**INTERNATIONAL TEACHING ASSISTANTS: SELECTED REFERENCES**

**(last updated 7 October 2016)**

Abraham, R., & Plakans, B. (1988). Evaliuating a screening/training program for NNS teaching assistants. *TESOL Quarterly, 22*, 505-508.

Alberts, H. C., Hazen, H. D., & Theobald, R. (2013). Teaching and learning with accented English. In H. C. Alberts & H. D. Hazen (Eds.), *International students and scholars in the United States: Coming from abroad* (pp. 199-217). New York, NY: Palgrave Macmillan.

Altinsel, Z., & Rittenberg, W. (1996). *Cultural support for international TAs: An undergraduate buddy program*. Paper presented at the Conference of Teachers of English to Speakers of Other Languages, Chicago, IL. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED407918&site=ehost-live>

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.

Anderson-Hsieh, J. (1990). Teaching suprasegmentals to international teaching assistants using field-specific materials. *English for Specific Purposes, 9,* 195-214.

Ates, B., & Eslami, Z. R. (2012). An analysis of non-native English-speaking graduate teaching assistants’ online journal entries. *Language and Education, 26*(6), 537-552.

Axelson, E. R., & Madden, C. G. (1994). Discourse startegies for ITAs across instuctional contexts. In C. Madden & C. Myers (Eds.), *Discourse and performance of international teaching assisstants* (pp. 153-186). Alexandria, VA: TESOL.

Bailey, K. M. (1983). Foreign teaching assistants at U.S. universities: Problems in interaction and communication. *TESOL Quarterly, 17*(2), 308-310.

Bailey, K. M. (1984). The “foreign TA problem.” In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 3-15). Washington D.C: National Association for Foreign Student Affairs.

Bailey, K. M. (1984). A typology of teaching assistants. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 110-125). Washington D.C: National Association for Foreign Student Affairs.

Bailey, K. M. (1985). If I had known then what I know now: Performance testing of foreign teaching assistants. In P. Hauptman, R. Leblanc, & M. Wesche (Eds.), *Second language performance testing* (pp. 153-180). Ottowa, Canada: University of Ottowa Press.

Bailey, K. M., & Hinofotis, F. B. (1984). A one-day workshop in oral communication skills. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 51-58). Washington D.C: National Association for Foreign Student Affairs.

Bailey, K. M., Pialorsi, F., & Zukowski/Faust, J. (Eds.). (1984). *Foreign teaching assistants in U.S. universities*. Washington, DC: National Association for Foreign Student Affairs.

Bauer, G. (1996). Addressing special considerations when working with international teaching assistants. In J. D. Nyquist & D. H. Wulff (Eds.), *Working effectively with graduate assistants* (pp. 85-103). London: Sage Publications.

Berdie, D. R., Anderson, J. F., Wenberg, M. S., & Price, C. S. (1976). Improving the effectiveness of teaching assistants: Undergraduates speak out. *Improving College and University Teaching, 24*(3), 169-171.

Bresnahan, M. I., & Kim, M. S. (1993). Factors of receptivity and resistance toward international teaching assistants. *Journal of Asian Pacific Communication, 4*, 1-12.

Briggs, S., & Hofer, B. (1991). Undergraduate perceptions of ITA effectiveness. In J. D. Nyquist, R. D. Abbott, D. H. Wulff, & J. Sprague (Eds.), *Preparing the professionals of tomorrow to teach* (pp. 435-445). Dubuque, IA: Kendall-Hunt.

Briggs, S. L. (1994). Using performance assessment methods to screen ITAs. In C. G. Madden & C. L. Myers (Eds.), *Discourse and performance of international teaching assistants* (pp. 63-80). Alexandria, VA: TESOL.

Brown, K. (1992). American college student attitudes toward non-native instructors. *Multilingua, 11,* 249-265.

Brown, K., Fishman, P., & Jones, N. (1990). *Legal and policy issues in the language proficiency assessment of international teaching assistants* (IHELG Monograph 90-1). Houston, TX: Institute for Higher Education Law and Governance.

Byrd, P., & Constantinides, J. C. (1988). FTA training programs: Searching for appropriate teaching styles. *English for Specific Purposes, 7*, 123-129.

