

## **Categorized Second Language Teacher Education (Oct 1, 2006)**

*Alice Chik and Phil Benson, English Dept, Hong Kong Institute of Education*

The compilation of this bibliography is funded by the Small Scale English Department Research Fund on developing web-based bibliographic resources to support departmental research activities. The bibliographic entries are categorized into:

1. teachers' development;
2. classroom research;
3. pedagogy; and
4. teachers' belief/awareness.

### **1) Teachers' development**

- Almarza, G. (1996). Student foreign language teachers' growth. In D. Freeman & J. C. Richards (Eds.), *Teacher Learning in Language Teaching* (pp. 50–78). Cambridge: Cambridge University Press.
- Angelova, M. (2005). Using Bulgarian mini-lesson in an SLA course to improve KAL of American ESL teachers. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 27-42). New York: Springer.
- Antoek, J. L., McCormick, D. E., & Donato, R. (1997). The student teacher portofolio as autobiography: Developing a professional identity. *The Modern Language Journal*, 81(1), 15-27.
- Aoki, N. (1999). Affect and the role of the teacher in the development of learner autonomy. In J. Arnold (Ed.), *Affect in language learning* (pp. 142-154). Cambridge: Cambridge University Press.
- Aoki, N. (2002a). Aspects of teacher autonomy: capacity, freedom, and responsibility. In P. Benson & S. Toogood (Eds.), *Learner autonomy 7: Challenges to research and practice* (pp. 110-124). Dublin: Authentik.
- Aoki, N. (2002b). An alternative way for teachers to develop. *The Teacher Trainer*, 16(2), pp. 10-11.
- Aoki, N. with Y. Hamakawa (2003). Asserting our culture: teacher autonomy from a feminist perspective. In D. Palfreyman & R. C. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives* (pp. 240-253). Basingstoke: Palgrave Macmillan.
- Arries, J. F. (1999). Distortion and omission in LD studies: What foreign language educators and special education researchers need to know about myth. *The Modern Language Journal*, 83(4), 573-575
- Bailey, K. M. (1990). The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 215-226).

- Cambridge: Cambridge University Press.
- Barfield, A., Ashwell, T., Carroll, M., Collins, K., Cowie, N., Critchley, M., Head, E., Nix, M., Obermeier, A. & Robertson, M.C. (2002). Exploring and defining teacher autonomy: a collaborative discussion. In A. S. Mackenzie & E. McCafferty (Eds.), *Developing autonomy* (pp. 217-222). Proceedings of the JALT CUE Conference 2001. Tokyo: The Japan Association for Language Teaching College and University Educators Special Interest Group.
- Bartels, N. (2005). Applied linguistics and language teacher education: What we know. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 405-424). New York: Springer.
- Bartels, N. (2005). Researching applied linguistics in language teacher education. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 1-26). New York: Springer.
- Bartels, N. (Ed.). (2005). *Applied linguistics and language teacher education*. New York: Springer.
- Bennett, N., & Carré, C. (Eds.). (1993). *Learning to teach*. London: Routledge.
- Bernhardt, E., & Hammadou, J. (1987). A decade of research in foreign language teacher education. *The Modern Language Journal*, 71, 289-99.
- Bigelow, M., & Tedick, D. J. (2005). Combining foreign and second language teacher education: Rewards and challenges. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 295-312). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Borg, S. (1998b). Data-based teacher development. *ELT Journal*, 52(4), 273–81.
- Borg, S. (1998c). Talking about grammar in the foreign language classroom. *Language Awareness*, 7(4), 159–75.
- Borg, S. (1999b). Teachers' theories in grammar teaching. *ELT Journal*, 53(3), 157–67.
- Bourke, J. M. (2001). The role of the TP TESL supervisor. *Journal of Education for Teaching*, 27(1), 63-73.
- Boyle, J. (2000). Education for teachers of English in China. *Journal of Education for Teaching*, 26(2), 147-155.
- Breen, M., Candlin, C., Dam, L. & Gabrielsen, G. (1989). The evolution of a teacher training programme. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 111-135). Cambridge: Cambridge University Press.
- Breen, M. P. (in press). Appropriating uncertainty: ELT professional development in the new century. In J. Cummins & C. Davison (Eds.). *The International Handbook of English Language Teaching. (Vol. 2)*. Norwell, MA: Springer.
- Burton, J. (1997). Second language teachers as researchers of their own practice. *The Canadian Modern Language Review*, 54(1), 84-109.

- Byram, M. (1994). Training for language teachers: Views from elsewhere. *Language Learning Journal*, 10, 6-8.
- Byrnes, H. (2005). Toward a comprehensive conceptualization of teaching assistant education: Contexts, communities, structures. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 135-156). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Casanave, C. P., & Schecter, S. R. (Eds.). (1997). *On becoming a language educator: Personal essays on professional development*. Mahwah, NJ: Lawrence Erlbaum.
- Clair, N. (1998). Teacher study groups: Persistent questions in a promising approach. *TESOL Quarterly*, 32(3), 465-492.
- Cloud, N. (2005). The dialogic process of capturing and building teacher practical knowledge in dual language programs. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 273-280). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209.
- Cormany, S., Maynor, C., & Kalnin, J. (2005). Developing self, developing curriculum and developing theory: Researchers in residence at Patrick Henry Professional Practice School. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 215-230). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34-8.
- Cumming, A. (1989). Student teachers' conceptions of curriculum: Towards an understanding of language teacher development. *TESL Canada Journal*, 7(1), 33-51.
- Cumming, A. (2001). ESL/EFL instructors' practices for writing assessment: Specific purposes or general purposes? *Language Testing*, 18(2), 207-224.
- Dam, L. (2003). Developing learner autonomy: the teacher's responsibility. In D. Little, J. Ridley, & E. Ushioda (Eds.), *Learner autonomy in foreign language classrooms: Teacher, learner, curriculum and assessment* (pp. 135-146). Dublin: Authentik.
- Edelenbos, P., & Kubanek-German, A. (2004). Teacher assessment: The concept of 'diagnostic competence'. *Language Testing*, 21(3), 259-283.
- Edge, J. (2005). Build it and they will come: Realising values in ESOL teacher education. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 181- 198). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Erben, T. (2005). Teacher education through immersion and immersion teacher education: An Australian case. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 281-294). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.

