BIBLIOGRAPHY

- Al Otaiba, S., & Pappamihiel, N. E. (2005). Guidelines for using volunteer literacy tutors to support reading instruction for English language learners. *Teaching Exceptional Children*, 37(6), 6-11.
- ASEAN. (2009). Roadmap for an ASEAN Community: 2009-2015. ASEAN Secretariat. [On Line]. Retrieved December 14: From http://www.aseansec.org/publications/RoadmapASEANCommunity.pdf
- Barduhn, S., & Johnson, J. (2009). Certification and professional qualifications. In A. Burns & J. C. Richards (Eds.), Second Language Teacher Education (pp. 59-65). Cambridge: Cambridge University Press.
- Barkhuizen, G. (2011). Narrative knowledging in TESOL. TESOL Quarterly, 45(3), 391-414.
- Bell, J. S. (2002). Narrative inquiry: More than just telling stories. *TESOL Quarterly*, 36(2), 207-213.
- Bell, J. S. (2011). Reporting and publishing narrative inquiry in TESOL: Challenges and rewards. *TESOL Quarterly*, 45(3), 575-584.
- Belzer, A. (2006). What are they doing in there? Case studies of volunteer tutors and adult literacy learners. *Journal of Adolescent & Adult Literacy*, 49(7), 560-572.
- Butler-Kisber, L. (2010). Qualitative Inquiry: Thematic, Narrative and Arts-Informed Perspectives. London: SAGE Publications Ltd.
- Cadman, K., & Brown, J. (2011). TESOL and TESD in remote Aboriginal Australia: The "true" story? TESOL Quarterly, 45(3), 440-462.
- Canagarajah, A. S. (1996). From critical research practice to critical research reporting. *TESOL Quarterly*, 30(2), 321-331.
- Conle, C. (2000a). Narrative inquiry: Research tool and medium for professional development. European Journal of Teacher Education, 23(1), 49-63.
- Conle, C. (2000b). Thesis as narrative or "What is the inquiry in narrative inquiry?" Curriculum Inquiry, 30(2), 189-214.
- Conle, C. (2001). The rationality of narrative inquiry in research and professional development. European Journal of Teacher Education, 24(1), 21-33.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. Educational Researcher, 19(5), 2-14.
- Cook, P., & Jackson, N. (2006). Valuing Volunteering. VSO. [On Line]. Retrieved December 14: From http://www.worldvolunteerweb.org/fileadmin/docdb/pdf/2006/Valuing_volunteering_Jan_06.pdf
- Cook, V. (1999). Going beyond the native speaker in language teaching. TESOL Quarterly, 33(2), 185-209.
- Corbett, S., & Fikkert, B. (2009). When Helping Hurts. Chicago: Moody Publishers.
- Dornyei, Z. (2007). Research Methods in Applied Linguistics. Oxford: Oxford University Press.
- Fraenkel, J. R., & Wallen, N. E. (2008). How to Design and Evaluate Research in Education (7th ed.). New York: McGraw-Hill Higher Education.

- Freeman, D. (1996). Redefining the relationship between research and what teachers know. In K. Bailey & D. Nunan (Eds.), *Voices From the Language Classroom*. Cambridge: Cambridge University Press.
- Friedman, S., & Collier, J. (1993). New beginnings... An introductory manual for non-professional ESL volunteers & tutors. Salt Lake City, UT: Utah State Office of Education. (ERIC Document Reproduction Service No. ED 374 682)
- Ganser, T. (1999). Reconsidering the Relevance of Veenman's (1984) Meta-Analysis of the Perceived Problems of Beginning Teachers. Presented at the Annual Meeting of the American Educational Research Association. [On Line]. Retrieved December 14: From http://www.cric.ed.gov/PDFS/ED429964.pdf
- Gilbertson, S. A. (2000). Just enough: A description of instruction at a volunteer-based adult English as a second language program. (Unpublished doctoral dissertation). University of Cincinnati, Cincinnati, Ohio.
- Govardhan, A. K., Nayar, B., & Sheorey, R. (1999). Do U.S. MATESOL programs prepare students to teach abroad? *TESOL Quarterly*, 33(1), 114-125.
