PROFESSIONAL DEVELOPMENT OF LANGUAGE TEACHERS:

SELECTED REFERENCES

 (last updated 12 October 2015)

Allen, H. W., & Negueruela-Azarola, E. (2010).The professional development of future professors of foreign languages: Looking back, looking forward. *Modern Language Journal, 94*(3), 377-395.

Allwright, D. (1991). *Exploratory teaching, professional development, and the role of a teachers' association* (CRILE Working Paper #7). Lancaster, UK: Centre for Research in Language Education, University of Lancaster.

Ashcraft, N., & Ali, S. (2013). A course on continuing professional development. In J. Edge & S. Mann (Eds.), *Innovations in pre-service education and training for English language teachers* (pp. 147-161). London, UK: British Council.

*ATALS ABE Professional Development Survey.* St. Paul, MN: Hamline University. Retrieved fromhttp://www.atlasabe.org/pd-system/research-surveys/abe-practitioner-survey-2009

Avalos, B. (2011). Teacher professional development in *Teaching and Teacher Education* over ten years. *Teaching and Teacher Education, 27,* 10-20.

Bailey, F., Hawkins, M. Irujo, S., Larsen-Freeman, D. Rintell, E. , & Willett, J. (1998). Language teacher educators’ collaborative conversations, *TESOL Quarterly, 32*(3), 536-546.

Bailey, K. M. (2004). Promoting our own professional development through reflective teaching journals. *The New Zealand Language Teacher*, *30*, 10-16.

Bailey, K. M. (2010). Observing classroom lessons for professional development. In G. Park, H. P. Widodo, & A. Cirocki (Eds.), *Observation of teaching: Bridging theory and practice through research on teaching* (pp. 19-35). Munich, Germany: LINCOM EUROPA.

Bailey, K. M., Curtis, A., & Nunan, D. (1998). Undeniable insights: The collaborative use of three professional development practices. *TESOL Quarterly*, *32* (3), 546-556.

Bailey, K. M., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston, MA: Heinle & Heinle.

Beck, A., & Janzen, J. (2003). Long-distance collaboration: Rescuing each other from the desert island. In T. Murphey (Ed.), *Extending professional contributions* (pp. 1-9). Alexandria, VA: TESOL.

Bernier, N. R., & McClelland, A. E. (1989). The social context of professional development. In M. L. Holly, & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 19-53). Philadelphia, PA: The Falmer Press.

Benson, P. (2010). Teacher education and teacher autonomy: Creating spaces for experimentation in secondary school English language teaching. *Language Teaching Research, 14*(3), 259-276.

Bigelow, M., Wesley, P., & Opsahl, L. (2009). Multicultural education in a K-12 modern language department: Reconciling the professional development experience. International Journal of Multicultural Education, 11(2), 1-17*.* <http://ijme-journal.org/index.php/ijme>

Borg, S. (2003). Pulp fiction? The research journal and professional development. In T. Murphey (Ed.), *Extending professional contributions* (pp. 39-46). Alexandria, VA: TESOL.

Borg, S. (2006). Classroom research as professional development. In Borg, S. (eds.), *Classroom Research in ELT in Oman*. Muscat: Ministry of Education, Sultanate of Oman.

Brannan, D., & Bleistein, T. (2012). Novice ESOL teachers' perceptions of social support networks. *TESOL Quarterly,46*(3), 519-541.

Breen, M. P. (2007). Appropriating uncertainty: EFL Professional development in the new century. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 1-19). New York, NY: Springer.

Blackman, C. A. (1989). Issues in professional development: The continuing agenda. In M. L. Holly, & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 1-15). Philadelphia, PA: The Falmer Press.

Bullough, R. V., & Stokes, D. K. (1994). Analyzing personal teaching metaphors in pre-service teacher education as a means for encouraging professional development. *American Education Research Journal, 31*(1), 197-224.

Borg, S. (1998). Data-based teacher development. *English Language Teaching Journal*, (*52*)4, 273-281.

Borg, S. (2011). The impact of in-service teacher education on language teachers’ beliefs. *System, 39*(3), 370-380.

Borg, S. (2013). *Teacher research in language teaching: A critical analysis*. Cambridge, UK: Cambridge University Press.

