Title of Project:
A Quest to Prepare English Language
Teachers for Diverse Teaching Settings

Researcher:
Ali Fuad Selvi
University of Maryland, College Park
alifuad@umd.edu

Research Supervisor:
Dr. Megan Madigan Peercy

Ali Fuad Selvi

Summary:

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 this critical prominence of the global English language teaching enterprise, the need for preparing *all* language teachers (teacher-learners coming from a range of ethnolinguistic, cultural, racial age, backgrounds with various past teaching, learning and educational experience) for diverse teaching settings in the U.S. and international contexts is more pivotal than ever. The current research study sheds an important light on this need by adopting a TESOL teacher education department and its three MATESOL programs as a research context, and by providing a multifaceted exploration of how program components provide affordances and constraints in developing a knowledge base for ethnolinguistically diverse teacher-learners to work effectively with English language learners in diverse teaching contexts.

More specifically, the current research project is a holistic descriptive case study utilizing quantitative and qualitative analyses to explore the perceptions of

(a) an ethnolinguistically diverse group of teacher-learners who were enrolled in,

(b) an ethnolinguistically diverse alumni who graduated from, and

(c) instructional faculty teaching in three MATESOL teacher education programs housed in a large, research-intensive university located in a bustling metropolitan area in the mid-Atlantic United States. The data collection sources included questionnaires, a series of semi-structured, in-depth interviews, classroom observations, and programmatic documents. The current study primarily draws upon sociocultural perspectives and more specifically utilizes Activity Theory as an analytical organizing framework to examine the complex interrelations among the participants, and to identify existing institutionalized tensions and contradictions among systemic components in the activity system under scrutiny.

Activity theoretical analysis of individual and programmatic efforts towards preparing teachers for diverse teaching settings in the U.S. and international contexts brought together three interrelated results that highlight an increased need for

(1) diversification and dynamic re-orchestration of programmatic efforts,

(2) reimagining distributed agency, and partnerships, and

(3) developing practicum alternatives.

The study underscores the urgency of embracing the critical need, role and importance of English language teacher education, re-examining the current efforts in our quest to prepare all teachers for diverse teaching settings.

One of the important highlights of the present study is a wider recognition of the heterogeneity of the current and graduated teacher-learners who bring a range of identities, orientations (both at the time of entering, during, and after graduating from their respective programs), and post-program aims. Recognizing such a plethora of orientations was important for several reasons: First, it is absolutely important to acknowledge and embrace the complex and multifaceted image of the MATESOL student. It is accepted that behind any pedagogical decision is an image of prototypical students, also known as imagined audience, which embodies a set of assumptions regarding the profile of students, such as their background, their (lack of) knowledge, their needs and their ultimate aim upon graduation (Matsuda, 2006). This study was important in terms of demonstrating that MATESOL students are not monolithic, and neither are their (sometimes conflicting) perspectives on how teacher education for diverse teaching settings should look. Second, it is also important in terms of understanding the multiplicity of factors and reasons behind teacher-learners' rationale for enrolling in their respective programs, as well as what they would like to attain from their programs. When seen in tandem, the multifaceted picture of MATESOL students, their diverse orientations for enrolling in their programs, and their professional aims upon graduation, necessitate diversification and dynamic re-orchestration of programmatic efforts.

The study presents a series of recommendations for diversifying teacher education practices and developing a shared accountability in teacher preparation for diverse teaching settings and contexts. These recommendations have two-fold importance in shaping teacher education research and policies: first, they showed the consequences and implications of the overemphasis of these three programs on the U.S. teaching context, which stemmed from pressing top-down forces such as the State's influence, the notion of accountability to NCATE/TESOL program standards, and accreditation requirements. It also emerged from bottom-up factors related to the availability of resources to the TESOL Unit, such as staffing, professional expertise, and experience of instructional faculty. The presence and influence of these multiple mechanisms translate into the need for more institutionalized acknowledgment of and preparation for contexts and settings beyond the K-12 public school setting in the United States. Second, building upon teacher-learners' interest in preparation for diverse teaching settings, the present study highlighted the importance and necessity of expanding and diversifying the scope of the programmatic efforts and development.

Significant improvements and developments at curricular and policy levels lie ahead of MATESOL programs for the purposes of transforming preparation practices for a teacher workforce who will strive to meet the culturally, linguistically and academically diverse needs of ELLs in diverse teaching settings in the U.S. and international contexts. These recommendations include

(1) more rigorous accountability for preparing ESOL teachers for diverse teachings in the U.S. and international contexts,
(2) diversification of programmatic efforts,
(3) promotion of distributed agency and partnerships among stakeholders in these programs,
(4) greater emphasis on field-based experiences interwoven with academic programs, and

(5) community-based professional opportunities to expand the knowledge base of ESOL teachers to encompass effective practices in diverse teaching settings.

References

Agor, B. (2006). *Integrating EFL standards into Chinese classroom settings: Senior level (Grades 10-12).* New York: McGraw-Hill.

Allison, D. (1985). *The new Nietzsche: Contemporary styles of interpretation*. Cambridge, MA: MIT Press.

American Association for Colleges of Teacher Education. (2003). *Preparing teachers for second-language learners*. Retrieved from http://aacte.org/Programs/Multicultural-/-Diversity/resolution-on-preparing-teachers-for-second-language-learners.html

American Council of Education. (2009). U.S. branch campuses abroad. ACE Center for International Initiatives. Washington, DC: American Council on Education.

Antunez, B. (2002). *The preparation and professional development of teachers of English language learners*. ERIC Digest (ED477724). Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.

Ariza, E, Morales-Jones, C., Yahya, N., Zainuddin, H. (2002). *Why TESOL? Theories and issues in teaching English as a second language for K-12 teachers* (2nd ed.). Dubuque, Iowa: Kendall/ Hunt Publishing Company.

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

Association of International Educators (2011). *The economic benefits of international education to the United States: A statistical analysis.* Retrieved from http://www.nafsa.org/_/File/_/eis2011/USA.pdf

Atkinson, D. (2005). Situated qualitative research and second language writing. In P. K. Matsuda & T. Silva (Eds.), *Second language writing research: Perspectives on the process of knowledge construction* (pp. 49-64). Mahwah, NJ: Lawrence Erlbaum Associates.