Byrd, P., & Constantinides, J. C., & Pennington, M. (1989). *The foreign teaching assistant’s manua*l. New York, NY: Macmillan.

Byrd, P., & Constantinides, J. C. (1992). The language of teaching mathematics: Implications for training ITAs. *TESOL Quarterly, 26*(1), 163-167.

Chiang, S. Y. (2009). Dealing with communication problems in the instructional interactions between international teaching assistants and American college students. *Language and Education, 23*(5), 461-478.

Chiang, S. Y. (2011). Pursuing a response in office hour interactions between US college students and international teaching assistants. *Journal of Pragmatics, 43*(14), 3316-3330.

Chiang, S. Y. (2016). “Is this what you’re talking about?”: Identity negotiation in international teaching assistants’ instructional interactions with U.S. college students. *Journal of Language, Identity & Education, 15*(2), 114-128.

Chiang, S. Y., & Mi, H. F. (2008). Reformulation as a strategy for managing ‘understanding uncertainty’ in office hour interactions between international teaching assistants and American college students. *Intercultural Education, 19*(3), 269-281.

Constantinides, J. C. (1987). Designing a training program for international teaching assistants. In N. Chism (Ed.), *Employment and education of teaching assistants* (pp. 275-283). Columbus, OH: the Ohio State University, Center for Teaching Excellence.

Contantino, M. (1985). Training international teaching assistants: Policy and procedures. *Journal of International Student Personnel, 2*, 1-4.

Damron, J. (2003). What's the problem? A new perspective on ITA communication. *Journal of Graduate Teaching Assistant Development, 9*(2), 81-88.

Davies, C., Tyler, A., & Koran, J. (1989). Face-to-face with native speakers: An advanced training class for international teaching assistants. *English for Specific Purposes, 8*, 139-153.

Davids, W. E. (1991). International teaching assistants and cultural differences: Student evaluations of rapport, approachability, enthusiasm, and fairness. In J. D. Nyquist, R. D. Abbott, D. H. Wulff, & J. Sprague (Eds.), *Preparing the professionals of tomorrow to teach* (pp. 446-451). Dubuque, IA: Kendall-Hunt.

Dick, R. C., & Robinson, B. M. (1994). Oral English proficiency requirements for ITAs in U.S. colleges and universities: An issue in speech communication. *JACA, 2*(1), 77-86.

Douglas, D., (1991). Review of The international teaching assistant: An annotated bibliography, by S. Briggs, S. Hyon, P. Aldridge, & J. Swales (Eds.)]. Language Learning, 41, 619-621. Ann Arbor, MI: The English Language Institute.

Douglas, D., & Myers, C. (1989). TAs on TV: Demonstrating communication strategies for international teaching assistants. *English for Specific Purposes, 8*, 169-179.

Douglas, D., & Larry, S., (1989). U. S. vs. NNS TAs: Markedness in discourse domains. Papers in Applied Linguistics, 1(1), 69-82.

Douglas, D., & Selinker, L., (1994). Native and non native teaching assistants: A case study of discourse domains and genres. In C. Madden & C. Myers (Eds.), Discourse and performance of international teaching assistants (pp. 221-230). Alexandria, VA: TESOL.

Farnsworth, T. L. (2013). An investigation into the validity of the TOEFL iBT speaking test for international teaching assistant certification. *Language Assessment Quarterly, 10*(3), 274-291.

Fisher, M. (1985). Rethinking the “foreign TA problem”. *New Directions for Teaching and Learning, 1985*(22), 63-73. Abstract retrieved from ERIC. (Accession No. EJ318661).

Fitch, F., & Morgan, S. E. (2003). "Not a lick of English": Constructing the ITA identity through student narratives. *Communication Education, 52*(3-4), 297-310.

Fleisher, B., Hashimoto, M., & Weinberg, B. A. (2002). Foreign GTAs can be effective teachers of economics. *Journals of Economic Education*, *33*, 299-325. doi:10.1080/00220480209595329

Fox, W. S., & Gay, G. (1994). Functions and effects of international teaching assistants. *Review of Higher Education, 18*, 1-24.

Gallego, J. (1990). The intelligibility of three nonnative English-speaking teaching assistants: An analysis of student-reported communication breakdowns. *Issues in Applied Linguistics, 1*(2), 219-237.

