. (2009). The courage to teach as a nonnative English teacher: The confession of a Christian teacher. In M. S. Wong & S. Canagarajah (Eds.), Christian and critical English language educators in dialogue: Pedagogical and ethical dilemmas (pp. 163-  
172). New York: Routledge.

Lipovsky, C., & Mahboob, A. (2007). Examining attitudes towards NESTs and NNESTs: A comparison of a thematic vs. an appraisal analysis. In C. Gitaski (Ed.), *Language and languages: Global and local tensions* (pp. 292-306). Newcastle upon Tyne, UK, Cambridge Scholars Press.

Lipovsky, C., & Mahboob, A. (2010). Students’ appraisal of their native an non-native English-speaking teachers. *WATESOL NNEST Caucus Annual Review, 1*, 119-154.

Liu, D. (1999). Training non-native TESOL students: Challenges for teacher education in the west. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 197-210). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Liu, J. (1999). From their own perspectives: The impact of non-native ESL professionals on their students. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 159-176). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Liu, J. (1999). Nonnative-English-speaking-professionals. *TESOL Quarterly*, *33*(1), 85-102.

Liu, J. (2004). Confessions of a nonnative English-speaking professional. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 25-39). Ann Arbor, MI: University of Michigan Press.

Liu, M., & Zhang, L. (2007). Student perceptions of native a non-native English teachers’ attitudes, teaching skills assessment and performance. *Asian EFL Journal, 9*(4), 157-166.

Llurda, E. (2004). Non-native-speaker teachers and English as an international language. *International Journal of Applied Linguistics, 14*(3), 314-323.

Llurda, E. (2005). Non-native TESOL students as seen by practicum supervisors. In E. Lurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 131-154). New York, NY: Springer.

Llurda, E. (Ed.). (2005). *Non-native language teachers: Perceptions, challenges and contributions to the profession*. New York, NY: Springer.

Lowenberg, P. H. (1990). Nativization and interlanguage in standard English: Another look. In J. E. Alatis (Ed.), *Georgetown University round table on languages and linguistics 1990: The interdependence of theory practice and research.* Washington DC: Georgetown University Press.

Luk, J. (2001). Exploring the sociocultural implications of the native English-speaker teacher scheme in Hong Kong through the eyes of the students. *Asia Pacific Journal of Language in Education, 4*(2), 19-50.

Lung, J. (1999). A local teacher views the native English Teacher Scheme in Hong Kong. *TESOL Matters, 9*(3).

Luo, W. H. (2010). Collaborative teaching EFL by native and non-native English-speaking teachers in Taiwan. In A. Mahboob (Ed.), *The NNEST lens: Non native English speakers in TESOL* (pp. 263-284). Newcastle upon Tyne, UK, Cambridge Scholars Press.

Ma, L. P. F. (2012). Strengths and weaknesses of NESTs and NNESTs: Perceptions of NNESTs in Hong Kong. *Linguistics and Education, 23*(1), 1-15.

McGarrell, H. M. (2010).  Native and non-native English speaking student teachers engage in peer feedback.  *Canadian Journal of Applied Linguistics* *13*, 1, 71-90.

Mahboob, A. (2004). Native or nonnative: What do students enrolled in an intensive English program think? In L/ Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 100-120). Ann Arbor, MI: University of Michigan Press.

Mahboob, A. (Ed.). (2010). *The NNEST lens: Non native English speakers in TESOL*. Newcastle upon Tyne, UK, Cambridge Scholars Press.

Mahboob, A., Uhrig, K., Newman, K., & Hartford, B. (2004). Children of a lesser English: Status of nonnative English speakers as college-level ESL teachers in the United States. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 100-120). Ann Arbor, MI: University of Michigan Press.

Master, P. (1990). The spoken English proficiency of international graduates from California MATESL programs. *The CATESOL Journal*, *3*(1), 101-104.