- Graddol, D. (2006). *English Next*. [On Line]. Retrieved December 14: From http://www.britishcouncil.de/pdf/english-next-2006.pdf
- Green, T., Green, H., Scandlyn, J., & Kestler, A. (2009). Perceptions of short-term medical volunteer work: a qualitative study in Guatemala. *Globalization & Health*, 51-13. doi:10.1186/1744-8603-5-4
- Henrichsen, L. (2010a). Basic training and resource connections for novice ESL teachers. *Journal of Adult Education*, 39(2), 11-24.
- Henrichsen, L. (2010b). Basic training and resource connections for Teaching English to Speakers of Other Languages. [On Line]. Retrieved December 14: From http://www.btrtesol.com/index.php
- Hertzog, H. (2002). When, how, and who do I ask for help?: Novices' perceptions of problems and assistance. *Teacher Education Quarterly*, 29(3), 25-41.
- Hughes, T. E. (2009). A Curriculum Framework for Beginning English Learners in Northern Thailand. (Unpublished master's project). Payap University, Chiang Mai, Thailand.
- Johnson, K. E., & Golombek, P. R. (2011). Narrative knowledging in TESOL. *TESOL Quarterly*, 45(3), 391-414.
- Keller, C. L., Bucholz, J., & Brady, M. P. (2007). Yes I can! Empowering paraprofessionals to teach learning strategies. *Teaching Exceptional Children*, 39(3), 18-23.
- Kutner, M. (1992). Staff Development for ABE and ESL Teachers and Volunteers. ERIC Digest. [On Line]. Retrieved December 14: From http://www.ericdigests.org/1993/abe.htm
- Leather, J., & van Dam, J. (2003). Towards an ecology of language acquisition. In J. Leather & J. van Dam (Eds.), *Ecology of Language Acquisition* (pp. 1-30). Dordrecht: Kluwer Academic.
- Leung, C. (2009). Second language teacher professionalism. In A. Burns & J. C. Richards (Eds.), *Second Language Teacher Education* (pp. 49-58). Cambridge: Cambridge University Press.
- Liu, J. (1999). Nonnative-English-speaking professionals in TESOL. TESOL Quarterly, 33(1), 85-102.
- Liu, L. (2008). Co-teaching between native and non-native English teachers: An exploration of co-teaching models and strategies in the Chinese primary school context. *Reflections on English Language Teaching*, 7(2), 103-118.

- Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT Journal*, 46(4), 340-349.
- Miller, C., & Miller, K. (n.d.). How To Start an English as a Second Language (ESL) Outreach Ministry in Your Church. [On Line]. Retrieved December 14: From http://www.ncnnews.com/vcmedia/2356/2356982.pdf
- Moussu, L. (2010). Influence of teacher-contact time and other variables on ESL students' attitudes towards native- and nonnative-English-speaking teachers. *TESOL Quarterly*, 44(4), 746-768.
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315-348.
- M2 Presswire. (2008, March 14). UK government: Making it easier for teachers to volunteer overseas and bring lessons home. *Coventry*.
- Nelson, C. D. (2011). Narratives of classroom life: Changing conceptions of knowledge. *TESOL Quarterly*, 45(3), 463-485.
- Para-. (n.d.). In Oxford Dictionaries. [On Line]. Retrieved December 14: From http://oxforddictionaries.com/definition/english/para-
- Pennycook, A., & Coutland-Marin, S. (2003). Teaching English as a missionary language. Discourse: Studies in Cultural Politics of Education, 24(3), 337-353.
- Phillipson, R. (1992). Linguistic Imperialism. Oxford: Oxford University Press.
- Pickett, A. L., Safarik, L., & Echevarria, J. (1998). A Core Curriculum & Training Program To Prepare Paraeducators To Work with Learners Who Have Limited English Proficiency. New York: The National Resource Center for Paraprofessionals in Education and Related Services.
- Purgason, K. B. (2009). Classroom guidelines for teachers with convictions. In M. S. Wong & S. Canagarajah (Eds.), *Christian and Critical English Language Educators in Dialogue* (pp. 185-192). New York: Routledge.