- Farrell, T. S. C. (1999b). Reflective practice in an EFL teacher development group. *System*, 27(2), 157-172.
- Farrell, T. S. C. (2001). Tailoring reflection to individual needs: A TESOL case study. *Journal of Education for Teaching*, 27(1), 23-38.
- Flowerdew, J., Brock, M., & Hsia, S. (Eds.). (1992). *Perspectives on second language teacher education*. Hong Kong: City Polytechnic.
- Freeman, D. (1991). "To make the tacit explicit": Teacher education, emerging discourse, and conceptions of teaching. *Teaching and Teacher Education*, 7, 439-54.
- Freeman, D. (1993). Renaming experience/reconstructing practice: Developing new understandings of teaching. *Teaching and Teacher Education*, 9(5/6), 485-97.
- Freeman, D. (1994). Knowing into doing: Teacher education and the problem of transfer. In D. Li, D. Mahoney & J. Richards (Eds.), *Exploring second language teacher development* (pp. 1-20). Hong Kong: City University of Hong Kong.
- Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Boston, MA: Heinle & Heinle.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *A perspective from North American research on teacher education in English language*. *Language Teaching*, 35, 1-13.
- Freeman, D., & Johnson, K. (Eds.). (1998b). Research and practice in English language teacher education. *TESOL Quarterly*, 32(3), 397-417.
- Freeman, D., & Johnson, K. E. (2005a). Response to Tarone and Allwright. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 25-32). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher learning in language teaching*. New York: Cambridge University Press.
- Garfinkel, A., & Sosa, C. (1996). Foreign language teacher education in a professional development school. In Z. Moore (Ed.), *Foreign language teacher education* (pp. 97-121). New York: Cambridge University Press.
- Goldstein, T. (in press). Teacher education for linguistically diverse communities, schools, and classrooms. In J. Cummins & C. Davison (Eds.), *The International handbook of English language teaching*. (Vol. 2.) Norwell, MA: Springer.
- Guntermann, G. (1993). *Developing language teachers for a changing world*. Lincolnwood, IL: National Textbook Company.
- Gutiérrez, A. G. (1996). Studying foreign language teachers' knowledge growth. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 50-78). New York: Cambridge University Press.
- Hammadou, J. (1993). Inquiry in language teacher education. In G. Guntermann (Ed.), *Developing language teachers for a changing world* (pp. 77-104). Lincolnwood, IL: National

- Textbook Company.
- Hammadou, J., & Bernhardt, E. (1987). On being and becoming a foreign language teacher. *Theory and practice*, 26, 301-7.
- Hawkins, M. R. (Ed.). (2004). *Language learning and teacher education: A Sociocultural Approach*. Clevedon: Multilingual Matters.
- Herndon, L. D. (2002). Putting theory into practice. In K. E. Johnson & P. R. Golombek (Eds.), *Teachers' narrative inquiry as professional development* (pp. 35-51). Cambridge: Cambridge University Press.
- Hislam, J., & Cajkler, W. (2005). Teacher trainees' explicit knowledge of grammar and primary curriculum requirements in England. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 295-312). New York: Springer.
- Ho, B. (2003). Time management of final year undergraduate English projects: Supervisees' and the supervisor's coping strategies. *System*, 31(2), 231-245.
- Hu, G. W. (2005). Professional Development of Secondary EFL Teachers: Lessons From China. *Teachers College Record*, 107(4), 654-705.
- Johansen, P. A. G. (2002). "And now for something completely different": Personal meaning making for secondary ESL students ... and their teacher. In K. E. Johnson & P. R. Golombek (Eds.), *Teachers' narrative inquiry as professional development* (pp. 18-34). Cambridge: Cambridge University Press.
- Johnson, B., Pawan, F., & Mahan-Taylor, R. (2005). The professional development of working ESL/EFL teachers: A pilot study. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 53-72). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Johnson, K. (1992). Learning to teach: Instructional actions and decisions of preservice ESL teachers. *TESOL Quarterly*, 26, 507-35.
- Johnson, K. (1994). The emerging beliefs an instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10, 439-452.
- Johnson, K. (1996). The vision versus reality: The tensions of the TESOL practicum. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 30-49). New York: Cambridge University Press.
- Johnson, K. A. (2002). Action for understanding: A study in teacher research with exploratory practice. In K. E. Johnson & P. R. Golombek (Eds.), *Teachers' narrative inquiry as professional development* (pp. 60-79). Cambridge: Cambridge University Press.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40(1), 235-257.
- Johnson, K. E., & Golombek, P. R. (2002). Inquiry into experience: Teachers' personal and professional growth. In K. E. Johnson & P. R. Golombek (Eds.), *Teachers' narrative inquiry as professional development* (pp. 1-14). Cambridge: Cambridge University

Press.