Matsuda, A., & Matsuda, P. (2001). Autonomy and collaboration in teacher education: Journal sharing among native and nonnative English-speaking teachers. *CATESOL Journal*, *13*(1), 109-121.

Matsuda, P. (1999). Diversity: An asset in teacher development. *TESOL Matters*, *16*(3), 10-11.

Matsuda, P. K. (1999). Teacher development through native speaker – non-native speaker collaboration. *TESOL Matters*, *9*(6), 1 & 10.

Maum, R. (2002). Non-native English speaking teachers in the English speaking profession. ERIC Digest.EDO-FL- 02-09. Retrieved 5 February 2012 from <http://www.cal.org/resources/digest/0209maum.html>.

Maum, R. (2003). A comparison of native- and nonnative-English-speaking teachers' beliefs about teaching English as a second language to adult English language learners. *Dissertation Abstracts International, 64*(05), A1494.

McNeill, A. (1994). Some characteristics of native and non-native speaker teachers of English. In N. Bird (Ed.), *Language and learning.* Paper presented at the *Annual International language in Education Conference, 1993.* Hong Kong.

McNeill, A. (2005). Native speaker English teachers in Asia: Placing the right teacher in the right job. *Crosslinks in English Language Teaching, 2,* 189-207.

Medgyes, P. (1986). Queries from a communicative teacher. *ELT Journal*, *40*(2), 107-112.

Medgyes, P. (1992). Native or nonnative: Who's worth more? *ELT Journal*, *46*(4), 340-349.

Medgyes, P. (1994). *The non-native teacher*. London, UK: Macmillan Publishers.

Medgyes, P. (1994). *Non-natives in ELT.* London, UK: Macmillan Publishers.

Medgyes, P. (1996). Native or non-native: Who's worth more? In T. Hedge, & N. Whitney (Eds.), *Power pedagogy & practice* (pp. 31-42). Oxford: Oxford University Press.

Medgyes, P. (1999). Language training: A neglected area in teacher education. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 177-195). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 415-427). Boston: Heinle & Heinle.

Milambiling, J. (1999). Native and non-native speakers: The view from teacher education. Paper presented at the *Midwest Modern Languages Association, November 1999.*

Milk, R. D. 1990. Preparing ESL and bilingual teachers for changing roles: Immersion for teachers of LEP children. *TESOL Quarterly*, *24*(3), 407-425.

Moussu, L. (2010). Influence of teacher-contact time and other variables on ESL students’ attitudes towards native- and nonnative-English-speaking teachers. *TESOL Quarterly, 44*(4), 746-768.

Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching, 41*(3), 315-348.

Mufene, S. (2001). New Englishes and norm setting; How critical is the native speaker in linguistics? In E. Thumboo (Ed.) *The three circles of English* (pp. 133-142). Singapore: UniPress.

Murphey, T. (2000). Becoming contributing professionals: Nonnative-English-speaking teachers in an EFL environment. In K. E. Johnson (Ed.), *Teacher education* (pp. 105-118). Alexandria, VA: TESOL.

Myles, J., Cheng, L. (2003). The social and cultural life of non-native English speaking international graduate students at a Canadian university. *Journal of English for Academic Purposes, 2,* 247-263.

## Nayar, P. B. (1994). Whose English is it? *TESL-EJ, 1*(1).

Nemtchinova, E. (2005). Host teachers’ evaluation of nonnative-English-speaking teacher trainees-A perspective from the classroom. *TESOL Quarterly, 39*(2), 235-261.

Nemtchinova, E. (2010). The “Who’s worth more?” question revisited: MA TESOL Practicum host teachers’ perceptions of NES and NNES teacher trainees. In A. Mahboob (Ed.), *The NNEST lens: Non native English speakers in TESOL* (pp. 129-153). Newcastle upon Tyne, UK, Cambridge Scholars Press.

Newbrook, M. (1990). Errors in focus: Native and non-native perceptions of error salience in Hong Kong student English. *Hong Kong Papers in Linguistics and Language Teaching, 13,* 71-81.