Atkinson, D. (2010). Theory with a big T and practice with a small p. In T. Silva & P. K. Matsuda (Eds.), *Practicing theory in second language writing* (pp. 5-18). West Lafayette, IN: Parlor Press.

Bailey, K. M. (1992). The processes of innovation in language teacher development: What, why and how teachers change. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp.253-282)*.* Hong Kong: City Polytechnic of Hong Kong.

Bailey, K. M. (2001). Teacher preparation and development. *TESOL Quarterly, 35*(4), 609-611.

Bailey, K. M. (2006). *Language teacher supervision: A case-based approach.* New York: Cambridge University Press.

Bailey, A. (2009). Language teacher supervision. In A. Burns J. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 269-278). New York: Cambridge University Press.

Bailey, K. M., Bergthold, B., Braunstein, B., Fleischman, J. N., Holbrook, M. P., Tuman, J., Waissbluth, X., Zambo, L. J. (1996). The language learner's autobiography: Examining the "apprenticeship of observation." In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 11-29). New York: Cambridge University Press.

Bakhurst, D. (2009). Reflections on activity theory. *Educational Review, 61*(2), 197-210.

Ball, D. L. (2000). Bridging practices: Intertwining content and pedagogy in teaching and learning to teach. *Journal of Teacher Education, 51*(3), 241-47.

Baniabdelrahman, A. (2003). *The effectiveness of the English language/field teacher preparation program at Yarmouk University in Jordan as perceived by its students* (Unpublished doctoral dissertation). Fayetsville, AR: University of Arkansas.

Barab, S. A., & Duffy, T. (2000). From practice fields to communities of practice. In D. Jonassen & S. M. Land (Eds.), *Theoretical foundations of learning environments* (pp. 25–56). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Barab, S. A., Barnett, M., Yamagata-Lynch, L., Squire, K., & Keating, T. (2002). Using activity theory to understand the contradictions characterizing a technology-rich introductory astronomy course. *Mind, Culture, and Activity, 9*(2),76-107.

Barab, S. A., Evans, M., & Baek, E. (2004). Activity theory as a lens for characterizing the participatory unit. In D. Jonassen (Ed.), *International handbook on communication technologies* (Vol. 2), (pp. 199-214). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Bardovi-Harlig, K., & Hartford, B. (1997). *Beyond methods: Components of second language teacher education*. New York: McGraw-Hill.

Barduhn, S., & Johnson, J. (2009). Certification and professional qualifications. In A. Burns & J. Richards (Eds.), *The Cambridge guide to language teacher education* (pp.59-65). New York: Cambridge University Press.

Barlow, C. A. (2010). Interviews. In A. J. Mills, G. Eurepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 1), (pp. 495-499). Thousand Oaks, CA: SAGE.

Bartels, N. (2005). *Applied linguistics in language teacher education.* New York: Springer.

Bartels, N. (2006). *The construct of cognition in language teacher education and development* (Unpublished doctoral dissertation). Justus Liebig University Giessen, Giessen, Germany.

Bassey, M. (1999). *Case study research in educational settings*. Maidenhead, UK: Open University Press.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Berg, B. L. (2004). *Qualitative research methods for the social sciences* (5th ed.). Boston: Pearson.

Berg, B. L. (2007). *Qualitative research methods for the social sciences.* Boston: Pearson.

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Allyn & Bacon.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*, 81-109.

Borg, M. (2004). The apprenticeship of observation. *ELT Journal, 58*(3), 274-276.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

Borg, S. (2009). Language teacher cognition. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 163-171). New York: Cambridge University Press.

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

Braine, G. (1999). *Nonnative educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

Brinton, D. (2004). Nonnative English-speaking student teachers: Insights from dialogue journals. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience* (pp. 190-206). Ann Arbor. MI: University of Michigan Press.

British Council. (2006). *British Council annual report 2005- 2006.* Retrieved from http://www.britishcouncil.org/bc-annual-report-2005-2006.pdf

Brown, J. D. (2001). *Using surveys in language programs.* Cambridge: Cambridge University
     Press.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford
     University Press.

Brown, K. (2002). Ideology and context: World Englishes and EFL teacher training. *World
     Englishes, 21*(3), 59-73.

Brutt-Griffler, J., & Samimy, K. K. (1999). Revisiting the colonial in the postcolonial: Critical
     praxis for nonnative-speaking teachers in a TESOL Program. *TESOL Quarterly, 33*(3),
     413-31.

Burns, A. (1996). Collaborative research and curriculum change: Australian Adult Migrant
     Education Program. *TESOL Quarterly, 30*, 591-597.

Burns, A., & Richards, J. C. (Eds). (2009). *The Cambridge guide to second language teacher
     education.* New York: Cambridge University Press.

Burton, J. (2009). Reflective practice. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide
     to second language teacher education* (pp. 298-307). New York: Cambridge University
     Press.

Butler-Pascoe, M. E. (1997). Many faces, more voices: Mastering a TESOL degree. *American
     Language Review, 1*(4), 20-22.

Byrnes, H. (2000). Shaping the discourse of a practice: The role of linguistics and psychology in
     language teaching and learning. *The Modern Language Journal, 84*(4), 472-94.

Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. Berliner & R. Calfee (Eds.),
     Handbook of educational psychology (pp. 709-725). New York: Macmillan.

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

Canagarajah, A. S. (2005). *Reclaiming the local in language policy and practice*. Mahwah, NJ:
     Erlbaum.

Carrier, K. A. (2003). NNS teacher trainees in Western-based TESOL programs. *ELT Journal*,
     57(3), 242-250.

Carter, K. (1990). Teachers' knowledge and learning to teach. In W.R. Houston (Ed.), *Handbook
     of research on teacher education* (pp.291-310). New York: Macmillan.