- Johnson, K. E., & Golombek, P. R. (Eds.). (2002). *Teachers' narrative inquiry as professional development*. Cambridge: Cambridge University Press.
- Johnston, B. (1997). Do EFL teachers have careers? *TESOL Quarterly*, 31(4), 681-712.
- Kalaja, P., & Dufva, H. (1996). The life of every (foreign) language teacher is worth writing about. In J. Knuf (Ed.), *Unity and diversity: Proceedings of the fourth international conference on narrative* (pp. 163-169). Lexington, KY: College of Communications and Information Studies of University of Kentucky.
- Kenzevic, A., & Scholl, M. (1996). Learning to teach together: Teaching to learn together. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 79-96). New York: Cambridge University Press.
- Klapper, J. (2001). Shifting perspectives in language teacher education. In J. Klapper (Ed.), *Teaching languages in higher education* (pp. 15-34). London: CILT.
- Kohonen, V. (2003). Student autonomy and teachers' professional growth: fostering a collegial culture in language teacher education. In D. Little, J. Ridley, & E. Ushioda (Eds.) *Learner autonomy in foreign language classrooms: Teacher, learner, curriculum and assessment* (pp. 147-163). Dublin: Authentik.
- Lafayette, R. C. (1993). Subject-matter content: What every foreign language teacher needs to know. In G. Guntermann (Ed.), *Developing language teachers for a changing world* (pp. 125-57). Lincolnwood, IL: National Textbook Company.
- Lamb, T., & Simpson, M. (2003) 'Escaping from the treadmill: practitioner research and professional autonomy'. *Language Learning Journal*, 28, 55-63.
- Lamb, T. E. (2000). Finding a voice: learner autonomy and teacher education in an urban context. In B. Sinclair, I. McGrath, & T. Lamb (Eds.) *Learner autonomy, teacher autonomy: Future directions* (pp.118-127). London: Longman.
- Lange, D. (1990). A blueprint for a teacher development program. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 245-68). Cambridge, UK: Cambridge University Press.
- Lazaraton, A., & Ishihara, N. (2005). Understanding second language teacher practice using microanalysis and self-reflection: A collaborative case study. *The Modern Language Journal*, 89(4), 529-542.
- Leather S. (2001). Training across cultures: content, process and dialogue. *ELT Journal*, 55(3), 228-237.
- Legutke, M. (1994). Teachers as researchers and teacher trainers: An inservice project for German in Pacific Northwest. *Deutsche Unterrichtspraxis*, 1/94, 56-76.
- Li, D., Mahoney, D., & Richards, J. (Eds.). (1994). *Exploring second language teacher development*. Hong Kong: City University of Hong Kong.
- Liou, H. C. (2001). Reflective practice in a pre-service teacher education program for

- high school English teachers in Taiwan, ROC. *System*, 29(2), 197-208.
- Little, D. (1995). Learning as dialogue: the dependence of learner autonomy on teacher autonomy. *System*, 23(2), 175-182.
- Lo, Y. H. G. (2005). Relevance of knowledge of second language acquisition: An in-depth case study of a non-native EFL teacher. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 135-158). New York: Springer.
- Lozano, A. S., Padilla, A. M., Sung, H., & Siva, D. M. (2004). Statewide professional development program for California foreign language teachers. *Foreign Language Annals*, 37(2), 301-309.
- McGrath, I. (2000). Teacher autonomy. In B. Sinclair, I. McGrath, & T. Lamb (Eds.) *Learner autonomy, teacher autonomy: Future directions* (pp.100-110). London: Longman.
- McKenzie, C. J. (2005). Knowledge about language and testing. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 313-324). New York: Springer.
- Moore, Z. (Ed.). (1996). *Foreign language teacher education*. New York: University Press of America.
- Nunan, D. (1992). The teacher as decision-maker. In J. Flowerdew, M. Brock & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp. 135-65). Hong Kong: City Polytechnic.
- Nyikos, M., & Hashimoto, R. (1997). Constructivist theory applied to collaborative learning in teacher education: In search of ZPD. *The Modern Language Journal*, 81(4), 506-517.
- O'Dell, F. (1992). Helping teachers to use a self-access centre to its full potential. *ELT Journal*, 46(2), 153-159.
- Osler, A. (1998). European citizenship and study abroad: Student teachers' experiences and identities. *Cambridge Journal of Education*, 28(1), 77-97.
- Oxford, R., & Nyikos, M. (1997). Interaction, collaboration and cooperation: Learning languages and preparing language teachers. Introduction to the special issue. *The Modern Language Journal*, 81(4), 440-2.
- Pennington, M. C., & Balla, J. (1998). Our future English teachers: language use among graduate and undergraduate TESL students in Hong Kong. In M. C. Pennington (Ed.), *Language in Hong Kong at century's end* (pp. 243-262). Hong Kong: Hong Kong University Press.
- Poynor, L. (2005). A conscious and deliberate intervention: The influence of language teacher education. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 157-176). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Richards, J. C. (Ed.). (1998). *Beyond training*. Cambridge: Cambridge University Press.
- Richards, J. C. & M. Pennington (1998). The first year of teaching. In J. C. Richards (Ed.),

- Beyond training* (pp. 173–90). Cambridge: Cambridge University Press.
- Richards, J. C., & Nunan, D. (Ed.). (1990). *Second language teacher education*. Cambridge: Cambridge University Press.
- Riegelhaupt, F., & Carrasco, R. L. (2005). The effects of training in linguistics on teaching: K-12 teachers in White Mountain Apache Schools. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 103-118). New York: Springer.
- Roberts, J. (1998). *Language teacher education*. London: Arnold.
- Roberts, J. (1999). Personal construct psychology as a framework for research into teacher and learner thinking. *Language Teaching Research*, 32(2), 117-44.
- Rymes, B. (2002). Language in development in the United States: Supervising adult ESOL preservice teachers in an immigrant community. *TESOL Quarterly*, 36(3), 431-452.
- Scarino, A. (2005). Introspection and retrospection as windows on teacher knowledge, values, and ethical dispositions. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 33-52). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Schrier, L. (1993). Prospects for professionalization of foreign language teaching. In G. Guntermann (Ed.), *Developing language teachers for a changing world* (pp. 105-23). Lincolnwood, IL: National Textbook Company.
- Schulz, R. A. (2000). Foreign language teacher development: MLJ perspectives – 1916-1999. *The Modern Language Journal*, 84(4), 495-522.
- Serrano-Sampedro, I. (1997) ‘An experience in helping teachers develop self-directed learning in the classroom’. In H. Holec & I. Huttunen (Eds.), *Learner autonomy in modern languages: Research and development* (pp.207-223). Strasbourg: Council of Europe.
- Sharkey, J. (2004). ESOL teachers’ knowledge of context as critical mediator in curriculum development. *TESOL Quarterly*, 38(2), 279-299.
- Shohamy, E. (2005). The power of tests over teachers: The power of teachers over tests. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 101-112). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Simon-Maeda, A. (2004). The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly*, 38(3), 405-436.
- Smith, L. C. (2005). The impact of action research on teacher collaboration and professional growth. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 199-214). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Smith, R. C. (2000). Starting with ourselves: teacher-learner autonomy in language learning. In B. Sinclair, I. McGrath, & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 89-99). London: Longman.