Palfreyman, D. (1993). ‘How I got it in my head’: Conceptual models of language and learning in native and non-native trainee EFL teachers. *Language Awareness*, *2*(4), 209-223.

Palfreyman, D. (2005). Othering in an English language program, *TESOL Quarterly*, *39*(2), 211-233.

Park, G. (2012). 'I am never afraid of being recognized as an NNES': One teacher's journey in claiming and embracing her nonnative speaker identity. TESOL Quarterly, 46(1), 127-151. doi:1002/tesq.4

Pasternak, M., & Bailey, K. M. (2004). Preparing nonnative and native English-speaking teachers: Issues of professionalism and proficiency. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 155-175). Ann Arbor, MI: University of Michigan Press.

Pavlenko, A. (2003). “I never knew I was a bilingual”: Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education, 2*(2), 251-268.

Peretz, A. S. (1988). Language and EFL teacher preparation in non-English-speaking environments. (ERIC Document No. ED 299 838).

Pessoa, S., & Sacchi, F. (2002a). The impact of being a nonnative-English-speaking teacher in the ESL classroom: A pilot study. *NNEST Newsletter, 4*(2), 10-11.

Phillabaum, S., & Frazier, S. (2012-2013). Student perceptions of how TESOL educators teach nonnative English-speaking teachers. *The CATESOL Journal, 24*(1), 245-271.

Phillipson, R. (1992). *Linguistic imperialism* (pp. 193-199). Oxford: Oxford University Press.

Phillipson, R. (1996). ELT: The native speaker’s burden. In T. Hedge, & N. Whitney (Eds.), *Power, pedagogy and practice* (pp. 23-30). Oxford: Oxford University Press.

Polio, C., & Wilson-Duffy, C. (1998). Teaching ESL in an unfamiliar context: International students in a North American MA TESOL Practicum. *TESOL Journal*, *7*(4), 24-29.

Puhl, C. A., & Swartz, J. J. (1995). A semi-structured English oral proficiency test for certification of teachers in South Africa. Paper presented at *Teachers of English to Speakers of Other Language Conference.* Long Beach, CA.

Rampton, M. B. H. (1996). Displacing the native speaker: Expertise, affiliation, and inheritance. In T. Hedge, & N. Whitney (Eds.), *Power, pedagogy and practice* (pp. 9-22). Oxford: Oxford University Press.

Reves, T., & Medgyes, P. (1994). The non-native English speaking ESL/EFL teacher's self-image: An international survey. *System*, *22*(3), 353-367.

Ryan, E., Giles, H., & Sebastian, R. (1982). An integrative perspective for the study of attitudes toward language variation. In E. Ryan & H. Giles (Eds.), *Attitudes towards language variations: Social and applied contexts* (pp. 1-19). London, England: Edward Arnold.

Saito, T. (2003). Exploring a nonnative-English-speaking instructor’s perception of her experiences teaching English composition at a U.S. university. *Arizona Education Review, 1*, 70-84.

# Samimy, K. K., & Brutt-Griffler, J. (1999). To be a native or a non-native speaker: Perceptions of "non-native" students in a graduate TESOL program. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 127-144). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Selvi, A. F. (2009). The non-native speaker teacher. *ELT Journal*, *65*(2), 187.

Selvi, A. F. (2010). All teachers are equal, but some teachers are more equal than others: Trend analysis of job advertisements in English language teaching. *WATESOL NNEST Caucus Annual Review, 1,* 156-181.

Shaw, P. A. (1979). Handling a language component in a teacher-training course. In S. Holden (Ed.), *Teacher Training* (pp. 12-15). London, UK: Modern English Publications.

## Sheorey, R. (1986). Error perceptions of native-speaking and non-native-speaking teachers of ESL. *ELT Journal*, *40*(4), 306-312.

Shin, S. J. (2008). Preparing non-native English-speaking ESL teachers. *Teacher Development, 12*(1), 57-65.