- Reck, D., et al. (1991). Tutoring ESL: A Handbook for Volunteers. Tacomah, WA: Tacoma Community House.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Riley, T., & Hawe, P. (2005). Researching practice: The methodological case for narrative inquiry. *Health Education Research*, 20(2), 226-236.
- Robison, R. E. (2009). Truth in teaching English. In M. S. Wong & S. Canagarajah (Eds.), *Christian and Critical English Language Educators in Dialogue* (pp. 255-264). New York: Routledge.
- Schindler-Rainman, E., & Lippitt, R. (1971). The Volunteer Community: Creative use of Human Resources. Washington D.C.: NTL Learning Resources, Inc.
- Schlusberg, P., & Mueller, T. (1995). English as a Second Language in Volunteer-Based Programs. Washington DC: National Clearinghouse for ESL Literacy Education. [On Line]. Retrieved December 14: From http://www.ericdigests.org/1996-1/english.htm
- Slimbach, R. (2000). First do no harm: Short-term missions at the dawn of a new millennium. Evangelical Missions Quarterly, 36(1), 428-441.
- Snow, D. (1996). More Than a Native Speaker: An introduction for volunteers teaching English abroad. Alexandria, VA: TESOL.
- Spradley, J. P. (1980). *Participant Observation*. Orlando, FL: Harcourt College Publishers.
- Stebbins, R. A. (2009). Would you volunteer? Society, 46(2), 155-157.

- Tajino, A., & Tajino, Y. (2000). Native and non-native: What can they offer? *ELT Journal*, 54(1), 3-11.
- Taylor, S. (2002). Ethnographic Research: A reader. London: Sage Publications Ltd.
- TESOL. (2008). Position Statement on the Status of, and Professional Equity for, the Field of Teaching English to Speakers of Other Languages. [On Line]. Retrieved December 14: From http://www.tesol.org.au/files/files/51_tesol_position_statement_on_ESL.pdf
- Thai News Service Group. (2011, September 03). Thailand: Language tests for Thai workers in preparation for realization of ASEAN community. *Asia News Monitor*, pp. n/a. Retrieved from http://search.proquest.com/docview/889155972?accountid=50516
- van Lier, L. (2004). The Ecology and Semiotics of Language Learning: A sociocultural perspective. Dordrecht: Kluwer Academic Publishers.
- Varghese, M. M., & Johnston, B. (2007). Evangelical Christians and English language teaching. TESOL Quarterly, 41(1), 5-31.
- Vasquez, C. (2011). TESOL, teacher identity and the need for "small story" research. *TESOL Quarterly*, 45(3), 535-545.
- Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54(2), 143-178.
- The Volunteer Experience. (n.d.). [On Line]. Retrieved December 14: From http://volunteerteacherthailand.org/volunteer.htm
- Wasik, B. A. (1998). Using volunteers as reading tutors: guidelines for successful practice. *The Reading Teacher*, 51(7), 562-570.
- Wearing, S. (2001). Volunteer Tourism: Experiences that make a difference. Wallingford: CABI Publishing.
- Wilson, G. T. (2009). An Evaluation of a Curriculum for Basic Training in TESOL. (Unpublished master's project). Brigham Young University, Provo, Utah.
- Wong, M. S. (2009). Deconstructing/Reconstructing the missionary English teacher identity. In M. S. Wong & S. Canagarajah (Eds.), *Christian and Critical English Language Educators in Dialogue* (pp. 91-105). New York: Routledge.
- Wong, M. S., & Canagarajah, S. (2009). Christian and Critical English Language Educators in Dialogue. New York: Routledge.
- Wu, Y., & Carter, K. (2000). Volunteer voices: A model for the professional development of volunteer teachers. *Adult Learning*, 11(4), 16-19.
- Yeung, A. B. (2004). The octagon model of volunteer motivation: Results of a phenomenological analysis. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 15(1), 21-46.
- Ziegler, M., McCallum, R. S., & Bell, S. M. (2009). Volunteer instructors in adult literacy: Who are they and what do they know about reading instruction? *Adult Basic Education and Literacy Journal*, 3(3), 131-139.