Borg, S., & Liu, Y. (2013). Chinese college English teachers’ research engagement. *TESOL Quarterly, 47*(2), 270-299.

Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational researcher*, *33*(8), 3– 15.

Cajkler, W., & Hall, B. (2012). Languages in primary classrooms: A study of new teacher capability and practice. *Language Awareness, 21*(1-2), 15-32.

**Childs, S.** (2010). “Seeing” L2 teacher learning: The power of context on conceptualizing teaching.  In K. E. Johnson & P. Golombek (Eds.), Research on second language teacher education: Exploring the complexities of professional development (pp. 67-85). New York, NY: Routledge.

Clandinin, D. J., & Connelly, F. M. (1995). Teachers' professional knowledge landscapes. New
 York, NY: Teachers College Press.

Clarke, A. (1995). Professional development in practicum settings: Reflective practice under scrutiny. *Teaching and Teacher Education, 11*(4), 243-261.

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education, 18*, 947-967.

Coady, M., Harper, C., & de Jong, E. (2011). From preservice to practice : Mainstream elementary teacher beliefs of preparation and efficacy with English language learners in the state of Florida. *Bilingual Research Journal, 34*(2), 223-239.

Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Needham Heights, MA: Allyn & Bacon.

Coles, P., & Quirke, P. (2001). Professional development through the action learning gateway. *ThaiTESOL Newsletter, 14*, 14-20.

Crandall, J. A., & Finn Miller, S. (2014). Effective professional development for language teachers. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.) *Teaching English as a second or foreign language.* 4th ed. (pp. 630-648). Boston, MA: National Geographic Learning/Cengage Learning.

Curtis, A. (2006). Weighing the why and why nots of professional development. *Essential Teacher, 3*(1). 14-15.

Curtis, A. (2008). Seven principles of professional development: From A to G. In C. Coombe, M. L. McCloskey, L. Stephenson, & N. Anderson (Eds.), *Leadership in English language teaching and learning* (pp. 117-127). Ann Arbor, MI: University of Michigan Press.

Dar, W. A. (2005).  Initiating research in teacher development. *SPELT Quarterly, 20*(4), 3-37.

Darling-Hammond, L. (1998). Teacher learning that supports student learning [Electronic version]. *Educational Leadership, 55*, 6-11. Retrieved from <http://www.ascd.org/publications/educational_leadership/feb98/vol55/num05/Teacher_Learning_That_Supports_Student_Learning.aspx>

Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. [electronic version] *Phi Delta Kappan, 28*.

Desimone, L. M. (2009). Improving impact studies of teachers’ professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181–199.

Dubetz, N. E. (2005). Improving ESL instruction in a bilingual program through collaborative, inquiry-based professional development. In D. J. Tedick (Ed.),  *Second language teacher education: International perspectives* (pp. 231-255). Mahwah, NJ: Lawrence Erlbaum Associates.

Duke, D. L. 1990. Setting goals for professional development. *Educational Leadership, 47*(8), 71-75.

Duune, F., Nave, B., & Lewis, A. (2000). Critical friends groups: Teachers helping teachers to improve student learning. *Phi Delta Kappa Research Bulletin, 28*(4), 9-12.

Edelfelt, R. A. (1989). Teacher organization influence on professional development. In M. L. Holly & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 207-218). Philadelphia, PA: The Falmer Press.

Edge, J. (1992). *Cooperative development: Professional self-development through cooperation with colleagues*.  London, UK: Longman.

Edge, J. 1992. Co-operative development. *ELT Journal, 46*(1), 62-70.

Edge, J. (1993). *Cooperative development: Professional self-development through cooperation with colleagues.* London, UK: Longman.

Edge, J. (2002). *Continuing cooperative development: A discourse framework for individuals as colleagues*. Ann Arbor, MI: University of Michigan Press.

Eraut, M. (1994). *Developing professional knowledge and competence.* Philadelphia, PA: Falmer Press.

Faez, F., & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly, 46*(3), 450-471.

Farrell, T. S. C. (2010). Professional development through reflective practice IN and FOR action. In G. Park, H. P. Widodo, & A. Cirocki (Eds.), *Observation of teaching: Bridging theory and practice through research on teaching* (pp. 37-47). Munich: LINCOM EUROPA.