- Snow, M. A. (2005). Key themes in TESOL MA teacher education. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 261-272). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Stewart, T. (2003) Insights into the interplay of learner autonomy and teacher development. In A. Barfield & M. Nix (Eds.), *Learner and teacher autonomy in Japan 1: Autonomy you ask!* (pp. 41-50). Tokyo: Learner Development Special Interest Group of the Japan Association of Language Teachers.
- Tedick, D. J. (Ed.). (2005). *Second language teacher education: International perspectives*. Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Tedick, D. J., & Walker, C. L. (1994). Second language teacher education: The problems that plague us. *The Modern Language Journal*, 78, 300-12.
- Tedick, D. J., & Walker, C. L. (1995). From theory to practice: how do we prepare teachers for second language classrooms? *Foreign Language Annals*, 28, 499-517.
- Thavenius, C. (1999). Teacher autonomy for learner autonomy. In S. Cotterall & D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp. 163-166). Bayreuth Contributions to Glottodidactics, Vol 8. Frankfurt am Main: Lang.
- Trappes-Lomax, H., & McGrath, I. (Eds.). (1999). *Theory in language teacher education*. London: Prentice Hall.
- Tsui, A. B. M. (2005). Expertise in teaching: Perspectives and Issues. In K. Johnson (Ed.) *Expertise in second language learning and teaching* (pp. 167-189). London: Palgrave Macmillan.
- Tsui, A. B. M. (in press). What shapes teachers' professional development? In J. Cummins & C. Davison (Eds.). *The international handbook of English language teaching*. (Vol. 2.) Norwell, MA: Springer.
- Usma, J., & Frodden, C. (2003). *Promoting teacher autonomy through educational innovation*. IKALA. Revista de Lenguaje y Cultura, 8:1 Medellin, Colombia: Escuela de Idiomas, Universidad de Antioquia.  
[http://quimbaya.udea.edu.co/~ikala/pdf/Ikala-Vol.8\\_5.pdf](http://quimbaya.udea.edu.co/~ikala/pdf/Ikala-Vol.8_5.pdf)
- Vélez-Rendón, G. (2002). Second language teacher education: A review of the literature. *Foreign Language Annals*, 35(4), 457-567.
- Vieira, F. (2003). Addressing constraints on autonomy in school contexts: lessons from working with teachers. In D. Palfreyman & R. C. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives* (pp. 220-239). Basingstoke: Palgrave Macmillan.
- Walker, C. L., Ranney, S., & Fortune, T. W. (2005). Preparing preservice teachers for English language learners: A content-based approach. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp.313-334). Mahwah; New Jersey:

Lawrence Erlbaum Associates, Publishers.

- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.
- Wallace, M. J. (1996). Structured reflection: The role of the professional project in training ESL teachers. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 281-94). New York: Cambridge University Press.
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.
- Waters, A. (2005). Expertise in teacher education: Helping teachers to learn. In K. Johnson (Ed.), *Expertise in second language learning and teaching* (pp. 210-229). London: Palgrave Macmillan.
- Williamson, J., & Hardman, F. (1995). Time for refilling the bath? A study of primary student-teachers' grammatical knowledge. *Language and Education*, 9(2), 117-34.
- Yates, L., & Wigglesworth, G. (2005). Researching the effectiveness of professional development in pragmatics. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 261-280). New York: Springer.
- Zéphir, F. (2000). Focus on form and meaning: Perspectives of developing teachers and action-based research. *Foreign Language Annals*, 33, 19-30.

## 2) Classroom research

- Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge: Cambridge University Press.
- Arnett, K. (2003). Teacher adaptations in Core French: A case study of one Grade 9 class. *Canadian Modern Language Review*, 60(2), 173-203.
- Árva, V., & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System*, 28(3), 355-372.
- Bailey, K. M., & Nunan, D. (Eds.). (1996). *Voices from the language classroom*. Cambridge: Cambridge University Press.
- Bailey, K. M. (1996). The best laid plans: teachers' inclass decisions to depart from their lesson plans. In K. M. Bailey & D. Nunan (eds.), *Voices from the language classroom* (pp. 15-40). Cambridge: Cambridge University Press.
- Block, D. (1994). A day in the life of a class: Teacher/learner perceptions of task purpose in conflict. *System*, 22(4), 473-486.
- Brownlie, S., & Rolin-Ianziti, J. (2002). Teacher use of learners' native language in the foreign language classroom. *Canadian Modern Language Review*, 58(3), 402-426.
- Burnett, J. (1999). Classroom-management-classroom survival: One teacher's story of