Center for Research on Education, Diversity and Excellence. (1998). Pedagogy matters: Standards for effective teaching practice. Retrieved from http://escholarship.org/uc/item/6d75h0fz#page-1

Chafe, J., & Wang, H. (2008). Second language teacher education at the tertiary level: A pressing issue in Canada. *The International Journal of Language, Society and Culture, 25,* 19-26.

Christopher, V. (2005). *Directory of teacher education programs in TESOL in the United States and Canada*. Alexandria, VA: TESOL Publications.

Clandinin, D. J. (1985). Personal practical knowledge: A study of teachers' classroom images. *Curriculum Inquiry, 15*(4), 361–85.

Clarke, A., & Collins, S. (2007). Complexity science and student teacher supervision, *Teaching and Teacher Education, 23*(1), 160–172.

Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher, 28*(7), 15-25.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.

Cole, M. (1996). *Cultural psychology. A once and future discipline*. Cambridge, MA: Harvard University Press.

Cole, M., & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), *Distributed cognitions: Psychological and educational considerations* (pp.1-46). New York: Cambridge University Press.

Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, *39*(1), 1-14.

Costa, A., & Kallick, B. (1993). Through the lens of a critical friend. *Educational Leadership, 51*(2) 49-51.

Council of Europe . (2001). *The common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Cook, V. (2005). Basing teaching on the L2 user. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 47-61). New York, NY: Springer.

Cousin, G. (2008). Researching learning in higher education: An introduction to contemporary methods and approaches. London: Routledge.

Crabtree, B. F., & Miller, W. L. (1999). *Doing qualitative research* (2nd ed.). Thousand Oaks, CA: SAGE.

Crandall, J. A. (1995). Reinventing (America's) schools: The role of the applied linguist. In J. E. Alatis (Ed.), *Linguistics and the education of language teachers: Ethnolinguistic, psycholinguistic, and sociolinguistic aspects* (pp.412-427). Washington, DC: Georgetown University Press.

Crandall, J. A. (1996). Teacher professionalism in TESOL. *MEXTESOL Journal,19*, 11-26.

Crandall, J. A. (2000). Language teacher education. *Annual Review of Applied Linguistics, 20*, 34-55.

Crandall, J. A. (2003). They DO speak English: World Englishes in U.S. schools. *ERIC/CLL News Bulletin*, *26*(3), 1-3.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five to eight traditions*. Thousand Oaks, CA: SAGE.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle Creek, NJ: Pearson Education.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: SAGE.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: SAGE.

Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice.* New York: Cambridge University Press.

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

Crystal. D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge: Cambridge University Press.

Crystal, D. (2004). *The stories of English.* London: Penguin.

Cullen, R. (1994). Incorporating a language improvement in teacher training programs. *ELT Journal, 48,* 162–172.

Curtis , A., & Romney, M. (2006). *Color, race, and English language teaching: Shades of meaning.* Mahwah, NJ: Lawrence Erlbaum.

Daniels, H. (2001). *Vygotsky and pedagogy*. New York: Routledge.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300-314.

Day, C. (1997). Inservice teacher education in Europe: Conditions and themes for development in the 21 century. *British Journal of In-Service Education, 23*(1), 39-54.

Day, R. R. (1991). *Models and the knowledge base of second language teacher education*. East Lansing, MI: National center for Research on Teacher learning.

Day, R. R., & Conklin, G. (1992, March). *The knowledge base in ESL/EFL teacher education.* Paper presented at the 1992 TESOL Conference, Vancouver, Canada.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: SAGE.

Denzin, N. K., & Lincoln, Y. S. (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: SAGE.

Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: SAGE.

Derbel, F., & Richards, A. R. (2007). Infusing a postcolonial component into English language teacher education curricula for a global century. *Radical Pedagogy, 9*(1). Retrieved from http://radicalpedagogy.icaap.org/content/issue9_1/derbel_richards.html

Derwing, T., & Munro, M. (2005). Pragmatic perspectives on the preparation of teachers of English as a second language: Putting the NS/NNS debate in context. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp.179-191). New York: Springer.

Dewey, J. (1938). *Experience and education.* New York: Collier Books.

Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method*. New York, NY: John Wiley & Sons, Inc.

Doğançay-Aktuna, S. (2006). Expanding the socio-cultural knowledge base of TESOL teacher education. *Language, Culture and Curriculum*, *19*, 278-295.

Doğançay-Aktuna, S. (2008). Non-native English speaking TESOL teacher educators: A profile from Turkey. In S. Doğançay-Aktuna & J. Hardman (Eds.), *Global English teaching and teacher education: Praxis and possibility*. Alexandria, VA: TESOL Publications.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction*, *administration and processing*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z., & Scott, M. L. (1997). Communication strategies in a second language: Definitions and taxonomies. *Language Learning, 47*, 173-210.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration and processing* (2nd ed.). New York, NY: Routledge.

Duff, P. (2007). *Case study research in applied linguistics*. Mahwah, NJ: Lawrence Erlbaum Associates.

Dunn, K. (2005). Interviewing. In I. Hay (Ed.), *Qualitative research methods in human geography (*pp. 79–105*).* Oxford: Oxford University Press.

Edge, J. (2001). *Action research.* Alexandria, VA: TESOL Publications.

Eguiguren, A. (2000). Expanding TESOL programs to include a World Englishes perspective. *Australian Language Matters, 8*(3), 3-4.

Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge.* New York: Nichols.

Ellis, V., Edwards, A., & Smagorinsky, P. (2010). *Learning teaching: Cultural historical perspectives on teacher education and development*. London: Routledge.

England, L., & Roberts, C. (1989). *A survey of foreign students and MA-TESOL programs.* Paper presented at the Teachers of English to Speakers of Other Languages Conference, San Antonio, TX.

Engeström, Y. (1987). *Learning by expanding: An activity theoretical approach to developmental research*. Helsinki: Orienta-Konsultit.

Engeström, Y. (1991). Activity theory and individual and social transformation. M*ultidisciplinary Newsletter for Activity Theory, 7/8*, 14-15.

