

Enhancing Professional Development Through Mentoring English Teaching Practicum

Reference list

By Professor Yan Chunmei (闫春梅教授)

- [1] Allen, J. M., Howells, K., & Radford, R. (2013). A 'partnership in teaching excellence': Ways in which one school–university partnership has fostered teacher development. *Asia-Pacific Journal of Teacher Education*, 41(1), 99–110. <https://doi.org/10.1080/1359866X.2012.753988>
- [2] Anagnostopoulos, D., Smith, E.R., & Basmadjian, K.G. (2007). Bridging the university–school divide horizontal expertise and the “Two-Worlds Pitfall”. *Journal of Teacher Education*, 58(2), 138–152. <http://dx.doi.org/10.1177/0022487106297841>
- [3] Baecher, L. (2012). Feedback from the field: What novice prek–12 ESL teachers want to tell TESOL teacher educators. *TESOL Quarterly*, 46(3), 578–588.
- [4] Bailey, K. M. (2006). *Language teacher supervision: A case-based approach*. Cambridge University Press. <https://doi.org/10.1002/tesq.43>
- [5] Barahona, M., & Ibaceta-Quijanes, X. (2019). Neither fish nor fowl: The contested identity of teachers of English in an EFL context. *RELC*. <https://doi.org/10.1177/0033688219847315>
- [6] Caires, S., Almeida, L., & Vieira, D. (2012). Becoming a teacher: Student teachers' experiences and perceptions about teaching practice. *European Journal of Teacher Education*, 35(2), 163–178. <https://doi.org/10.1080/02619768.2011.643395>
- [7] Cochran-Smith, M., Ludlow, L., Ell, F., O'Leary, & Enterline, S. (2012). Learning to teach for social justice as cross-cultural concept: Findings from three countries. *European Journal of Educational Research*, 1(2), 171–198. <https://doi.org/10.12973/eu-jer.1.2.171>

- [8] Cohen, E., Honz, R., & Kaplan, H. (2013). The practicum in pre-service teacher education: A review of empirical studies. *Teaching Education*, 24(4), 345–380.
<https://doi.org/10.1080/10476210.2012.711815>
- [9] Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1-2), 35–47. <http://dx.doi.org/10.1177/0022487109348024>
- [10] Douglas, A. (2014). Student teachers in school practice. Palgrave Macmillan.
- [11] Edwards, A. & Protheroe, L. (2004). Teaching by proxy: understanding how mentors are positioned in partnerships. *Oxford Review of Education*, 30(2), 183-197.
<https://doi.org/10.1080/0305498042000215511>
- [12] Horn, I.S., & Campbell, S.S. (2015). Developing pedagogical judgment in novice teachers: mediated field experience as a pedagogy for teacher education. *Pedagogies: An International Journal*, 10(2), 149–176.
<https://doi.org/10.1080/1554480X.2015.1021350>
- [13] Jóhannsdóttir, T. (2010). Deviations from the conventional: Contradictions as sources of change in teacher education. In V. Ellis, A. Edwards, & P. Smagorinsky (Eds.), *Cultural-historical perspectives on teacher education and development* (pp. 163–279). Routledge.
- [14] Legutke, M, & Schocker-v. Ditfurth, M. (2009). School-based experience. In A. Burns & J. C. Richards (Eds). *The Cambridge guide to second language teacher education* (pp. 209–217). Cambridge University Press.
- [15] Murray-Harvey, R., Slee, P. T., Lawson, M. J., Silins, H., Banfield, G. & Russel, A. (2000). Under stress: The concerns and coping strategies of teacher education students. *European Journal of Teacher Education*, 23(1), 19–35.
<https://doi.org/10.1080/713667267>
- [16] Ong'ondo, C.O. & Borg, S. (2011). 'We teach plastic lessons to please them': The influence of supervision on the practice of English language teachers in Kenya. *Language Teaching Research*, 15(4), 509–528.
<https://doi.org/10.1177/1362168811412881>

- [18] Reinolds, A., Ross, S. M. & Rakow, J. H. (2002). Teacher retention, teaching effectiveness, and professional preparation: A comparison of professional development school and non-professional development school graduates. *Teaching and Teacher Education*, 18(3), 289–303. [https://doi.org/10.1016/S0742-051X\(01\)00070-1](https://doi.org/10.1016/S0742-051X(01)00070-1)
- [19] Smith, K. & Lev-Ari L. (2005). The place of the practicum in pre-service teacher education: The voice of the students. *Asia-Pacific Journal of Teacher Education*, 33(3), 289–302. <https://doi.org/10.1080/13598660500286333>
- [20] Steiner, D., & Rozen, S. (2004). Preparing tomorrow's teachers: An analysis of syllabi from a sample of America's schools of education. In F. Hess & K. Walsh (Eds.), *A qualified teacher in every classroom* (pp. 119–148). Harvard Education Press.
- [21] Yan, C. M., & He, C. J. (2015). To be or not to be? The 'publish or perish' syndrome for English teacher educators in China. *Frontiers of Education in China*, 10(4), 526–543. <https://doi.org/10.3868/s110-004-015-0039-0>
- [22] Yan, C. M., & He, C. J. (2024). Problems and countermeasures: a phenomenological study of Chinese EFL supervisors' perspectives about the practicum. *Culture and Education*, 36(3), 686-712. <https://doi.org/10.1177/11356405241272350>
- [23] Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': A narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching: Theory and Practice*, 22(7), 819–841. <https://doi.org/10.1080/13540602.2016.1185819>