



Mobility of Knowledge, Practice and Pedagogy in TESOL Teacher Education

Implications for
Transnational Contexts

Edited by
Anwar Ahmed
Osman Barnawi

palgrave
macmillan

Mobility of Knowledge, Practice and Pedagogy in TESOL Teacher Education

Anwar Ahmed • Osman Barnawi
Editors

Mobility of Knowledge, Practice and Pedagogy in TESOL Teacher Education

Implications for Transnational
Contexts

palgrave
macmillan

Editors

Anwar Ahmed
Department of Languages,
Literatures and Linguistics
York University
Toronto, ON, Canada

Osman Barnawi
Royal Commission Colleges and Institutes
Yanbu, Saudi Arabia

ISBN 978-3-030-64139-9 ISBN 978-3-030-64140-5 (eBook)
<https://doi.org/10.1007/978-3-030-64140-5>

© The Editor(s) (if applicable) and The Author(s) 2021

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG. The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Contents

Introduction: TESOL Teacher Education: Oscillating Between Globalization and Nationalism	1
<i>Anwar Ahmed and Osman Barnawi</i>	
Oscillation Between Globalization and Nationalism	2
The Chapters	6
Conclusion with an Invitation	11
References	12
Transnationalism in TESOL Teacher Education and Applied Linguistics: Reflections and (Re)imaginings	13
<i>Eunjeong Lee</i>	
Introduction	13
Historical Development: Scholarly Discussion of Transnationalism and Superdiversity	15
Transnational Language and Identity Practices and Changing Language Around Language	17
“Changing” Realities and Lasting Ideology: TESOL Teacher Education and Applied Linguistics in Transnational Times	22

Charting a New Pathway: Repositioning Toward Research, Teaching, and Learning	26
Conclusion	32
References	33
Transnational Professional Development Practices in TESOL Teacher Education	39
<i>Bushra Ahmed Khurram, Kenan Dikilitaş, and Hadia Zafar</i>	
Introduction	39
Literature Review	40
Methodology	46
Findings	48
Discussion and Conclusion	58
Appendix	60
References	61
Bangladeshi English Language Teachers' Use of Transnational Teacher Training	63
<i>Anne McLellan Howard</i>	
Literature Review	64
Transnational Teacher Training in Bangladesh	67
Results of the Change to the Classroom Teaching	74
Dealing with Differences in Roles and Cultural Expectations	75
Conclusion	77
Appendices	78
References	80
Assessment Literacy: Transnational Teachers' Concepts, Practices, and Professional Development Needs	83
<i>Samar Almosa</i>	
Introduction	83
Literature Review	86
Methodology	90
Research Findings	93
Conclusion	102
References	103

Professional Development for Chinese EFL Teachers in Australia: Perspectives, Challenges, and Research Potentials	107
<i>Dat Bao</i>	
Current Discourse: Needs and Challenges	108
Research Design	112
Finding 1: Teacher Contentment with Workshop Quality	113
Finding 2: Appreciating the Value of Fieldtrips	115
Finding 3: Exposure to Ways of Educational Practices in Australia	116
Finding 4: Ongoing Challenges	117
Recommendations	117
Conclusion: Contribution from the Study	120
References	121
The Effect of U.S. Curricular Ideologies on Mexican Transnational Pre-service English Language Teachers	123
<i>David Martínez-Prieto</i>	
Introduction	123
Theoretical Framework	125
U.S. Vs Mexican Curricula	126
Identity and Transnational English Teachers in Mexico	127
Identity and Poblano Transnationals	128
Research Question	129
Methodology	130
Results	137
Discussion	138
Limitations of Study and Future Research	140
References	141
Holidays in Mexico: Developing Transnational Skills in Teaching English as a Foreign Language	147
<i>Araceli Salas</i>	
Introduction	147
Purpose of the Chapter	148
The Research Question	149
Language and Culture	149
Multiculturalism and Interculturalism	150

Transnationalism	150
Holidays	152
The Day of the Dead in Mexico	152
Halloween	153
Awareness on Global Citizenship	154
Global Skills	155
Language Teacher Education in Mexico	156
Methodology	157
Context	157
Participants	158
The Results	158
Discussion	162
Conclusion	163
Appendix: The Questionnaire	164
References	165
Transnationalism Contextualized in Miami: The Proposed Component of Dialectal Spanish Negotiations in Undergraduate TESOL Courses	169
<i>Xuan Jiang, Kyle Perkins, and Jennifer Pena</i>	
Literature Review	171
Dialectal Negotiations to Undergraduate TESOL Courses	180
Conclusion	185
Appendix	186
References	187
Engaging East African Voices for Teacher Education in the Digital Age: Exploring Transnational Virtual Collaboration	191
<i>Robin L. Rhodes Crowell</i>	
Introduction	191
Case Study	194
Combatting Negative Representations of Africa	198
Theoretical Frameworks	200
Digital Collaboration for Teaching and Learning	205
Conclusion	208
References	209