Gaskill, W., & Brinton, D. (1984). A one-week language skills orientation program for foreign teaching assistants and graduate students. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 59-68). Washington D.C: National Association for Foreign Student Affairs.

Ginther, A. (2004). International teaching assistant testing: Policies and methods. In D. Douglas (Ed.), *English language testing in U.S. colleges and universities* (2nd ed.) (pp. 57-84). Washington, D.C.: NAFSA.

Gorsuch, G. J. (2003, December). The educational cultures of international teaching assistants and U.S. universities. *TESOL-EJ, 7*(3). Retrieved from http://www.tesl-ej.org/wordpress

Graham, J. G. (1992). Bias-free teaching as a topic in a course of international teaching assistants. *TESOL Quartely, 26*, 585-589.

Gorsuch, G., Meyers, C., Pickering, L., & Griffee, D. (2010). *English communication for international teaching assistants.* Long Grove, IL: Waveland Press, Inc.

Gorsuch, G., Meyers, C., Pickering, L., & Griffee, D. (2012). *English communication for international teaching assistants* (2nd ed.). Long Grove, IL: Waveland Press, Inc.

Halleck, G. B. (2008). The ITA problem: A ready-to-use simulation. *Simulation & Gaming, 39*(1), 137-146.

Halleck, B., 7 Moder, CF., L. (1995). Testing language and teaching skills of international teaching assistants: The limits of compensatory stargeies. *TESOL Quaretly, 29*, 733-758.

Hoekje, B., & Linnell, K. (1994). "Authenticity" in language testing: Evaluating spoken language tests for international teaching assistants. *TESOL Quarterly, 28*(1), 103-126.

Hoekje, B., & Williams, J. (1992). Communicative competence and the dilemma of international teaching assistant education. *TESOL Quarterly, 26,* 243-269.

Hsieh, C. N. (2011). Rater effects in ITA testing: ESL teachers’ versus American undergraduates’ judgments of accentedness, comprehensibility, and oral proficiency. *Spaan Fellow Working Papers in Second or Foreign Language Assessment, 9*, 47–74.

Hsu, C. F. (2011). The influence of vocal qualities and confirmation of nonnative English-speaking teachers on student receiver apprehension, affective learning, and cognitive learning. *Communication Education, 61*(1), 4-16.

Inglis, M. (1993). The communicator style measure applied to nonnative speaking teacher assistants. *International Journal of Intercultural Relations*, *17*, 89-105. doi: 10.1016/0147-1767(93)90014-Y

Isaacs, T. (2008). Towards defining a valid assessment criterion of pronunciation proficiency in non-native English-speaking graduate students. *The Canadian Modern Language Review, 64*(4), 555-580.

Jacobs, L. C., & Friedman, C. B. (1988). Student achievement under foreign teaching associates compared with native teaching associates. *Journal of Higher Education, 59,* 551-563.

Jenkins, S., & Rubin, D. L. (1993). International teaching assistants and minority students: The two sides of cultural diversity in American higher education. *Journal of Graduate Teaching Assistant Development, 1*, 17-24.

Jia, C. L., & Bergerson, A. A. (2008). Understanding the international teaching assistant training program: A case study at a northwestern research university. *International Education, 37*(2), 77-98.

Johnson, K. (1991). Modifying the SPEAK test for international teaching assistants. *TESOL Matters*, p. 8.

Kang, O. (2012). Impact of rater characteristics and prosodic features of speaker accentedness on ratings of international teaching assistants’ oral performance *Language Assessment Quarterly,* *9,* 249-269.

Kang, O., Rubin, D., & Lindemann, S. (2015). Mitigating US undergraduates‘ attitudes toward international teaching assistants. *TESOL Quarterly, 49*(4), 681-706.

Kaplan, R. B. (1989). The life and times of ITA programs. *English for Specific Purposes, 8*(2), 109-124.

Kim, D., Twombly, S., & Wolf-Wendel, L. (2012). International faculty in American universities: Experiences of academic life, productivity, and career mobility. *New Directions for Institutional Research, 2012*(155), 27-46.

