

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

Researchers:**Dr. Ofra Inbar**

English Department
School of Education
Beit Berl College
inbarofra@bezeqint.net

Dr. Antoinette Gagné

CTEP Director
Associate Professor
Modern Language Centre
Department of Curriculum Teaching and Learning
OISE/UT
agagne@oise.utoronto.ca

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

- Anton, M. (2003). *Dynamic assessment of advanced foreign language learners*. Paper presented at the Conference of American Association of Applied Linguistics, Arlington, Virginia.
- Braine, G. (Ed.). (1999). *Non Native Educators in English Language Teaching*. Mahwah, NJ: Erlbaum.
- Brinton, D., & Master, P. (Ed.). (1997). *New Ways in Content-Based Instruction*. Alexandria, Va.: TESOL Publications.
- Brown, A. (2002). Teacher language proficiency assessment. In K-A. Jin, T. McNamara, & A. Brown (Eds.), *Developing an assessment tool and training program for Korean elementary English teachers: Classroom communicative competence project* (pp. 54-80). Seoul: Korea Institute of Curriculum and Evaluation.
- Brutt-Griffler, J., & Keiko, S. K. (1999). Revisiting the colonial in the postcolonial: Critical Praxis for non-native-English-speaking teachers in a TESOL program. *TESOL Quarterly*, 33(3), 413-431.
- Canagarajah, A. S. (1999). Interrogating the native speaker fallacy: Non-linguistic roots, non-pedagogical results. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 77-92). Hillsdale, NJ: Erlbaum.
- Crandall, J., & Kaufman, D. K. (Eds.). (2002). *Content-Based Instruction in Higher Education Settings*. Alexandria, VA.: TESOL Publications.
- Echevarria, J., Vogt, E., & Short, D. J. (2000). *Making content comprehensible for English language learners: The SIOP model*. Needham Heights: Allyn and Bacon.
- Eisner, E. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Merrill.
- Gnutzmann, C. (Ed.). (1999). *Teaching and learning English as a global language: Native and non-native perspectives*. Tübingen: Stauffenburg Verlag.
- Gupta, A. F. (1999). Standard Englishes, contact varieties and Singapore English. In C. Gnutzmann (Ed.), *Teaching and learning English as a global language: Native and non-native perspectives* (pp. 59-72). Tübingen: Stauffenburg Verlag.
- Inbar-Lourie, O. (1999). *Native and non-native English teachers: Investigation of construct and perceptions*. Unpublished doctoral dissertation, the School of Education, Tel-Aviv University.

- Inbar-Lourie, O. (2005). English language teaching in Israel: Challenging diversity. In G. Braine (Ed.), *Teaching English to the world* (pp. 86-98). Alexandria, VA: TESOL.
- Johnson, K. E., & Freeman, D. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-418.
- Kamhi-Stein, L. D. (2000). Adapting US-based TESOL teacher education to meet the needs of non-native English speakers. *TESOL Journal*, 9(3), 10-14.
- Kasper, L. (Ed.). (2000). *Content-Based college ESL instruction*. Mahawah, N.J.: Lawrence Erlbaum.
- Kozulin, A., & Garb, E. (2001). *Dynamic assessment of EFL text comprehension of at-risk students*. Paper presented at the 9th Conference of the European Association for Research on Learning and Instruction, Fribourg, Switzerland. Retrieved from <http://www.icelp.org/PreviewsOfPapers/Kozulin&Garb.html>
- Lafayette, R. L. (1993). Subject-matter content: What every foreign language teacher needs to know. In G. Guntermann (Ed.), *Developing language teachers for a changing world* (pp. 124-158). Lincolnwood, IL: National Textbook Library.
- Lange, D. L. (1990). A blueprint for a teacher development program. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 245-268). Cambridge: Cambridge University Press.
- Liu, D. L. (1999). Training non-native TESOL students: Challenges for TESOL teacher education in the West. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 178-197). Hillsdale, NJ: Erlbaum.
- Liu, J. (1999). Non-native English speaking professionals in TESOL. *TESOL Quarterly*, 33(1), 85-102.
- McNeill, A. (1994). Some characteristics of native and non-native speaker teachers of English. In N. Bird, P. Fouley, A. Tsui, & A. McNeill (Eds.), *Language learning education* (pp. 521-532). Hong Kong Education Department.
- Mawhinney, H., & Xu, F. Y. (1997). Reconstructing the professional identity of foreign-trained teachers in Ontario schools. *TESOL Quarterly*, 31(3), 632-639.
- Medgyes, P. (1994). *The non-native teacher*. Hong Kong: Macmillan.
- Medgyes, P. (1999). Language training: A neglected area in teacher education. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 177-196). Mahwah, NJ: Erlbaum.

- Met, M. (1994). Teaching content through a second language. In F. Genessee (Ed.), *Educating second language children*. Cambridge: Cambridge University Press.
- Miles, M., & Huberman, M. (1994). An expanded sourcebook – Qualitative data analysis, (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Ministry of Education. (2001). *Core requirements for teachers of English: Knowledge and performance*. Jerusalem Ministry of Education. Retrieved from <http://www.etni.org.il/ministry/docs/core-requirements.pdf>
- Nayar, P. B. (1994). Whose English is it? *TESL-EJ*, 1(1), 1-5.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage Publications.
- Pennycook, A. (1998). *English and the discourses of colonialism*. London: Routledge.
- Pennycook, A. (1999). Introduction: Critical Approaches to TESOL. *TESOL Quarterly* 33(3), 329-348.
- Phillipson, R. (1992). *Linguistic imperialism*. New York, NY: Oxford University Press.
- Reves, T., & Medgyes, P. (1994). The non-native English speaking ESL/EFL teacher's self-image: An international survey. *System*, 22(3), 353-367.
- Richards, J. C. (1990). The dilemmas of teacher education in second language teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 3-15). New York, NY: Cambridge University Press.
- Richards, J. C. (1998). *Beyond training*. New York, NY: Cambridge University Press.
- Roberts, J. (1998). *Language teacher education*. London: EdwardArnold.
- Samimy, K., & Brutt-Griffler, J. (1999). To be a native or non- native speaker: Perceptions of non-native students in a graduate TESOL program. In G. Braine (Ed.), *Non native educators in English language teaching* (127-144). Mahwah, NJ: Erlbaum.
- Short, D. (1993). Assessing integrated language and content instruction. *TESOL Quarterly*, 27(4), 627-656.
- Spolsky, B., & Shohamy, E. (1999). *The languages of Israel: Policy, ideology and practice*. Clevedon: Multilingual Matters.
- Snow, M. A., & Brinton, D. M. (Eds.). (1997). *The content-based classroom: Perspectives on integrating language and content*. New York, NY: Longman.

Stryker, S. B., & Leaver, B. L. (1997). Content-based instruction: From theory to practice. In S. B. Stryker & B. L. Leaver (Eds.), *Content-based instruction in foreign language education: Models and methods* (pp. 3-28). Washington, D.C.: Georgetown University Press.

Tang, C. (1997). On the power and status of non-native ESL teachers. *TESOL Quarterly*, 31(3), 577-580.

TESOL/NCATE Program Standards (2003). *Standards for the accreditation of initial programs in P-12 ESL teacher education*. Retrieved from <http://www.tesol.org/assoc/p12standards/indez/html>

Turner, J. (1997). Creating content-based language tests: Guidelines for teachers. In M. A. Snow & D. M. Brinton (Eds.). *The content-based classroom: Perspectives on integrating language and content* (pp. 187-212). New York, NY: Longman.