Snow, M. A., Omar, M., & Katz, A. M. (2004). The development of EFL standards in Egypt: Collaboration among native and nonnative English-speaking professionals. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 307-323). Ann Arbor, MI: University of Michigan Press.

Sukwiwat, M., & Smith, L. E. (1981). TESOL and training non-native English speakers: Are M.A. teacher education programs getting the job done? In J. C. Fisher, M. A. Clarke, & J. Schachter (Eds.), *On TESOL ’80 – building bridges: Research and practice in teaching English as a second language* (pp. 3-14). Washington, DC: TESOL.

Sung, C.C.M. (2011), Race and native speakers in ELT: Parents’ perspectives in Hong Kong. English Today, *41*(3), 24-28.

Sung, C.C. M. (2012). Non-native English speaker teachers and TESOL. *L*inguistics and Education, *23*(4), 410-411.

Sung, C. C. M. (2014). An exploratory study of Hong Kong students’ perceptions of native and non-native English-speaking teachers in ELT. *Asian Englishes*, *16*(1), 32-46.

Sureepong, P. & Kasma, S. (2008). Native and non-native dichotomy: Distinctive stances of Thai teachers of English. ABAC Journal, (28), 2, 10-30.

Tajino, A., & Tajino, Y. (2000). Native and non-native: What can they offer? *ELT Journal, 54*(1), 3-11.

Takada, T. (2000). The social status of L1 Japanese EFL teachers. *TESOL Matters, 10*(3).

Takaharu, S. (2004). Exploring a nonnative-English-Speaking instructor’s perception. *Arizona Education Review*, 70-84.

Tang, C. (1997). The identity of the nonnative ESL teacher: On the power and status of nonnative ESL teachers. *TESOL Quarterly*, *31*(3), 577-580.

Taska, B. K. (1975). Teacher training for the non-native speaker in francophone Africa. In R. Crymes, & W. E. Norris (Eds.), *On TESOL* *’74* (pp. 67-72). Washington, DC: TESOL.

Thomas, J. (1999). Voices from the periphery: Non-native teachers and issues of credibility. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 5-13). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Tinker-Sachs, G. (2002). Learning Cantonese: Reflections of an EFL teacher educator. In D. C. S. Li (Ed.), *Discourses in search of members: In honor of Ron Scollon* (pp. 509-540). Lanham, MD: University Press of America.

Tjokrokanoko, A. & Tedjasuksmana, H. (2013). EFL secondary students’ perceptions on native and nonnative English-speaking teachers. *Beyond Words, 1*(1), 137-168.

Trent, J. (2012). The discursive positioning of teachers: Native-speaking English teachers and educational discourse in Hong Kong. *TESOL Quarterly, 46*(1), 104-126.

Walker, E. (2001). Roles of native-speaker English teacher (NETs) in Hong Kong secondary schools. *Asia Pacific Journal of Language in Education, 4*(2), 51-77.

Wang, L.Y. (2012). Moving towards the transition: Non-native EFL teachers’ perception of  native-speaker norms and responses to varieties of English in the era of global spread of English. The Asian EFL Journal Quarterly 14 (2), 46-78.

Watson-Todd, R., & Pojanapunya, P. (2009). Implicit attitudes towards native and non=native speaker teachers. *System, 37*, 23-33.

Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, *28*(2), 377-389.

Yin Ling, C., & Braine, G. (2007). The attitudes of university students towards non-native speakers English teachers in Hong Kong. *Regional Language Centre Journal, 38*(3), 257-277.

Young, T. J., & Walsh, S. (2010). Which English? Whose English? An investigation of `non-native' teachers' beliefs about target varieties. *Language Culture and Curriculum, 23*, 123-138.

Zhang, Y., & Elder, C. (2011).  Judgments of oral proficiency by non-native and native English speaking teacher raters: Competing or complementary constructs? Language Testing, *28*(1), 31-50.