Field, M. L., & Nagai, N. (2003). The "Dead Hand" Project: Intercultural collaboration and professional development. In T. Murphey (Ed.), *Extending professional contributions* (pp. 11-18). Alexandria, VA: TESOL.

Finocchiaro, M. (1988). Teacher development: A continuing process. *English Teaching Forum,* 26,2-5.

Fowle, C, & Durham, J. (2001, April/May). Stories of professional development in Thailand and Laos. *IATEFL, 160*, 12-13.

Freeman, D. (1982). Observing teachers: Three approaches to in-service training and development. *TESOL Quarterly*, 16(1), 21-28.

Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27-45.

Fullan, M.G. (1995). The limits and the potential of professional development. In T. R. Guskey & M. Huberman (Eds.), *Professional development in education: New paradigms and practices* (pp. 253-267). New York, NY: Teachers College Press.

Gao, X., & Benson, P. (2012). 'Unruly pupils' in pre-service English language teachers' teaching practicum experiences. *Journal of Education For Teaching, 38*(2), 127-140.

Gebhard, J. G. (1996). *Teaching English as a foreign language: A teacher self-development and methodology guide*. Ann Arbor, MI: The University of Michigan Press.

Gebhard, G., & Oprandy, R. (1999).  *Language teaching awareness: A guide to exploring beliefs and practices*. Cambridge, UK: Cambridge University Press.

Gebhard, M. (1998). A case for professional development schools. *TESOL Quarterly, 32*(4), 501-510.

Golombek, P., & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education, 39*, 102-111.

Gorsuch, G., & Beglar, D. (2003). Fostering graduate school teacher development through peer interviewing. In T. Murphey (Ed.), *Extending professional contributions* (pp. 29-37). Alexandria, VA: TESOL.

Griffee, D. (1988). Interview: Donald Freeman. *The Language Teacher, 12*, 21-28.

Grimmet, P., & Neufeld, J. (Eds.). (1994). *Teacher development and the struggle for authenticity*. New York, NY: Teachers College Press.

Grossman, P. L. 1992. Why models matter: An alternative view on professional growth in teaching. *Review of Educational Research, 62*(2), 171-179.

Grundy, P. (Ed.). (1998). Manchester Conference selections. Whitstable, Kent, UK: IATEFL.

Guskey, T. (1995). Professional development in education: In search of the optimal mix. In T.R Guskey & M. Huberman (Eds.), *Professional development education: New paradigms and practices* (pp. 114-131). New York, NY: Teachers College Press.

Guskey, T. R. (1997). Research needs to link professional development and student learning. *Journal of Staff Development, 18*(20), 36-41.

Haberman, M. (1989). The influence of competing cultures on teacher development. In M. L. Holly & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 55-75). Philadelphia, PA: The Falmer Press.

Head, K., & Taylor, P. (1997). *Readings in teacher development.* Oxford, UK: Heinemann.

Hiver, P. (2013). The interplay of possible language teacher selves in professional development choices. *Language Teaching Research, 17*(2), 210-227.

Holly, M. L., & McLoughlin, C. S. (Eds.). (1989). *Perspectives on teacher professional development.* Philadelphia, PA: The Falmer Press.

Holly, M. L. H. & Mcloughlin, C. S. 1989. Professional development and journal writing. In M. L. H. Holly & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 259-283). London, UK: Falmer Press.

Hord, S. M. (1997). Professional learning communities: What are they and why are they important? [Electronic version]. *Issue . . . About Change, 6*(1). Retrieved from [www.sedl.org/change/issues/issues61.html](http://www.sedl.org/change/issues/issues61.html)

Hulbert-Holly, M. L. (1989). Teacher professional development: Perceptions and practices in the USA and England. In M. L. Holly & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 173-203). Philadelphia, PA: The Falmer Press.

Hulbert-Holly, M. L., & McLoughlin, C. S. (1989). Professional development and journal writing. In M. L. Holly & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 259-283). Philadelphia, PA: The Falmer Press.

Hyde, P. (2000). Toward a virtual learning community: Building a professional development website for the AMEP. *Prospect, 15*, 65-80.

Ingvarson, L. (1998). Teaching standards: foundations for professional development reform. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopskins (Eds.). *International handbook of educational change* (pp. 336-361). Dordecht: Kluwer.

