

Inbar, O. & Gagne, A. (2003). Language proficiency development of non-native English-speaking teacher candidates: A comparative case study of two teacher preparation programs in Canada and Israel. *Summary of Research funded by the TESOL International Research Fund (TIRF)* <http://tirfonline.org/AboutTIRF/pages/2003SRG.html#Dr.Ofra>

## **Resource Focus**

### Research

- Narrative English speaking Teachers (NESTs) and Non-native English speaking teachers (NNESTS)
- Internationally Educated professionals (IEPs) /Immigrant teachers

Country Context: Israel and Canada

## **Resource Type**

- Journal article

## **Intended Audience**

- Policy makers
- Researchers
- Teacher educators
- Internationally educated teachers

## **Abstract:**

The purpose of the research was to conduct a cross-context analysis of stakeholders' perceptions of teacher education programs for non-native English speaking teacher (NNEST) candidates in two contexts: an ESL context in Canada and an EFL context in Israel. The research is directly linked to the TIRF 2003 priority topic which called for research on NNEST issues and reflects the growing interest in NNESTs, their status, perceptions and attributes and the gradual recognition of their significant role in the English teaching profession. It was believed that the collaborative examination of the same issues in these different contexts would enhance a broader understanding of the issues involved particularly regarding the teaching and language proficiency development of NNES teacher candidates in teacher preparation programs. Thus it was felt that drawing on this collective analysis and combined knowledge base would allow teacher educators in various settings to better plan and provide adequate solutions to the proficiency needs of NNEST candidates.