Engeström, Y. (1993). Developmental studies of work as a test bench of activity theory: The case of primary care medical practice. In J. Lave & S. Chaiklin (Eds.), *Understanding practice: Perspectives on activity and context* (pp. 64-103). Cambridge: Cambridge University Press.

Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen, & R. L. Punamäki (Eds.), *Perspectives on activity theory* (pp. 19-38). Cambridge: Cambridge University Press.

Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work, 14*(1), 133-156.

Engeström, Y., & Miettinen, R. (1999). Introduction. In Y. Engeström., R. Miettinen & R. Punamäki (Eds.), *Perspectives on activity theory* (pp. 1-18). Cambridge: Cambridge University Press.

Engeström, Y., Miettinen, R., & Punamäki, R. (1999). *Perspectives on activity theory*. Cambridge: Cambridge University Press.

Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston, MA: McGraw Hill.

Fanselow, J. F. (1988). Let's see: Contrasting conversations about teaching. *TESOL Quarterly, 22*(1), 113-130.

Farrell, T. S. C. (2001). Critical friendships: Colleagues helping each other develop. *ELT Journal, 55*(4), 368-374.

Farrell. T. S. C. (2008). *Classroom management.* Alexandria, VA: TESOL Publications.

Feiman-Nemser, S. (1996). Teacher mentoring: A critical review. *ERIC Digest, ED397060*. Washington, D.C.: ERIC Clearinghouse on Teaching and Teacher Education.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record, 103*(6), 1013-1055.

Feryok, A. (2009). Activity theory, imitation and their role in teacher development. *Language Teaching Research, 13*(3), 279-299.

Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal, 81*, 285-300.

Flowerdew, J., Brock, M., & Hsia, S. (1992). *Perspectives on second language teacher education.* Hong Kong: City Polytechnic of Hong Kong.

Flynn, K., & Gulikers, G. (2001). Issues in hiring nonnative English-speaking professionals to teach English as a second language. *CATESOL Journal, 13*(1), 151-161.

Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge: Cambridge University Press.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry, 12*, 219-245.

Fontana, A., & Frey, J. H. (2005). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 695-727). Thousand Oaks, CA: SAGE.

Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. New

York: McGraw-Hill.

Frank-McNeil, J. (1986). *Directory of programs in TESOL in the United States: 1986-88*. Washington, DC: Teachers of English to Speakers of Other Languages.

Freeman, D. (1996). "To take them at their word": Language data in the study of teachers' knowledge. *Harvard Educational Review, 66*(4), 732-761.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching, 35*, 1-13.

Freeman, D. (2009). The scope of second language teacher education. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 11-19). New York: Cambridge University Press.

Freeman, D., & Cornwell, S. (1993). *New ways in teacher education*. Alexandria, VA: TESOL Publications.

Freeman, D., & Richards, J. C. (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly, 32*(3), 397–417.

Freeman, D., & Johnson, K. E. (2004). Comments on Robert Yates and Dennis Muchisky's "On reconceptualizing teacher education." *TESOL Quarterly, 38*(1), 119-127.

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston: Allyn and Bacon.

Garshick, E. (1998). *Directory of professional preparation programs in TESOL in the United States and Canada, 1999-2001*. Alexandria, VA: TESOL Publications.

Garshick, E. (2002). *Directory of teacher education programs in TESOL in the United States and Canada, 2002-2004*. Alexandria, VA: TESOL Publications.

Gebhard, J. G. (2005). Awareness of teaching through action research: Examples, benefits and limitations. *JALT Journal, 27*(1), 53-69.

Gebhard, J. G. (2009). The practicum. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 250-259). New York: Cambridge University Press.

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

Genesee, F., & Harper, C. (2010). Introduction. In TESOL, *TESOL/NCATE standards for the recognition of initial TESOL programs in P–12 ESL teacher education*, (pp. 10-26). Alexandria, VA: TESOL.

Glaser, B. (1992). *Basics of grounded theory analysis: Emergence vs. forcing.* Mill Valley, CA: Sociology Press.

Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.

Glesne, C. (1999). Becoming qualitative researchers: An introduction (2nd ed.). White Plains, NY: Longman.

Goetz, J., & LeCompte, M. (1994). Ethnography and qualitative design in educational research. New York: Academic Press.

Golombek, P. R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly, 32,* 447–464.

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

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

Graddol, D. (1996). *English: History, diversity and change*. New York: Routledge.

Graddol, D. (1997). *The future of English*. London: The British Council.

Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a foreign language'*. London: British Council.

Grandy, P. (2010). Instrumental case study. In In A.J. Mills, G. Eurepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 1, pp. 473-475). Thousand Oaks, CA: SAGE.

Graves, K. (2009). The curriculum of second language teacher education. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education*. (pp. 115-124). New York: Cambridge University Press.

Grossman, P. (1990). *The making of a teacher: Teacher knowledge and teacher education*. NY: Teachers College Press.

Grudnoff, L., & Tuck, B. (2003). Learning about teaching, learning while teaching, and becoming a teacher. *English teaching: Practice and critique, 2*(1), 33-42.

Gutiérrez, K., Rymes, B., & Larson, J. (1995). Script, counterscript and underlife in the classroom: James Brown versus Brown v. The Board of Education. *Harvard Educational Review, 65*(3), 445-471.

Gutiérrez, K., & Stone, L. D. (2000). Synchronic and diachronic dimensions of social practice: An emerging methodology for cultural-historical perspectives on literacy learning. In C. D. Lee & P. Smagorinsky (Eds.), *Vygotskian perspectives on literacy research. Constructing meaning through collaborative inquiry* (pp. 150-164).Cambridge, England: Cambridge University Press.

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles in practice* (2nd ed.). London: Routledge.

Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly, 28*(2), 241-272.

Harper, C. A., & de Jong, E. J. (2009). English language teacher expertise: The elephant in the room. *Language and Education*, *23*(2), 127-151.

Hawkes, M. L. (2011). Using task repetition to direct learner attention and focus on form. ELT Journal. doi: 10.1093/elt/ccr059

Hawkins, M. R. (2004). *Language learning and teacher education: A sociocultural approach.* Clevedon UK: Multilingual Matters.