- constructing practice in a computer-equipped foreign language classroom. *Foreign Language Annals*, 32(2), 279-294.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Cathcart, R. & Olsen, J. E. W. B. (1976). Teachers' and students' preferences for the correction of classroom conversation errors. In J. Fanselow & R. H. Crymes (Eds.), *On TESOL '76*. Washington, DC: TESOL.
- Chouliaraki, L. (1996). Regulative practices in a 'progressivist' classroom: 'Good habits' as a 'disciplinary technology'. *Language and Education*, 10(2/3), 103-118.
- Duff, P. A., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly*, 31(3), 451-486.
- Griffiee, D. T., & Nunan, D. (Eds.). (1997). *Classroom teachers and classroom research*. Tokyo: JALT.
- House, S. (2002). Who is in this classroom with me? In K. E. Johnson & P. R. Golombek (Eds.), *Teachers' narrative inquiry as professional development* (pp. 80-117). Cambridge: Cambridge University Press.
- Huttunen, I. (2003). Planning learning: the role of teacher reflection. In D. Little, J. Ridley, & E. Ushioda (Eds.), *Learner Autonomy in Foreign Language Classrooms: Teacher, Learner, Curriculum and Assessment* (pp. 122-134). Dublin: Authentik.
- Johnston, B., & Irujo, S. (Eds), (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.
- Kwo, O. (1996). Learning to teach English in Hong Kong classrooms: Patterns on reflection. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 295-319). New York: Cambridge University Press.
- Kwo, O. W. Y. (1992). The teaching of Putonghua in Hong Kong schools: Language education in a changing economic and political context. In G. A. Postiglione (Ed.), *Education and society in Hong Kong: Toward one country and two systems* (pp. 203-213). Hong Kong: Hong Kong University Press.
- Legutke, M. L. (in press). Preparing teachers for technology-supported ELT. In J. Cummins & C. Davison (Eds.). *The international handbook of English language teaching (Vol. 2)*. Norwell, MA: Springer.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- McCargar, D. F. (1993). Teacher and student role expectations: cross-cultural differences and implications. *Modern Language Journal*, 77, 192-207.
- Oxford, R. L. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System*, 26(1), 3-50.
- Oxford, R. L. (2001). 'The bleached bones of a story': learners' constructions of language

- teachers. In M. P. Breen (Ed.), *Learner contributions to language learning: New direction in research* (pp. 86-111). London: Longman.
- Smith, D. B. (1996). Teacher decision making in the adult ESL classroom. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 197-216). New York: Cambridge University Press.
- Tudor, I. (1993). Teacher roles in the learner-centred classroom. *ELT Journal*, 47(1), 22-31.
- Varghese, M., Morgan, B., Johnston, B. & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity & Education*, 4(1), 21-44.
- Voller, P. (1997). Does the teacher have a role in autonomous learning? In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 98-113). London: Longman.
- Wilkerson, C. (2000). Attrition of foreign language teachers: Workplace realities. *Foreign Language Annals*, 33(1), 31-35.

### 3) **Pedagogy**

- Andrews, S. (1997). Metalinguistic knowledge and teacher explanation. *Language Awareness*, 6 (2/3), 147-61.
- Andrews, S. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness*, 10 (2 & 3), 75-90.
- Bailey, K. (1996). The role of collaborative dialogue in teacher education. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 260-80). New York: Cambridge University Press.
- Bartels, N. (1999). How teachers use their knowledge of English. In H. Trappes-Lomax & I. McGrath (Eds.), *Theory in language teacher education* (pp. 46-56). London: Prentice Hall.
- Bax, S. (1995). Appropriate methodology: The content of teacher development activities. *System*, 23(3), 347-357.
- Block, D. (1990). Student and teacher metaphor for language learning. In R. Ribe (Ed.), *Towards a new decade (ELT): Novenes Jornades Pedagogiques per a l'ensenyament de l'Angles* (pp. 30-42). Barcelona: ICE.
- Borg, S. (1998a). Teachers' pedagogical systems and grammar teaching: A qualitative study. *TESOL Quarterly*, 32(1), 9-38.
- Borg, S. (1999c). The use of grammatical terminology in the second language classroom: A qualitative study of teachers' practices and cognitions. *Applied Linguistics*, 20(1),

95–126.

- Borg, S. (2003b). Knowing and doing: Teaching grammar in in-service training. In D. Liu & P. Masters (Eds.), *Grammar Teaching in Teacher Education*. Alexandria, VA: TESOL.
- Borg, S. (2005a). Experience, knowledge about language and classroom practice in teaching grammar. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 325-340). New York: Springer.
- Boyle, J. (1997). Native-speaker teachers of English in Hong Kong. *Language and Education*, 11(3), 163-181.
- Breen, M. P. & Mann, S. (1997). Shooting arrows at the sun: perspectives on a pedagogy for autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and Independence in Language Learning* (pp. 132-149). London: Longman.
- Burns, A. (1996). Starting all over again: From teaching adults to teaching beginners. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 154–77). Cambridge: Cambridge University Press.
- Burns, A., & Knox, J. (2005). Realisation(s): Systemic-Functional Linguistics and the language classroom. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 235-260). New York: Springer.
- Carrier K. (2003). Non-native speaker trainees in western-based TESOL programmes. *ELT Journal*, 57(3), 242-250.
- Corbel, C. (in press). Teachers' roles in the global hypermedia environment. In J. Cummins & C. Davison (Eds.), *The international handbook of English language teaching*. (Vol. 2.). Norwell, MA: Springer.
- Cots, J. M., & Arnó, E. (2005). Integrating language teachers' discipline knowledge in a language course. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 59-78). New York: Springer.
- Cotterall, S. (1999). Roles in Autonomous Language Learning. *Australian Review of Applied Linguistics*, 21(2), 61-78.
- Cox, M. I. P., & Deans Petterson, A. A. (1999). Critical pedagogy in ELT: Images of Brazilian teachers of English. *TESOL Quarterly*, 33(3), 433-452.
- Crookes, G. (1997). What influences what and how second and foreign language teachers teach? *The Modern Language Journal*, 81(1), 67-99.
- Crookes, G. & Arakaki, L. (1999). Teaching idea sources and work conditions in an ESL program. *TESOL Journal*, 8 (1), 15–19.
- Cummins, J., & Davison, C. (Eds.). (in press). *The international handbook of English language teaching*. (Vol. 2). Norwell, MA: Springer.
- De Castro, M. C. L. C. (2005). Why teachers don't use their pragmatic awareness. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 281-294). New York: Springer.

