Title of Project:  
Language proficiency development of non-native English-speaking teacher candidates: A comparative case study of two teacher preparation programs in Canada and Israel

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Summary Statement:

Project summary

To gain insight into the development of the English language proficiency of NNES teacher candidates in two very different teacher preparation programs, we propose a comparative case study of the programs for NNES preservice teachers of EFL in the English Department of the School of Education at Beit Berl College in Israel and the programs for NNES K-12 teacher candidates enrolled in the B.Ed. and M.T. at the Ontario Institute for Studies in Education of the University of Toronto. Both programs implement different CBI models aimed at improving NNES teachers' language proficiency.

To find out if the different approaches to the English proficiency development of NNES teacher candidates in each institution is meeting the needs of these teacher candidates and responding to the concerns of their instructors and the host teachers in partner schools, we will collect data at two levels. At the macro level, we will collect data that will allow us to describe the various approaches and their effect on the NNES teacher candidates in both institutions. At the micro-level we will generate 10 portraits of teacher candidates (5 at Beit Berl and 5 at OISE/UT) over a one-year period in the hope of gaining an understanding of how their participation in the various courses, workshops and discussion groups has impacted them. It is believed that the collaborative examination of the same issues in these different contexts will allow for a broader and deeper understanding of the issues involved. In addition, drawing on this collective analysis and combined knowledge base will allow teacher educators in various settings to better respond to the proficiency and cross-cultural communication needs of NNES teacher candidates.
References