Helfrich, S. R. (2007). *A comparative analysis of two teacher education programs* (Unpublished doctoral dissertation). University of Pittsburgh, Pittsburgh, PA.

Hirsch, E. D. (2009). *The making of Americans. Democracy and our schools*. New Haven, CT: Yale University Press.

Hodder, I. (1998). The interpretation of documents and material culture. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp.80-110). Thousand Oaks, CA: SAGE.

Holliday, A., (2005). *The struggle to teach English as an international language*. Oxford University Press, Oxford.

Holzman, L. (2006). What kind of theory is activity theory? *Theory and Psychology, 16*(1), 5-11.

Honigsfeld, A., & Dove, M. G. (2012). Co-teaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations. Charlotte, NC: Information Age Publishing.

Il'enkov, E. (1977). *Dialectical logic: Essays in its history and theory*. Moscow: Progress.

Institute of International Education (2011). *International students in the U.S.*. Retrieved from
http://www.iie.org/en/Research-and-Publications/~/media/Files/Corporate/Open-Doors/Fast-Facts/Fast%20Facts%202011.ashx

Jiang, Y. (2003). English as a Chinese language. *English Today, 19(2)*, 3-8.

Johnson, B., & Christensen, L. B. (2007). *Educational research: Quantitative, qualitative, and mixed approaches.* Thousand Oaks, CA: SAGE.

Johnson, K. A. (2001). *"But this program is designed for native speakers…": The perceived needs of nonnative English speaking students in MA TESOL programs* (ERIC Document Reproduction Service No. ED457687).

Johnson, K. E. (1994). The emerging beliefs and instructional practices of pre-service English as a second language teachers. *Teaching and Teacher Education, 10*(4), 439-452.

Johnson, K. E. (1996). The role of theory in L2 teacher education. *TESOL Quarterly, 30*, 765-770.

Johnson, K. E. (2000). Innovations in TESOL teacher education: A quiet revolution. In K. E. Johnson (Ed.), Teacher education: Case Studies in TESOL Practice. (pp. 1–7). Alexandria, VA: TESOL.

Johnson, K. E. (2006). The socio-cultural tum and its challenges for L2 teacher education. *TESOL Quarterly, 40*(1), 235-257.

Johnson, K. E. (2009a). *Second language teacher education: A sociocultural perspective*. New York: Routledge.

Johnson, K. E. (2009b). Trends in second language teacher education. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education*. (pp. 20-29). New York: Cambridge University Press.

Johnson, K. E., & Golombek, P. R. (2002). *Narrative inquiry as professional development.* New York: Cambridge University Press.

Johnson, K. E., & Golombek, P. R. (2003). 'Seeing' teacher learning. *TESOL Quarterly, 37*, 729-737.

Johnson, K. E., & Golombek, P. R. (2011). *Research on second language teacher education: A sociocultural perspective on professional development*. New York: Routledge.

John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist, 31*(3/4), 191-206.

Johnston, B., & Goettsch, K. (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modem Language Review, 56(3),* 437-468.

Johnston, B., & lrujo, S. (2001). *Research and practice in language teacher education: Voices from the field.* Selected papers from the First International Conference on Language Teacher Education. Minneapolis: University of Minnesota.

Johnston, S. (1992). Images: A way of understanding the practical knowledge of student teachers. *Teaching and Teacher Education, 8*(2), 123-136.

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

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

Kamhi-Stein, L. (2004). *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals.* Ann Arbor: University of Michigan Press.

Kamhi-Stein, L. (2009). Teacher preparation and nonnative English-speaking educators. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education.* (pp. 91-101). New York: Cambridge University Press.

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

Kanno, Y., & Stuart, C. (2011). The development of L2 teacher identity: Longitudinal case studies. *The Modern Language Journal, 95*(2), 236-252.

Katz, A. M., & Snow, M. A. (2003). Process and product in educational innovation: Implementing standards in Egypt. *Prospect: An Australian Journal of TESOL,18*(1), 53-67.

Katz, A. M., & Snow M. A. (2009). Standards and second language teacher education. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 66-76). New York: Cambridge University Press.

Kennedy, M. (1990). *Policy issues in teacher education.* East Lansing, MI: National Center for Research on Teacher Learning.

Kennedy, M. (1991). *An agenda for research on teacher learning* (National Center for Research on Teacher Learning Special Report). East Lansing: Michigan State University.

Kim, T.-Y. (2011). Sociocultural dynamics of ESL learning (de)motivation: An activity theory analysis of two adult Korean immigrants. *Canadian Modern Language Review, 67*(1), 91-122.

Kleinsasser, A. M. (2000). Researchers, reflexivity, and good data: Writing to unlearn. *Theory into Practice, 39*(3), 155-162.

Kramsch, C. (1993). *Context and culture in language teaching.* Oxford: Oxford University Press.

Kreidler, C. (1987). *ESL teacher education*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. ED 289 361).

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: SAGE.

Lafford, B. A. (2007). Second language acquisition reconceptualized? The impact of Firth and Wagner (1997). *The Modern Language Journal, 91*(v), 735-756.

LaFond, L., & Doğançay-Aktuna, S. (2009). Teacher perspectives on linguistics in TESOL teacher education. *Language Awareness, (3–4)*, 345-365.

Lantolf, J. (2000). Introducing sociocultural theory. In J. Lantolf (Ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Lantolf, J., & Thorne, S. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Lantolf, J., & Johnson, K. E. (2007). Extending Firth & Wagner's ontological perspective to L2 classroom praxis and teacher education. *The Modern Language Journal, 91*(v), 875-890.

Lapadat, P. (2010). Thematic analysis. In A. J. Mills, G. Eurepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 2, pp. 925-927). Thousand Oaks, CA: SAGE.

Larsen-Freeman, D. (1990). On the need for a theory of language teaching In J. Alatis (Ed.), *Linguistics, language teaching and language acquisition*. Washington, DC: Georgetown University Press.

Lasley, T. (1989). Editorial. *Journal of Teacher Education, 40*(2), n.p.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.