Jaramillo, A. (1998). Professional development from the inside out. *TESOL Journal, 7*, 12-18.

Jiménez Raya, M. (2009). On inquiry, action and identity in professional development towards pedagogy for autonomy. In F. Vieira (Ed.), *Struggling for autonomy in language education. Reflecting, acting, and being* (pp. 187-195). Frankfurt am Main: Peter Lang.

Johnson, K. E., & Golombek, P. R. (2002). (Eds.). *Teachers’ narrative inquiry as professional development*. Cambridge, UK: Cambridge University Press.

Johnson, K. E., & Golombek, P. R. (Eds.). (2011). *Research on second language teacher education* London, UK: Routledge.

Johnston, B., Pawan, F., & Mahan-Taylor, R. (2005). The professional development of working ESL/EFL teachers: A pilot study. In D. J. Tedick (Ed.), *Second language teacher education: International perspectives* (pp. 53-72). Mahwah, NJ: Lawrence Erlbaum Associates.

Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research, 62*, 129-169.

Kaufman, D. (2000). Developing professionals: Interwoven visions and partnerships. In K. E. Johnson (Ed.), *Teacher education* (pp. 51-69)*.* Alexandria, VA: TESOL.

Kubanyiova, M. (2012). *Teacher development in action: Understanding language teachers' conceptual change.* Basingstoke, UK: Palgrave Macmillan

Kawachi, P. (2000). Listening to other teachers – the professional development of university teachers: Case study at a Japanese national university. *Staff and Educational Development International, 4*, 65-82.

Knapp, M. S. (2004). Professional development as a policy pathway. In R. E. Floden (Ed.), *Review of research in education*, *27* (pp. 109-157). Washington, DC: AERA.

Korthagen, F. J. J., & Vasalos, A. (2005) Levels in reflection: Core reflection as a means to enhance professional development. *Teachers and Teaching: Theory and Practice, 11*(1), 47-71.

Kourieos, S. (2014). The knowledge base of primary EFL teachers - pre-service and in-service teachers' perceptions. *Journal of Language Teaching and Research, 5*(2), 291-300.

Kubanyiova, M. (2012). *Teacher development in action: Understanding language teachers' conceptual change.* Basingstoke, UK: Palgrave Macmillan.

Lange, D. L. (1990). A blueprint for a teacher education program. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 245-268)*.* Cambridge, UK: Cambridge University Press.

Leland, A. O., Cooper, J. H., & Harder, H. L. (1984). Teacher development: Learning experience framework for teacher candidates. *Teacher Education Quarterly, 11*, 115-125.

Leung, C. (2009). Second language teacher professionalism. In A. Burns & J. C. Richards (Eds.), *Second language teacher education* (pp. 49-58). New York, NY: Cambridge University Press.

Liebermann, A., & Miller, L. (1992). Professional development of teachers. In *Encyclopedia of Educational Research (6th ed., Vol. 3)* (pp. 1045-1053). New York, NY: McMillan Publishing Company.

Little, J. W. (1984). Seductive images and organizational realities in professional development. *Teachers College Board, 86*(1), 84-102.

Little, J. W. (2007). Teachers’ accounts of classroom experience as a resource for professional learning and instructional decision making. In P. A. Moss (Ed.), *Evidence and decision making* (pp. 217-240). Oxford, UK: Wiley-Blackwell.

Lockhart, C. (1990). Co-operative teacher development: New observations on observation. *Perspectives*: Working Papers of the Department of English, City Polytechnic of Hong Kong, *2,* 43-57.

Lyons, N. (1990). Dilemmas of knowing: Ethical and epistemological dimensions of teachers' work and development. *Harvard Educational Review, 60,* 159-180.

Mak, S. H. (2011). Tensions between conflicting beliefs of an EFL teacher in teaching practice. *RELC Journal, 42*(1), 53-67.

Mann, S. (2005). The language teachers’ development. *Language Teaching, 38*(3), 103-118.

Mawhinney, L. (2010). It’s not you, it’s me: A teacher’s reflection of self-discovery through Delpit’s Culture of Power theory. In G. Park, H. P. Widodo, & A. Cirocki (Eds.), *Observation of teaching: Bridging theory and practice through research on teaching* (pp. 99-108). Munich, Germany: LINCOM EUROPA.