- Dittrich, J., Shrum, J. L., & Stewart, C. (2001). Pedagogical knowledge: The perspective of classroom teachers. In R. M. Terry (Ed.), *Agents of change in a changing age* (pp. 47-78). Lincolnwood, IL: National Textbook Company.
- Dubetz, N. E. (2005). Improving ESL instruction in a bilingual program through collaborative, inquiry-based professional development. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 231-256). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Edwards, C., & Owen, C. (2005). The impact on teachers of language variation as a course component. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 43-58). New York: Springer.
- Freeman, D. (2004). Language, sociocultural theory, and L2 teacher education: Examining the technology of subject matter and the architecture of instruction. In M.R. Hawkins (Ed.) *Language Learning and Teacher Education: A Sociocultural Approach* (pp. 169-197). Clevedon: Multilingual Matters.
- Freeman, D., & Johnson, K. (1998a). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-417.
- Freeman, D., & Johnson, K. E. (2005b). Toward linking teacher knowledge and student learning. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 73-96). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Gatbonton, E. (1999). Investigating experienced ESL teachers' pedagogical knowledge. *The Modern Language Journal*, 83(1), 35-50.
- Golombek, P. & Jordan, S.R. (2005). Becoming 'black lambs' not 'parrots': a poststructuralist orientation to intelligibility and identity. *TESOL Quarterly*, 39(3), 513-533.
- Gregory, A. E. (2005). What's phonetics got to do with language teaching? Investigating future teachers' use of knowledge about phonetics and phonology. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 201-220). New York: Springer.
- Gwyn-Paquette, C., & Tochon, F.V. (2002). The role of reflective conversation and feedback in helping preservice teachers learn to use cooperative activities in their second language classrooms. *The Modern Language Journal*, 86(2), 204-226.
- Hazelrigg, A. C. (2005). Storytelling into understanding: Middle school teachers work with text analysis and second language reading pedagogy. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 365-386). New York: Springer.
- Hyland, F. (2000). Teacher management of writing workshops: Two case studies. *Canadian Modern Language Review*, 57(2), 272-294.
- Johnston, B., & Goettsch, K. (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *Canadian Modern Language Review*,

- 56(3), 437-468.
- Kinzer, C. K. (1988). Instructional frameworks and instructional choices: Comparisons between preservice and inservice teachers. *Journal of Reading Behaviour*, 20, 357–77.
- Johnson, K. (Ed.). (2005). *Expertise in second language learning and teaching*. London: Palgrave Macmillan.
- Lightbown, P. M. & Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.
- Lightbown, P., & Spada, N. (1999). *How languages are learned* (2nd ed.). Oxford, UK: Oxford University Press.
- MacDonald, M., Badger, R., & White, G. (2001). Changing values: What use are theories of language learning and teaching? *Teaching and Teacher Education*, 17(8), 949–63. Macmillan.
- Marchant, G. J. (1992). A teacher is like a ...: Using simile lists to explore personal metaphors. *Language and Education*, 6(1), 33-45.
- Meijer, P. C., Verloop, N., & Beijaard, D. (1999). Exploring language teachers' practical knowledge about teaching reading comprehension. *Teaching and Teacher Education*, 15, 59–84.
- Meijer, P. C., Verloop, N., & Beijaard, D. (2001). Similarities and differences in teachers' practical knowledge about teaching reading comprehension. *Journal of Educational Research*, 94(3), 171–84.
- Moore, T. Z., & English, M. (1998). Successful teaching strategies: Findings from a case study of middle school African Americans learning Arabic. *Foreign Language Annals*, 31(3), 347-357.
- Mullock, B. (2006). The pedagogical knowledge base of four TESOL teachers. *The Modern Language Journal*, 90(1), 48-66.
- Murphy, E. (2002). New tools in an old trade: Teachers talk about use of the Internet in the teaching of French as a second or foreign language. *Canadian Modern Language Review*, 59(2), 215-235.
- Oxford, R. L. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System*, 26(1), 3-50.
- Peacock, M. (2001b). Match or mismatch? Learning styles and teaching styles in EFL. *International Journal of Applied Linguistics*, 11(1), 1-20.
- Perry, B., & Stewart, T. (2005). Insights into effective partnership in interdisciplinary team teaching. *System*, 33(4), 563-573.
- Popko, A. J. (2005). How MA-TESOL students use knowledge about language in teaching ESL classes. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 387-404). New York: Springer.
- Richards, J. C. (1998c). What's the use of lesson plans? In J. C. Richards (Ed.), *Beyond*