Lave, J., & Wenger, E. (1996). Practice, person, social world. In H. Daniels (Ed.), *An introduction to Vygotsky* (pp.143-150). London: Routledge.

Lee, I. (2004). Preparing nonnative English speakers for EFL teaching in Hong Kong. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 230-250). Ann Arbor: University of Michigan Press.

Lee, J. C., & Feng, S. (2007). Mentoring support and the professional development of beginning teachers: A Chinese perspective. *Mentoring and Tutoring, 15*(3), 243-263.

Leont'ev, A. N. (1978). *Activity, consciousness and personality*. Englewood Cliffs, NJ: Prentice Hall.

Leont'ev, A. N. (1981). The problem of activity in psychology. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology* (pp. 37-71). New York: M. E. Sharpe.

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

Leung, C., & Teasdale, A. (1998). ESL teacher competence: Professionalism in a social market. *Prospect, 13*(1), 4-25.

Lin, A., Grant, R., Kubota, R., Motha, S., Sachs, G. T., Vandrick, S., & Wong, S. (2004). Women faculty of color in TESOL: Theorizing our lived experiences. *TESOL Quarterly, 38*(3), 487-504.

Lin, A., Wang, W., Akamatsu, N., & Riazi, M. (2005). International TESOL professionals and teaching English for glocalized communication (TEGLOM). In A. S. Canagarajah (Ed.), *Reclaiming the local in language policy and practice* (pp. 197-224). Mahwah, NJ: Erlbaum.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: SAGE.

Liu, D. (1998). Ethnocentrism in TESOL: Teacher education and the neglected needs of international TESOL students. *ELT Journal, 52*, 3-10.

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

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

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. Llurda (Ed.), *Non-native language teachers. Perceptions, challenges, and contributions to the profession* (pp. 131-154). New York, NY: Springer.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: The University of Chicago Press.

Lynch, T., & Maclean, J. (2000). Exploring the benefits of task repetition and recycling for classroom language learning. *Language Teaching Research, 4*, 221-250.

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

Malderez, A. (2009). Mentoring. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 259-268). New York: Cambridge University Press.

Mann, S. J. (2005). The language teacher's development. *Language Teaching, 38*(3), 103-118.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: SAGE.

Martin-Beltrán, M., Peercy, M., & Selvi, A. F. (2012). Collaboration to teach elementary English Language Learners: Confronting challenges and bridging gaps through shared tools and vision. In A. Honigsfeld & M. Dove (Eds.), *Co-teaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations* (pp. 111-120). Charlotte, NC: Information Age Publishing.

Mascolo, M. F. (2009). Beyond teacher- and learner-centered pedagogy: Learning as guided participation. *Pedagogy and the Human Sciences, 1*, 4-27.

Matsuda, P. K. (2006). The myth of linguistic homogeneity in U.S. college composition. *College English, 68*(6), 637-651.

Maynard, T. (2000). Learning to teach or learning to manage mentors? Experiences of school-based teacher training. *Mentoring and Tutoring, 8,* 17-30.

McGinn, M. M. (2010). Data sources. In A. J. Mills, G. Eurepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 1, pp. 274-276). Thousand Oaks, CA: SAGE.

McKay, S. L. (2002). *Teaching English as an international language*. Oxford: Oxford University Press.

McKay, S. L. (2006). *Researching second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

McNally, J., Cope, P., Inglis, B., & Stronach, I. (1997). The student teacher in school: Conditions for development. *Teaching and Teacher Education, 13*(5), 485-498.

Medgyes, P. (1999). Language training: A neglected area in teacher education. In G.Braine (Ed.), *Nonnative educators in English language teaching*. Mahwah, NJ: Erlbaum.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Simpson, E. (1995). *A guide to research for educators and trainers of adults.* Malabar, FL.: Krieger.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook* (2nd ed.)*.* Thousand Oaks, CA: SAGE.

Moussu, L. (2006). *Native and non-native English-speaking English as a second language teachers: Student attitudes, teacher self-perceptions, and intensive English program administrator beliefs and practices* (Unpublished doctoral dissertation). Purdue University, West Lafayette, IN.

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

Murdoch, G. (1994). Language development in teacher training curricula. *ELT Journal, 48,* 253-259.

Murray, F. B. (2001). The over reliance of accreditors on consensus standards. *Journal of Teacher Education, 52*(2), 211-222.

National Association for Bilingual Education (NABE). (1992). *Professional standards for the preparation of bilingual/multicultural teachers*. Washington, D.C.: NABE.

National Board of Professional Teaching Standards (NBPTS). (1998). *English as a new language standards for teachers of students ages 3-18+*. Arlington, VA: National Board for Professional Teaching Standards.

National Council for Accreditation of Teacher Education (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Retrieved from http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715

Nemtchinova, E. (2005). Host teachers' evaluations of nonnative-English-speaking teacher trainees –A perspective from the classroom. *TESOL Quarterly, 39*(2), 235-262.

Nevin, A., Villa, R., & Thousand, J. (2009). *A guide to co-teaching with paraeducators practical tips for K-12 educators.* Thousand Oaks, California: Corwin Press.

Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly, 31*(3), 409-429.

Numrich, C. (1996). On becoming a language teacher: insights from diary studies. *TESOL Quarterly, 30*(1), 131-153.

Nunan, D. (1989). *Understanding language classrooms.* Cambridge: Prentice Hall.

Osterman, K., & Kottkamp. R. (1993). *Reflective practice for educators: Improving schooling through professional development*. California: Corwin Press, Inc.

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

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: SAGE.

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. London: SAGE.

Pennington, M. (1990). A professional development focus for the language teaching practicum. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp.132–152). Cambridge, England: Cambridge University Press.

Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher, 22*(2), 23-29.

Phillips, J. K., & Lafayette, R. C. (1996). Reactions to the catalyst: Implications for our new professional structure. In R. C. Lafayette (Ed.), *National standards: A catalyst for reform* (pp. 197-209). Lincolnwood, IL: National Textbook.

Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.