McAlpine, D., Cheatham, R., Dhonau, S., & Lytle, A. (2007). The reality of foreign language professional development for K-12 teachers. *ADFL Bulletin, 38* and *39*, 40-46.

Middlehurst, R., & Kennie, T. (1997). Leading professionals: Towards new concepts of professionalism. In J. Broadbent, M .Dietrich, & J. Roberts (Eds.), *The end of the professions?* (pp. 50-68). London, UK: Routledge.

Moon, J. (1994). A collaborative model for professional development: Teachers, teacher trainees and college lecturers working together. In D. C. S. Li, D. Mahoney, & J. C. Richards (Eds.), *Exploring second language teacher development* (pp. 45-58). Hong Kong: City Polytechnic of Hong Kong.

Moon, J. (1999). *Reflection in learning and professional development: Theory and practice*. London, UK: Kogan Page.

Morton, T., & Gray, J. (2010). Personal practical knowledge and identity in lesson planning conferences on a preservice TESOL course. *Language Teaching Research, 14*(3), 297-317.

Murphey, T. (2000). Becoming contributing professionals: Nonnative-English-speaking-teachers in an EFL environment. In K. E. Johnson (Ed.), *Teacher education* (pp. 105-168). Alexandria, VA: TESOL.

Murphey, T., Connolly, M., Churchill, E., McLaughlin, J., Schwartz, S. L., & Krajka, J. (2003). Creating publishing communities. In T. Murphey (Ed.), *Extending professional contributions* (pp. 105-118). Alexandria, VA: TESOL.

Myers, M. (1984). The need for a new teacher professionalism. *Teacher Education Quarterly, 11*(3).

Myers, M. (1993). To boldly go . . . In J. Edge & K. Richards (Eds.), *Teachers develop teachers research: Papers on classroom research and teacher development.* Oxford, UK: Heinemann.

Neher, B. (2013). Facilitating change in ELT practice: How professional development can be enhanced by understanding change. In T. Pattison (Ed.), *IATEFL 2012: Glasgow Conference Selections* (pp. 219-221). Canterbury, UK: IATEFL.

Nishino, T. (2012). Multi-membership in communities of practice: An EFL teacher’s professional development. *TESL-EJ, 16*(2).

Nunan, D. (1989). *Understanding language classrooms: A guide for teacher-initiated action* New York, NY: Prentice Hall.

Oliver, R. M., & Reschley, D. J. (2007). *Effective classroom management: Teacher preparation and professional development* (Issue paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from
<http://www.tqsource.org/topics/effectiveClassroomManagement.pdf>

Orem, R. A. (1990). Theory, practice, research, and professionalization of the field of teaching English to speakers of other languages. In J. E. Alatis (Ed.), *Linguistics, language teaching and language acquisition: The interdependence of theory, practice and research* (pp. 338-344). Washington, DC: Georgetown University.

Pawan, F., & Jacobson, A. (2003). Growing with the flow: Sustaining professionalism through online instruction of language teachers. In T. Murphey (Ed.), *Extending professional contributions* (pp. 67-75). Alexandria, VA: TESOL.

Pettis, J. (2002). Developing our professional competence: Some reflections. In J.C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 393-396). Cambridge, UK: Cambridge University Press.

Polat, N., & Mahalingappa, L. (2013). Pre- and in-service teachers' beliefs about ELLs in content area classes: A case for inclusion, responsibility, and instructional support. *Teaching Education, 24*(1), 58-83.

Reese, S. (2008). Teacher education: Growing the future of our profession. *The Language Educator, 3*, 22-26.

Richards, K. (2002). Trust: A management perspective on CPD. In J. Edge (Ed.), *Continuing professional development: Some of our perspectives* (pp. 71-79)*.* Whitstable, UK: IATEFL.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning.* Cambridge, UK: Cambridge University Press.

Roberts, J. (1998). *Language teacher education*. London, UK: Arnold.

Rueda, R. (1998, December). Standards for professional development: A sociocultural perspective (Research Brief No. 2). Center for Research on Education, Diversity & Excellence. Retrieved from http://gse.berkeley.edu/research/credearchive/research/pted/rb2.shtml

Sachs, J. (2003). Teacher professional standards: Controlling or developing teaching? *Teachers and Teaching: theory and practice, 9*(2), 175-186.