King, K. (1998). Mandating English proficiency for college instructors: States' responses to the TA problem. *Vanderbilt Journal of Transnational Law, 31*(1), 203-256.

Landa, M., & Perry, W. (1984). An evaluation of a training course for foreign teaching assistants. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 89-100). Washington D.C: National Association for Foreign Student Affairs.

Liu, J. (2005). Chinese graduate teaching assistants teaching freshman composition to native English speaking students. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 155-177). New York, NY: Springer.

LoCastro, V., & Tapper, G. (2008). International teaching assistants and teacher identity. *Journal of Applied Linguistics, 3*(2), 185-218.

Martin, K. (2008). “Do you know China?”: TAs journey into new territory for International Education Week. *ITAIS Newsletter, 13*(1). Retrieved from http://www.tesol.org//s\_tesol/sec\_issue.asp?nid=3205&iid=10828&sid=1

Manohar, U., & Appiah, O. (2015). Perspective taking to improve attitudes towards international teaching assistants: The role of national identification and prior attitudes. *Communication Education*, 65(2), 149-163.

McChesney, B. (1994). The functional language of the U.S. TA during office hours. In C. Madden & C. Myers (Eds.), *Discourse and performance of international teaching assisstants* (pp. 134-152). Alexandria, VA: TESOL.

Mellor, J. (1987). Standard oral proficiency tests of intenaitonal graduate teaching assistants. In N. Chism (Ed.), *Employment and education of teaching assistants* (pp. 334-337). Columbus, OH: the Ohio State University, Center for Teaching Excellence.

Monoson, P. K., & Thomas, C. F. (1993). Oral English proficiency policies for faculty in U.S. higher education. *Review of Higher Education, 16*, 127-140.

Myers, C. L. (1994). Question-based discourse in science labs: Issues for ITAs. In C. Madden & C. L. Myers (Eds.), *Discourse and performance of international teaching assistants* (pp. 83-103). Alexandria, VA: TESOL Inc.

Nelson, G. L. (1992). The relationship between the use of personal, cultural examples in international teaching assistants’ lectures and uncertainty reduction, student attitude, student recall, and ethnocentrism. *International Journal of Intercultural Relations, 16,* 33-52.

Norris, T. (1991). Nonnative English-speaking teaching assistants and student performance. *Research in Higher Education, 32*, 433-448. doi: 10.1007/BF00992185

Nyquist, J. D., & Wulff, D. H. (1992). *Preparing teaching assistants for instructional roles: Supervising TAs in communication*. Annandale, VA: Speech Communication Association.

Oppenheim, N. (1997). *How International Teaching Assistant Programs can prevent lawsuits*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED408886&site=ehost-live

Pae, T. I. (2001). International teaching assistant programs and World Englishes perspective. *Journal of Graduate Teaching Assistant Development, 8*(2), 71-75.

Patel, V. (2016, April 24). How colleges help foreign grad students with their teaching. *Chronicle of Higher Education*. Retrieved from: http://chronicle.com/article/How-Colleges-Help-Foreign-Grad/236218

Petro, A. (2006). ITAIS annual report. *ITAIS Newsletter, 11*(2). Retrieved from http://www.tesol.org/s\_tesol/sec\_issue.asp?nid=3205&iid=7303&sid=1

Pialorsi, F. (1984). Toward an anthropology of the classroom: An essay on foreign teaching assistants and U. S. students. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 16-21). Washington D.C: National Association for Foreign Student Affairs.

Pica, T., Barnes, G. A., & Finger, A. G. (1990). *Discourse and performance of international teaching assistants*. New York, NY: Newbury House.

Pica, T., Barnes, G. A., & Finger, A. G. (1990). *Teaching matters: Skills and strategies for international teaching assistants*. New York: Newbury House.

Pickering, L. (2001). The role of tone choice in improving ITA communication in the classroom. *TESOL Quarterly, 35*(2), 233-255.

Pickering, L. (2014). Revisiting practice: A model of conversational involvement for the ITA context. *ITA/AL Interest Section Newsletter*, 16-19.

Pickering, L., & Wiltshire, C. (2000). Pitch accent in Indian English TAs’ teaching discourse. *World Englishes, 19,* 173-183.