Phipps, S., & Borg, S. (2007). Exploring the relationship between teachers' beliefs and their classroom practice. *The Teacher Trainer, 21*(3), 17-19.

Polio, C. (1994, March). *International students in North American MA TESOL programs.* Paper presented at the 28th Annual Convention of Teachers of English to Speakers of Other Languages, Baltimore, Maryland.

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.

Potocka, D. (2011). Second language teacher education: Shifting paradigms, and future challenges. In M. Pawlak (Ed.), *Extending the boundaries of research on second language learning and teaching* (pp.169-181). Heidelberg, Germany: Springer.

Power, C. (2005, March 6). Not the Queen's English. *Newsweek International*, *145*(10), 40-45. Retrieved from The Daily Beast http://www.thedailybeast.com/newsweek/2005/03/06/not-the-queen-s-english.html

Rachmajanti, S., & McClure, M. W. (2011). University-affiliated lab schools: A collaborative partnership between the University of Pittsburgh's Falk School and the State University of Malang Lab Schools. *Excellence in Higher Education, 2*, 11-20.

Rainey, I. (2000). Action research and the English as a foreign language practitioner: Time to take stock. *Educational Action Research, 8*(1), 65-91.

Ramanathan, V., Davies, C. E., & Schleppegrell, M. (2001). A naturalistic inquiry into the cultures of two divergent MA-TESOL programs: Implications for TESOL. *TESOL Quarterly, 35*, 279-305.

Reid, J. (1997). Fostering common ground: The strategic relationship between the IEP and the MATESOL program in US Higher Education. *Journal of Intensive English Studies, 11*, 19-39.

Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self image: An international survey. *System, 22*(3), 353-357.

Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.

Richardson, L. (1994). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 516-529). New York: SAGE.

Richards, J. C. (1990). The dilemma of teacher education in second language teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 3-15). New York: Cambridge University Press.

Richards, J. C. (2001a). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J. C. (2001b). Beyond methods. In C. Candlin & N. Mercer (Eds.), *English language teaching in its social context* (pp. 167-179). New York: Routledge.

Richards, J. C. (2008a). Growing up with TESOL. *English Teaching Forum, 46*(1), 2-11.

Richards, J. C. (2008b). Second language teacher education today. *RELC Journal, 39*, 158-177.

Richards, J. C., & Crookes, G. (1988). The practicum in TESOL. *TESOL Quarterly*, *22*(1), 9-27.

Richards, J. C., & Nunan, D. (1990). *Second language teacher education*. New York: Cambridge University Press.

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

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

Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: A reflective approach.* New York: Cambridge University Press.

Riessman, C. K. (1993). *Narrative analysis.* Newbury Park, CA: SAGE.

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

Rogoff, B. (2003). *The cultural nature of human development.* Oxford, England: Oxford University Press.

Roth, W.-M., & Lee, Y.-J. (2007). "Vygotsky's neglected legacy": Cultural-historical activity theory. *Review of Educational Research, 77*, 186-232.

Rubdy, R. & Saraceni, M. (2006). *English in the world: Global rules, global roles*. London: Continuum.

Rueda, R., & Garcia, E. (1994). *Teachers' beliefs about reading assessment with Latino language minority students*. Research Report: 9. Santa Cruz: National Center for Cultural Diversity and Second Language Learning.

Russell, D. R. (2002). Looking beyond the interface: Activity theory and distributed learning. In R. M. Lea & K. Nicoll (Eds.), *Distributed learning: Social and cultural approaches to practice* (pp. 64-82). London: Routledge Falmer.

Sachs, G. T., Brock, M., & Lo, R. (1996). *Directions in second language teacher education.* Hong Kong: City Polytechnic of Hong Kong.

Şallı- Çopur, D. (2009). *Teacher effectiveness in initial years of service: A case study on the graduates of METU Foreign Language Education program* (Unpublished doctoral dissertation). Middle East Technical University, Ankara, Turkey.

Sanders, J. R. (1981). Case study methodology: A critique. In W. W. Welsh (Ed.), *Case study methodology in educational evaluation*. Proceedings of the 1981 Minnesota Evaluation Conference. Minneapolis: Minnesota Research and Evaluation Center.

Sanders, W. L. (1998). Value-added assessment. *The School Administrator, 55*(11), 24-32.

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

Schensul, J. J. (2008). Field notes. In L. S. Given (Ed.), *The SAGE encyclopedia of qualitative research methods* (Vol. 1, pp. 232). Thousand Oaks, CA: SAGE.

Schwandt, T. A. (2007). *The SAGE dictionary of qualitative inquiry.* Thousand Oaks, CA: SAGE.

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. Retrieved from http://sites.google.com/site/watesolnnestcaucus/caucus-annual-review

Selvi, A. F. (2011a). [Review of the book English language learners: The essential guide (2007)]. *TESOL Quarterly, 45*(2), 386-389.

Selvi, A. F. (2011b). The non-native speaker teacher. *ELT Journal, 65*(2), 187-189.

Sharkey, J. (2009). Can we praxize second language teacher education? An invitation to join a collective, collaborative challenge. *Íkala, Revista De Lenguaje Y Cultura, 14*, 125-150.

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

Schön, D. A. (2003). *The reflective practitioner: How professionals think in action*. Aldershot, UK: Ashgate.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22.

Skinner, C., Wight, V. R., Aratani, Y., Cooper, J. L., & Thampi, K. (2010). *English language proficiency, family security, and child development*. New York: National Center for Children in Poverty.

Smith, L. M. (1978). An evolving logic of participant observation, educational ethnography and other case studies. *Review of Research in Education, 6*, 316-377.

Smolcic, E. A. (2009). *Preparing teachers for diverse classrooms: An activity theoretical analysis of teacher learning and development* (Unpublished doctoral dissertation). The Pennsylvania State University, State College, PA.

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, CA: SAGE.

Stake, R. E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 435-454). Thousand Oaks, CA: SAGE.

Stake, R. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 433-466). Thousand Oaks, CA: SAGE.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: SAGE.