- training* (pp. 103–21). Cambridge: Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge, UK: Cambridge University Press.
- Richards, J. C., Ho, B., & Giblin, K. (1996). Learning how to teach in the RSA Cert. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 242–59). Cambridge: Cambridge University Press.
- Richards, J. C., Li, B., & Tang, A. (1998). Exploring pedagogical reasoning skills. In J. C. Richards (Ed.), *Beyond training* (pp. 86–102). Cambridge: Cambridge University Press.
- Salomone, M.A. (1998). Communicative grammar teaching: A problem for and a message form international teaching assistants. *Foreign Language Annals*, 31(4), 552-567.
- Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *The Modern Language Journal*, 85(2), 244-258.
- Spada, N. & M. Massey (1992). The role of prior pedagogical knowledge in determining the practice of novice ESL teachers. In J. Flowerdew, M. Brock & S. Hsia (Eds.), *Perspectives on Second Language Teacher Education* (pp. 23–37). Hong Kong: City Polytechnic.
- Stevick, E.W. (1993). Social meanings for how we teach. In J. E. Alatis (Ed.), *Georgetown University Round Table on Language and Linguistics 1992: Language, communication and social meaning* (pp. 428-434). Washington, D.C.: Georgetown University Press.
- Tarone, E., & Allwright, D. (2005). Second language teacher learning and student second language learning: Shaping the knowledge base. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 5-24). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Tercanlioglu, L. (2001). *Pre-service teachers as readers and future teachers of EFL reading*. TESL-EJ, 5 (3). Retrieved March 15, 2006, from <http://www.kyoto-su.ac.jp/information/tesl-ej/ej19/a2.html>
- Tsui, A. B. M. (1996). Learning how to teach ESL writing. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 97–119). Cambridge: Cambridge University Press.
- Ulichny, P. (1996). What's in a methodology? In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 178–96). Cambridge: Cambridge University Press.
- Van Patten, B. (1997). How language teaching is constructed. Introduction to the special issue. *The Modern Language Journal*, 81(1), 1-5.
- Vieira, F. (1999). Pedagogy for autonomy: teacher development and pedagogical



- experimentation - An in-service teacher training project. In S. Cotterall & D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp. 153-162). Bayreuth Contributions to Glottodidactics, Vol 8. Frankfurt am Main: Lang.
- Villamil, O. S., & de Guerrero, M. C. M. (2005). Constructing theoretical notions of L2 writing through metaphor conceptualization. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 79-90). New York: Springer.
- Wilhelm, K. H. (1997). Sometimes kicking and screaming: Language teachers-in-training react to a collaborative learning model. *The Modern Language Journal*, 81(4), 527-543.
- Wing, B. (1993). The pedagogical imperative in foreign language teacher education. In G. Guntermann (Ed.), *Developing language teachers for a changing world* (pp. 159-86). Lincolnwood, IL: National Textbook Company.

#### 4) **Teachers' belief/awareness**

- Allwright, R.L. (1979). Abdication and responsibility in language teaching. *Studies in Second Language Acquisition*, 2, 105-121.
- Andrews, S. (1994). The grammatical knowledge/awareness of native-Speaker EFL teachers: What the trainers say. In M. Bygate, A. Tonkyn & E. Williams (Eds.), *Grammar and the Language Teacher* (pp. 69-89). London: Prentice Hall International.
- Andrews, S. (1999a). 'All these like little name things': A comparative study of language teachers' explicit knowledge of grammar and grammatical terminology. *Language Awareness*, 8 (3/4), 143-59.
- Andrews, S. (1999b). Why do L2 teachers need to 'know about language'? Teacher metalinguistic awareness and input for learning. *Language and Education*, 13(3), 161-77.
- Andrews, S. (in press). Researching and developing teacher language awareness. In J. Cummins & C. Davison (Eds.), *The International Handbook of English Language Teaching*. (Vol. 2.). Norwell, MA: Springer.
- Andrews, S., & McNeill, A. (2005). Knowledge about language and the 'Good Language Teacher'. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 159-178). New York: Springer.
- Aoki, N. (2002c). Teachers' conversation with partial autobiographies. *Hong Kong Journal of Applied Linguistics*, 7(2), 152-168.
- Attardo, S., & Brown, S. (2005). What's the use of linguistics? Pre-service English teachers' beliefs towards language use and variation. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 91-102). New York: Springer.

- Bailey, K. M., Bergthold, B., Braunsterin, 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.
- Balocco, A. E., de Carvalho, G., & Shepherd, T. M. G. (2005). What teachers say when they write or talk about discourse analysis. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 119-134). New York: Springer.
- Beach, S. A. (1994). Teacher's theories and classroom practice: beliefs, knowledge, or context? *Reading Psychology, 15*(3), 189–96.
- Belz, J. A. (2005). Discourse analysis and foreign language teacher education. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 341-364). New York: Springer.
- Berry, R. (1997). Teachers' awareness of learners' knowledge: The case of metalinguistic terminology. *Language Awareness, 6*(2/3), 136–46.
- Bigelow, M. H., & Ranney, S. E. (2005). Pre-service ESL teachers' knowledge about language and its transfer to lesson planning. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 179-200). New York: Springer.
- Borg, S. (1999a). Studying teacher cognition in second language grammar teaching. *System, 27*(1), 19–31.
- Borg, S. (2001). Self-perception and practice in teaching grammar. *ELT Journal, 55*(1), 21–9.
- Borg, S. (2003a). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81-109.
- Borg, S. (2005b). Teacher cognition in language teaching. In K. Johnson (Ed.) *Expertise in second language learning and teaching* (pp. 190-209). London: Palgrave Macmillan.
- Breen, M. P. (1991). Understanding the language teacher. In R. Phillipson, E. Kellerman, L. Selinker, M. Sharwood Smith & M. Swain (Eds.), *Foreign/second language pedagogy research* (pp. 213–33). Clevedon, UK: Multilingual Matters.
- Breen, M., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied Linguistics, 22*(4), 470-501.
- Brown, J., & McGannon, J. (1998). *What do I know about language learning? The story of the beginning teacher*. Retrieved March 14, 2006, from <http://www.cltr.uq.edu.au/alaa/proceed/bro-mcgan.html>
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect, 7*(3), 56–66.
- Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing

- beliefs during a 1-Year PGCE programme. *System*, 28(3), 387–402.
- Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639-662.
- Chandler, P., Robinson, W. P., & Noyes, P. (1988). The level of linguistic knowledge and awareness among students training to be primary teachers. *Language and Education*, 2(3), 161–73.
- Christiansen, H., & Laplante, B. (2004). Second language pre-service teachers as learners: The language portfolio project. *Canadian Modern Language Review*, 60(4), 439-455.
- Clark, P. M. (1998). A Botswana education: Experiences in teaching English as a foreign language. *System*, 26(1), 77-91.
- Clemente, M. de Los Angeles (2001) 'Teachers' attitudes within a self-directed learning scheme'. *System*, 29(1), 45-67.
- Collie Graden, E. (1996). How language teachers' beliefs about reading are mediated by their beliefs about students. *Foreign Language Annals*, 29(3), 387–95.
- Eisenstein-Ebsworth, M., & Schweers, C. W. (1997). What researchers say and practitioners do: Perspectives on conscious grammar instruction in the ESL classroom. *Applied Language Learning*, 8, 237–60.
- Ellis, E. M. (2004). The invisible multilingual teacher: The contribution of language background to Australian ESL teachers' professional knowledge and beliefs. *The International Journal of Multilingualism*, 1(2), 90-108.
- Erben, T. (2005). Teacher education through immersion and immersion teacher education: An Australian case. In D. J. Tedick (Ed.), *Second language education: International perspectives* (pp. 281-294). Mahwah; New Jersey: Lawrence Erlbaum Associates, Publishers.
- Freeman, D. (1996). The "unstudied problem": research on teacher learning in language teaching. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 351–78). Cambridge: Cambridge University Press.
- Golombek, P.R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly*, 32(3), 447-464.
- Gremmo, M-J. & Abé, D. (1985) Teaching learning: redefining the teacher's role. In F. Stevick, *Discourse and learning* (pp. 233-247). London: Longman.
- Huttunen, R., Heikkinen, H. L. T., & Syrjala, L. (Eds.). (2002). *Narrative research: Voices of teachers and philosophers*. Jyväskylä, Finland: SoPhi.
- Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for nonnative speakers of English. *Journal of Reading Behavior*, 24(1), 83–108.
- Keogh, J. (1996). Governmentality in parent-teacher communications. *Language and Education*, 10(2/3): 119-131.

- Kumaravadievelu, B. (1991). Language-learning tasks: Teacher intention and learner interpretation. *ELT Journal*, 45(2), 98-107.
- Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56(3), 389-420.
- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the Communicative Approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Mitchell, R. & Hooper, J. (1992). Teachers' views of language knowledge. In C. James & P. Garrett (Eds.), *Language awareness in the classroom* (pp. 40–50). London: Longman.
- Mok, W. E. (1994). Reflecting on reflections: A case study of experienced and inexperienced ESL teachers. *System*, 22(1), 93–111.
- Moore, Z. (Ed.). (1996). *Foreign language teacher education*. New York: University Press of America.
- Nam, C., & Oxford, R. L. (1998). Portrait of a future teacher: case study of learning styles, strategies, and language disabilities. *System*, 26, 51-63.
- Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), 131-53.
- Olshtain, E., & Kupferbery, I. (1998). Reflective-narrative discourse of FL teachers exhibits professional knowledge. *Language Teaching Research*, 2(3), 185-202.
- Paley, V. G. (1993). Talking to myself in a daily journal: Reflections of a kindergarten teacher. In C. P. Casanave, & S. R. Schecter (Eds.), *On becoming a language educator: Personal essays on professional development* (pp. 115-122). Mahwah, NJ: Lawrence Erlbaum.
- Pavlenko, A. (2003). 'I never knew I was a bilingual': Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education*, 2(4), 251-268.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: a longitudinal study. *System*, 29, 177–95.
- Pennington, M. C. (1996). When input becomes intake: Tracing the sources of teachers' attitude change. In D. Freeman & J. Richards (Eds.), *Teacher learning in language teaching* (pp. 320-48). New York: Cambridge University Press.
- Richards, J. C. (1996). Teachers' maxims in language teaching. *TESOL Quarterly*, 30(2), 281–96.
- Richards, J. C. (1998b). Teacher beliefs and decision making. In J. C. Richards (Ed.), *Beyond training* (pp. 65–85). Cambridge: Cambridge University Press.
- Richards, J. C., P. Tung & P. Ng (1992). The culture of the English language teacher: a Hong Kong example. *RELC Journal*, 23(1), 81–102.
- Richardson, V., Anders, P., Tidwell, D., & Lloyd, C. (1991). The relationship between

- teachers' beliefs and practices in reading comprehension instruction. *American Educational Research Journal*, 28(3), 559–86.
- Sakui, K. (2002). Swiss cheese syndrome: Knowing myself as a learner and teacher. *Hong Kong Journal of Applied Linguistics*, 7(2), 136-151.
- Scovel, T. (1997). Strength from weakness, insight from failure. In C. P. Casanave, & S. R. Schecter (Eds.), *On becoming a language educator: Personal essays on professional development* (pp. 145-150). Mahwah, NJ: Lawrence Erlbaum.
- Spratt, M. (1999). How good are we at knowing what learners like? *System*, 27, 141-155.
- Warford, M. K. & Reeves, J. (2003). Falling into it: novice TESOL teacher thinking. *Teachers and Teaching: Theory and Practice*, 9(1), 47-65.
- Woods, D. (1991). Teachers' interpretations of second language teaching curricula. *RELC Journal*, 22, 1–19.
- Woods, D. (1996). *Teacher cognition in language teaching*. Cambridge: Cambridge University Press.
- Wray, D. (1993). Student-teachers' knowledge and beliefs about language. In N. Bennett & C. Carré (Eds.), *Learning to teach* (pp, 51-72). London: Routledge.
- Wu, Z. (2004). Being, understanding and naming: Teachers' life and work in harmony. *International Journal of Educational Research*, 41, 307-323.
- Xiao, Y. (2005). Raising Orthographic awareness of teachers of Chinese. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 221-234). New York: Springer.