Sato, K. (2003). Starting a local teacher study group. In T. Murphey (Ed.), *Extending professional contributions* (pp. 97-104). Alexandria, VA: TESOL.

Shimahara, N. K. (1998). The Japanese model of professional development: Teaching as craft. *Teaching and Teacher Education, 14*(5), 451-462.

Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. *Educational Leadership, 45*, 77-87.

Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. *Review of adult learning and literacy*, *7*, 205–244.

Smith, L. (2005). The impact of action research on teacher collaboration and professional growth. In D. J. Tedick (Ed.), *Second language teacher education: International perspectives* (pp. 199-213). Mahwah, NJ: Lawrence Erlbaum Associates.

Smylie, M. A. (1995). Teacher learning in the workplace. In T. R. Guskey & M. Huberman (Eds.), *Professional development in education* (pp. 92-113). New York, NY: Teachers College.

Steele, T. M., Peterson, M. D., Silva, D. M., & Padilla, A. M. (2009). A year-round professional development model for world language educators. *Foreign Language Annals*, *42*, 195-211.

Stewart, T., & Lokon, E. (2003). Professional development through student and teacher reflection journals. In T. Murphey (Ed.), *Extending professional contributions* (pp. 19-27). Alexandria, VA: TESOL.

Tickle, J. H. (1989). New teachers and the development of professionalism. In M. L. Holly, & C. S. McLoughlin (Eds.), *Perspectives on teacher professional development* (pp. 93-115). Philadelphia, PA: The Falmer Press.

Tsui, A. B. M. (2011). Teacher education and teacher development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 21-39), New York, NY: Routledge.

Underhill, A. (1986). Training, development and teacher education. *Teacher development Newsletter, 4*, 9.

Ur, P. (2002). The English teacher as professional. In J.C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 388-392). Cambridge, UK: Cambridge University Press.

Varghese, M. (2001). Professional development as a site for the conceptualization and negotiation of bilingual teacher identities. In B. Johnston & S. Irujo (Eds.), *Research and practice in language teacher education: Voices from the field* (pp. 213-232). Minneapolis, MN: University of Minnesota, Center for Advanced Research in Second Language Acquisition.

Vellenga, H. E. (2011). Teaching L2 pragmatics: Opportunities for continuing professional development. *TESL-EJ*, *15*(2). Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume15/ej58/ej58a3/>

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*, 80-91.

Wadell, E., Frei, K., & Martin, S. (2012). Professional development through inquiry: Addressing sexual identity in TESOL. CATESOL Journal, 23, 99-109.

Walker, R. (2003). Teacher development through communities of learning. In D.M. McInerney, & S. Van Etten (Eds.), *Sociocultural influences and teacher education programs* (pp. 223-246). Greenwich, CT: Information Age Publishing.

Wan, W., Low, G. D., & Li, M. (2011). From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles. *System, 39*(3), 403-415.

Warschauer, M. (2006). [Networking the Nile: Technology and professional development in Egypt](http://gse.uci.edu/person/warschauer_m/docs/nile.pdf). In J. Inman & B. Hewett (Eds.), *Technology and English studies: Innovative professional paths* (pp. 163-172). Mahwah, N.J.: Lawrence Erlbaum.

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, *79*(2), 702.

Wigglesworth, G. (2000). Relating research and professional development: Assessment task design. *Prospect, 15*, 52-64.

Williams, L., Abraham, L.B., & Bostelmann, E.D. (2014). A discourse-based approach to CALL training and professional development. *Foreign Language Annals, 47*(4), 614-629.

Wright, T. (2009). “Trainer development”: Professional development for language teacher educators. In A. Burns, & J. C. Richards (Eds.), *Second language teacher education* (pp. 102-112).New York, NY: Cambridge University Press.

Wu, Y. A. (2005). Aspiring after continued teacher development. *Foreign Languages in China*, 2, 13-20.

Yayli, D. (2012). Professional language use by pre-service English as a foreign language teachers in a teaching certificate program. *Teachers and Teaching: Theory and Practice, 18*(1), 59-73.

Yuan, R., & Lee, I. (2014). Pre-service teachers' changing beliefs in the teaching practicum: Three cases in an EFL context. *System, 44*(1), 1-12.