Sudman, S., & Bradburn, N. M. (1983). *Asking questions*. San Francisco: Jossey-Bass.

Swain, M., Kinnear, P., & Steinman, L. (2011). *Sociocultural theory in second language education: An introduction through narratives*. Bristol, UK: Multilingual Matters.

Tang, C. (1997). On the power and status of non-native ESL teachers. *TESOL Quarterly, 31*, 577-580.

Tarnopolsky, O. (2000). EFL teaching and EFL teachers in the global expansion of English. *Working Papers in Educational Linguistics, 16*(2), 25-42.

Taylor, J. (2002). China's English language push. *ABC News Online, ABC Radio National, correspondents report*. Retrieved from http://www.abc.net.au/correspondents/s717371.htm

Teachers of English to Speakers of Other Languages, Inc. (1992). A TESOL statement of non-native speakers of English and hiring practices. *TESOL Quarterly, 2*(4), 23.

Teachers of English to Speakers of Other Languages, Inc. (2002). *TESOL/NCATE standards for the accreditation of initial programs in P-12 ESL teacher education*. Alexandria, VA: TESOL/NCATE.

Teachers of English to Speakers of Other Languages, Inc. (2006). *Position statement against discrimination of nonnative speakers of English in the field of TESOL*. Retrieved from http://www.tesol.org/s_tesol/bin.asp?CID=32&DID=5889&DOC=FILE.PDF

Teachers of English to Speakers of Other Languages, Inc. (2010). TESOL/NCATE standards for the recognition of initial TESOL programs in P–12 ESL teacher education. Retrieved from http://www.tesol.org/s_tesol/bin.asp?CID=219&DID=13040&DOC=FILE.PDF

Tedick, D. J. (2005). *Second language teacher education: International perspectives*. Mahwah, NJ: Lawrence Erlbaum.

Téllez, K., & Waxman, H. C. (2006). A meta-synthesis of qualitative research on effective teaching practices for English language learners. In J. M. Morris & L. Ortega (Eds.),

Synthesizing research on language learning and teaching (pp. 245-277). Amsterdam: Johns Benjamin.

Tezel, K. V. (2006). *A study of an American university master's program in TESOL: Multiple perspectives in program evaluation* (Unpublished doctoral dissertation). Middle East Technical University, Ankara, Turkey.

Thomas, R. M. (1998). *Conducting educational research: A comparative view*. Westport, CT: Bergin & Garvey.

Thompson, G. (2000). The real deal on bilingual education: Former language-minority students discuss effective and ineffective instructional practices. *Educational Horizons, 78*(2), 80-92.

Thorne, S. (2004). Cultural historical activity theory and the object of innovation. In K. van Esch & O. St. John (Eds.), *New insights into foreign language learning and teaching* (pp. 51-70). Frankfurt: Peter Lang.

Thorne, S. (2005). Epistemology, politics and ethics in sociocultural theory. *Modern Language Journal, 89*, 393-409.

Timperley, H. (2008). *Teacher professional learning and development.* Brussels: International Academy of Education (IAE).

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis iteration (BES).* Wellington: Ministry of Education.

Ur, P. (1992). Teacher learning. *ELT Journal, 46*, 56-61.

U.S. Census Bureau. (2010). Language use in the United States: 2007. Retrieved from http://www.census.gov/hhes/socdemo/language/data/acs/ACS-12.pdf

Valdés, G., & Castellón, M. (2011). English language learners in American schools: Characteristics and challenges. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms* (pp. 18-34). New York: Routledge.

Villers, H. M., & Mackisack, V. (2011). Optimizing opportunities to learn during practicum: Developing collaborative partnerships between the university and school. *Asia Pacific Journal of Cooperative Education, 12*(3), 183-194.

Virkkunen, J., & Kuutti, K. (2000). Understanding organizational learning by focusing on activity systems. *Accounting Management and Information Technologies, 10*, 291-319.

Vygotsky, L. S. (1971). *The psychology of art*. Cambridge, MA: MIT Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

Wallace, M. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

Wallen, N. E., & Fraenkel, J. R. (2001). *Educational research: A guide to the process.* Mahwah, NJ: Lawrence Erlbaum.

Warford, M. K., & Reeves, J. (2003). Falling into it: Novice TESOL teacher thinking. *Teachers and Teaching, 9*(1), 47-66.

Wengraf, T. (2001). *Qualitative research interviewing*. London: SAGE.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action.* Cambridge, MA: Harvard University Press.

Wertsch, J. V., del Rio, P., & Alvarez, A. (1996). Sociocultural studies: History, action and mediation. In J. Wertsch, P. del Rio, & A. Alvarez (Eds.), *Sociocultural studies of mind* (pp. 1-34). Cambridge: Cambridge University Press.

Wiseman, D. L. (2012). The intersection of policy, reform, and teacher education. *Journal of Teacher Education, 63*(2), 87-91.

Wolcott, H. F. (1994). Transforming qualitative data: Description, analysis, and interpretation. Thousand Oaks, CA: SAGE.

Woods, D. (1996). *Teacher cognition in language teaching*. Cambridge: Cambridge University Press.

Xiao, H. (2010). Single-case designs. In A. J. Mills, G. Eurepos & E. Wiebe (Eds.) *Encyclopedia of case study research* (Vol. 2, pp. 867-870). Thousand Oaks, CA: SAGE.

Yates, R., & Muchisky, D. (2003). On reconceptualizing teacher education. *TESOL Quarterly, 37*(1), 135-147.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: SAGE.

Yin, R. K. (2011). *Applications of case study research*. London: SAGE.

Yue, A. R. (2010). Validity. In A. J. Mills, G. Eurepos & E. Wiebe (Eds.), *Encyclopedia of case study research* (Vol. 2, pp. 959-963). Thousand Oaks, CA: SAGE.

Zacharias, N. T. (2003). *A survey of tertiary teachers' beliefs about English language teaching in Indonesia with regard to the role of English as a global language* (Unpublished master's thesis). Assumption University of Thailand, Bangok, Thailand.

Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction.* Mahwah, NJ: Lawrence Erlbaum Associates Publishers.