Plakans, B. S. (1997). Undergraduates' experiences with and attitudes toward international teaching assistants. *TESOL Quarterly, 31*(1), 95-118.

Plakans, B. S., & Abraham, R. G. (1990). The testing and evaluation of international teaching assistants. In D. Douglas (Ed.), *English language testing in U.S. colleges and universities* (pp. 68-81). Washington, D. C.: NAFSA.

Plough, I. C., Briggs, S. L., & Van Bonn, S. (2010). A multi-method analysis of evaluation criteria used to assess the speaking proficiency of graduate student instructors. *Language Testing, 27(*2), 235-260.

Rice, D. (1984). A one-semester program for orienting the new foreign teaching assistant. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 69-75). Washington D.C: National Association for Foreign Student Affairs.

Rine, E. & Hall, J. K, (2011). Becoming a teacher: Changing participant frameworks in international teaching assistant (ITA) discourse. In J. K. Hall, J. Hellermann, & S. Pekarak Doehler (Eds.), Interactional competence and development (pp. 244-274). Clevedon, UK: Multilingual Matters.

Ross, P. G., & Krider, D. S. (1992). Off the plane and into the classroom: A phenomenological explication of international teaching assistants' experiences in the American classroom. *International Journal of Intercultural Relations, 16*(3), 277-293.

Rounds , P. (1987). Characterizing successful classroom discourse for NNS teaching assistant training. *TESOL Quarterly, 21*(4), 643-671.

Rubin, D. L. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants. *Research in Higher Education, 33*(4), 511-531.

Rubin, D. L., & Smith, K. A. (1990). Effects of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants. *International Journal of Intercultural Relations, 14*, 337-353.

Sadow, S., & Maxwell, M. (1983). The foreign teaching assistant and the culture of the American university class. In M. A. Clarke & J. Handscombe (Eds.), *On TESOL ’82: Pacific perspectives on language learning and teaching* (pp. 253-258). Washington, DC: TESOL.

Saif, S. (2002). A needs-based approach to the evaluation of the spoken language ability of international teaching assistants. *The Canadian Journal of Applied Linguistics, 5*, 145-167.

Saif, S. (2006). Aiming for positive washback: A case study of international teaching assistants. *Language Testing, 23*(1), 1-34.

Sarkisian, E. (1984). Training foreign teaching assistants: Using videotape to observe and practice communicating and interacting with students. In P. Larson, E. L. Judd & D. S. Messerschmitt (Eds.), *On TESOL ’84* (pp. 325-331). Washington, DC: TESOL.

Schneider, K. S., & Steven, S. G. (1987). Curriculum considerations for a campus-wide international teaching associate training program. In N. Chism (Ed.), *Employment and education of teaching assistants* (pp. 284-289). Columbus, OH: the Ohio State University, Center for Teaching Excellence.

Sequeira, D. L., & Daerling, A. L. (1987). A multiperspective approach to international teaching assistant training, In N. Chism (Ed.), *Employment and education of teaching assistants* (pp. 307-315). Columbus, OH: the Ohio State University, Center for Teaching Excellence.

Shaw, P. A. (1984). Linguistic competence, communicative needs, and university pedagogy: Toward a framework for TA training. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 22-40). Washington D.C: National Association for Foreign Student Affairs.

Shaw, P. A. (1994). Discourse competence in a framework for ITA training. In C. Madden & C. Myers (Eds.), *Discourse and performance of international teaching assisstants* (pp. 27-51). Alexandria, VA: TESOL.

Smith, J. (1989). Topic and variation in ITA oral proficiency: SPEAK and field-specific tests. *English for Specific Purposes, 8*, 155-167.

Smith, J., Meyers, C., and Burkhalter, A. (1992). *Communicate: Strategies for international teaching assistants*. Englewood Cliffs, NJ: Prentice Hall Regents.

Smith, R. A., Strom, R. E., & Muthuswamy, N. (2005). Undergraduates’ rating of domestic and international teaching assistants: Timing of data collection and communication intervention. *Journal of Intercultural Communication Research, 34*, 3-21.

Stansfield, C. W., & Ballard, R. J. (1984). Two instruments for assessing the oral English proficiency of foreign teaching assistants. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 101-109). Washington D.C: National Association for Foreign Student Affairs.

