

Bibliography

- Akar, H. (2007). Development and learning in classroom management. *Academic Exchange Quarterly*, 11(4), 45–51.
- Cohen, L., Manion, L., & Morrison K. (1998). *A guide to teaching practice* (4th Ed.) London: Routledge.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage Publications.

- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks: Sage Publications.
- Chan, D.W. (2008). General, collective, and domain specific teacher self-efficacy among Chinese prospective and in-service teachers in Hong_Kong. *Teaching and Teacher Education*, doi: 10.1016/j.tate.2007.11.010 Retrieved from the Science Direct databases at www.sciencedirect.com.
- Dabrowa-Szefler, M., & Jablecka-Pryslopska, J. (2006). *OECD thematic review of tertiary education: Country background report for Poland*. OECD Publications.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved on June 28, 2003 from [<http://epaa.asu.edu/epaa/v8n1/>]
- Darling-Hammond, L. & Bransford, J. (Eds.). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass Publishers.
- Darling-Hammond, L., LePage, P., Akar, H. (2005). Classroom management. In: L. Darling-Hammond & J. Bransford (eds), *Preparing teachers for a changing world: What teachers should learn and be able to do* [327–357]. San Francisco, CA: Jossey-Bass Publishers.
- Erlandson, D.A., Harris, E.L., Skipper, B.L., Allen, S.D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park: Sage.
- _____. Eurydice (1997). *Supplement to the study on structures of the education and initial training systems in the European Union: The situation in Bulgaria, The Czech Republic, Hungary, Poland, Romania, and Slovakia*, Brussels.
- _____. Eurydice (2001). *Foreign language teaching in schools. Belgium: Eurydice European Unit*. Retrieved from the Internet on 20 April, 2003. [<http://www.eurydice.org/Eurydice/Application/frameset.asp?country=PL&language=EN>]
- _____. Eurydice (2005/06). The education system in Poland: Eurybase: The information database on Education Systems in Europe. Retrieved from the Internet on November 5, [http://www.eurydice.org/ressources/eurydice/eurybase/pdf/0_integral/PL_EN.pdf].
- _____. Eurydice (2006/07). National summary sheets on education systems in Europe and ongoing Data Retrieved from the Internet November 5, [http://www.eurydice.org/ressources/eurydice/eurybase/pdf/0_integral/PL_EN.pdf]
- Farrell, T.S.C. (2003). Learning to teach English language during the first year: Personal influences and challenges. *Teaching and Teacher education*, 19, 95–111.
- Fowler, F.J. (2002). *Survey research methods* (3rd.Ed). Thousand Oaks: Sage Publications.

- Filipkowski, A. (2003). The implementation of the Bologna Declaration in Poland. *European Journal of Engineering Education*, 28(2), 237–245.
- Fulton, O., Santiago, P., Edquist, C., El-Khawas, E., & Hacki, E. (2007). OECD Reviews of Tertiary Education – Poland.
- Grisham, D.L., Ferguson, J.L., & Brink, B. (2004). Mentoring the mentors: Student teachers' contributions to the middle school classroom. *Mentoring and Tutoring*, 12(3), 207–319.
- Grossman, P. (2008). Responding to our critics: From crises to opportunity in research on teacher education. *Journal of Teacher Education*, 59(1), 10–23.
- Hamot, G. (1998). A case of teacher education reform in Poland's transitional democracy. *European Education*, 30(2).
- Holt-Reynolds, D. (2000). What does the teacher do? Constructivist pedagogies and prospective teachers' beliefs about the role of a teacher. *Teaching and Teacher Education*, 16, 21–32.
- Jadallah, E. (1996). Reflective theory and practice: A constructivist process for curriculum and instructional decisions. *Action in Teacher Education*, 18(2), 73–85.
- Kroll, L. R., & LaBoskey, V. K. (1996). Practicing what we preach: Constructivism in a teacher education program. *Action in Teacher Education*, 18(2), 63–72.
- Kwaśniewicz, K. (2000). How is Poland coping with the need to more language teachers? *10th Anniversary Festschrift*, Pedagogical University of Cracow English Teacher Training College, 7–16.
- Lamie, J.M. (2006). Teacher education and training in China: Evaluating change with Chinese lecturers of English. *Journal of In-Service Education*, 31(1), 63–83.
- Manolesco, M. (2006). Reforming teacher education in Romania. *Higher Education in Europe*, 31(1), 83–93.
- McIntyre, D. (1994). Classrooms as learning environments for beginning teachers. In: M. Wilkin and D. Sankey (eds), *Collaboration and transition in initial teacher training* [81–93]. London: Kogan Page.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis* (2nd Ed). Thousand Oaks: SAGE.
- Nowak-Fabrykowski, & Tardif, M. (1999). The changes that were postulated and implemented in the history teachers' education program in Poland after the collapse of the communist regime. *Teaching and Teacher Education*, 15, 829–834.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks: SAGE.

- Pawelec, D. (2000). *Curriculum reform in Poland: Putting new needs into an old system*. Document produced by the British Council SPRITE: UK.
- Reis-Jorge, J.M. (2005). Developing teachers' knowledge and skills as researchers: A conceptual framework. *Asia-Pacific Journal of Teacher Education*, 33(3), 303–319.
- Richards, J.C. (1999). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (ed.) *Handbook of research on teacher education* (102–119). New York: Macmillan.
- Salitra, K. (2003). Education of teachers for Polish schools at the beginning of the 21st century. *European Journal of Teacher Education*, 26(1), 101–108.
- Savran-Gencer, A., & Cakiroglu, J. (2005). Turkish preservice science teachers' efficacy beliefs regarding science teaching and their beliefs about classroom management. *Teaching and Teacher Education*, 23, 664–675.
- Scribner, J. P. (2003). Teacher learning in context: The special case of rural high school teachers. *Education Policy Analysis Archives*, 11(12). Retrieved on June 28, 2003 [from <http://epaa.asu.edu/epaa/v11n12/>]
- Szablowski, J. (2001). The role of private universities and colleges in the spatial restructuring of higher education in Poland. *Higher Education in Europe*, 26(3), 411–419.
- Stark, S., & Torrance, H. (2005). Chapter 3: Case study. In B. Somekh, & C. Lewin, *Research methods in the social sciences* [33–40]. London: SAGE.
- Talvitie, U., Peltokallio, L., and P. Mannisto (2000). Student teachers' views about their relationships with university supervisors, cooperating teachers and peer student teachers. *Scandinavian Journal of Educational Research*, 44(1), 79–88.
- Tatto, M. T. (1998). Improving teacher education in rural Mexico: The challenges and tensions of constructivist reform. *Teaching and Teacher Education*, 15, 15–35.
- Thomas, R.M. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks: Corwin Press.
- Tomiak, J.J. (2000). Polish education facing the twenty-first century: Dilemmas and difficulties. *Comparative Education Review*, 36(2), 177–186.
- Vogel, T. (2003). Internationalization, interculturality, and the role of foreign languages in higher education. *Higher Education in Europe*, 26(3), 381–389.
- Yin, R.K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks: Sage.