Staples, S., Kang, O., & Wittner, E. (2014). Considering interlocutors in university discourse communities: Impacting U.S. undergraduates’ perceptions of ITAs through a structured contact program. *English for Specific Purposes, 35*, 54-65.

Steed Rice, D. (1984). A one-semester program for orienting the new foreign teaching assistant. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 69-75). Washington D.C: National Association for Foreign Student Affairs.

Subtirelu, N. (2015). “She does have an accent but…”: Race and language ideology in students' evaluations of mathematics instructors on RateMyProfessors.com. *Language in Society, 44*(01), 35-62.

Theobald, R. (2013). International faculty: A source of diversity. In H. C. Alberts & H. D. Hazen (Eds.), *International students and scholars in the United States: Coming from abroad* (pp. 111-130). New York, NY: Palgrave Macmillan.

Thomas, C. F., & Monoson, P. K. (1993). Oral English language proficiency of ITAs: Policy, implementation, and contributing factors. *Innovative Higher Education, 17*(3), 195-209.

Turitz, N. J. (1984). A survey of training programs for foreign teaching assistants in American universities. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 43-50). Washington D.C: National Association for Foreign Student Affairs.

Tyler, A. (1992). Discourse structure and the perception of incoherence in international teaching assistants' spoken discourse. *TESOL Quarterly, 26*(4), 713-729.

Twale, D. J., Shannon, D. M., & Moore, M. S. (1997). NGTA and IGTA training and experience: Comparisons between self-ratings and undergraduate student evaluations. *Innovative Higher Education, 22*(1), 61-77.

Tyler, A. (1992). Discourse structure and the perception of incoherence in international teaching assistants' spoken discourse. *TESOL Quarterly, 26*(4), 713-729.

Tyler, A., Jefferies, A., & Davies, C. E. (1988). The effect of discourse structuring devices on listener perceptions of coherence in non-native university teachers' spoken discourse. *World Englishes, 7*, 101-110.

Villarreal, D. (2013). Closing the communication gap between undergraduates and international faculty. *CATESOL Journal, 24*(1), 8-28.

vom Saal, D. (1987). The undergraduate experience and international teaching assistants. In N. Van Note Chism, & S. B. Waner (Eds.), *Institutional responsibitilyes and responses in the emplyment and educaiton of teaching assistants* (pp. 267-274). Comumbus, OH: The Ohio State University.

Wildner-Bassett, M. E. (1992). "Poof! You're a teacher!": Using introspective data in the professional development of beginning TAs. In J. C. Walz (Ed.), *Development and supervision of teaching assistants in foreign languages* (pp. 153-169). Boston, MA: Heinle & Heinle.

Williams, J. (1992). Planning, discourse marking, and the comprehensibility of international teaching assistants. *TESOL Quarterly, 26*(4), 693-711.

Williams, G. (2007). Investigating the influences on the teaching identity of international teaching assistants. In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry, and dialogic activity in educational contexts* (pp. 305-328). Charlotte, NC: Information Age Publishing.

Winter, J., Turner, R., Gedye, S., Nash, P., & Grant, V. (2014). Graduate teaching assistants: Responding to the challenges of internationalisation. *International Journal for Academic Development*, 1-13.

Xi, X. (2007). Validating TOEFL[R] iBT speaking and setting score requirements for ITA screening. *Language Assessment Quarterly, 4*(4), 318-351.

Yook, E. L., & Albert, R. D. (1999). Perceptions of international teaching assistants: The interrelatedness of intercultural training, cognition, and emotion. *Communication Education, 48*, 1-17.

Yule, G., & Hofffman, P. (1990). Predicting success for international teaching assistants in a U.S. university. *TESOL Quarterly, 24*(2), 227-243.

Zhou, J. (2009). What is missing in the International Teaching Assistants training curriculum? *Journal of Faculty Development, 23*(2), 19-24.

Zukowski/Faust, J. (1984). Problems and strategies: An extended training program for foreign teaching assistants. In K. M. Bailey, F. Pialorsi & J. Zukowski-Faust (Eds.), *Foreign teaching assistants in U.S. universities* (pp. 76-86). Washington D.C: National Association for Foreign Student Affairs.