A Transnational Peace-Education Framework of EFL Material Development for the Islamic School Context in Indonesia	213
<i>Dana Kristiawan and Michelle Picard</i>	
Introduction	213
Issues in Teaching EFL and Culture/s in Indonesian Islamic Schools	216
A Transnational Education Approach in English Language Teaching for the Islamic Context	218
The Missing ‘Piece’ of Peace Education in Indonesian EFL Curriculum	220
A Transnational Peace Education Framework for Developing English Language Teaching Materials in Indonesian Islamic Schools	222
The Framework in Practice	226
Challenges in Implementing the Framework	232
Conclusion	232
References	234
Promoting Transnational Teaching in Pre-service Language Teacher Education Programs in Japan: An Autoethnographic Approach	239
<i>Yutaka Fujieda</i>	
Transformations of English Education in Japan	242
Methodological Framework	244
A Narrative of English Teaching Methodology Course	245
Closing Statements	254
References	256
TESOL Teacher Education Programs and Transnational Perspectives: Critical Reconstruction of Experiences Via Duoethnography and Autoethnography	261
<i>Salim Almashani, Mahmood Alhosni, and Bryan Meadows</i>	
Introduction	261
Theoretical Background	262
Method	265
Narrative Findings	266

Discussion	280
Conclusion	283
References	284

The Reflective Journal: A Transnational Networking Tool for (TESOL) Teachers 287

Dana Di Pardo Léon-Henri

Introduction	287
Retrospection and Introspection for Prospecption and Projection	290
Reflective Journaling and Teaching Methods	295
Transnationalism and the Mobility of Knowledge, Practice and Pedagogy	298
The Reflective Analysis Framework	300
Concluding Remarks and Future Directions	304
References	306

Developing Teaching Expertise Through Transnational Experience: Implications for TESOL Teacher Education 311

Zhenjie Weng and Mark A. McGuire

Introduction	311
Literature Review	313
Methodology	317
Findings and Discussion	319
Conclusion and Implications	328
References	330

Afterword: *Who Controls the Production of Knowledge?* Teacher Empowerment in TESOL Teacher Education 333

Ruanni Tupas

The Challenge	335
Ways Forward	339
Conclusion	342
References	343

Index 347

Notes on Contributors

Anwar Ahmed is an assistant professor in the Department of Languages, Literatures and Linguistics at York University in Canada. Previously he published under the name Sardar Anwaruddin. Anwar's articles have appeared in journals such as *Educational Philosophy and Theory*, *Professional Development in Education*, *Discourse*, *Reflective Practice*, *Teaching in Higher Education*, *Educational Studies*, *Curriculum Inquiry*, *International Journal of Leadership in Education*, *International Journal of Research and Method in Education*, *Oxford Review of Education*, *CALICO Journal*, and *The Brazilian Journal of Applied Linguistics*. Anwar was an editor of *Curriculum Inquiry* from 2011 to 2016. His recent edited book is *Knowledge Mobilization in TESOL: Connecting Research and Practice* (Brill, 2019).

Mahmood Alhosni is an English as a Second Language (ESL) instructor and a technology coordinator at Global College of Engineering and Technology, Muscat, Oman. He graduated with a master's degree in Multilingual Education from New Jersey, USA in 2014. His main interests in education revolve around the use of technology to promote independent language learning. Other areas of interest include authentic assessments, digital learning, and gamification in English Language Teaching (ELT).

Salim Almashani is an English Lecturer at the University of Technology and Applied Sciences in Oman. He completed his M.A. in Multilingual Education (*Teaching English as a Second Language [TESL]/Teaching English as a Foreign Language [TEFL]*) at Fairleigh Dickinson University, USA. His research interests include student motivation and learning difficulties. He is an active member of TESOL Arabia. He has done several presentations on using digital learning in English as a Foreign Language (EFL) classrooms.

Samar Almossa is an assistant professor at Umm Al-Qura University in Saudi Arabia. She holds a Ph.D. in Applied Linguistics from King's College London. Her research interests are focused on teachers and students learning, teaching and assessment experiences in higher education context, assessment practices, and assessment literacy.

Dat Bao is a senior lecturer at Monash University, Australia. He has worked with Leeds Beckett University in the UK, Cornell University in the USA, National University of Singapore, and Assumption University of Thailand. His expertise includes silence studies, creativity pedagogy, visual pedagogy, curriculum design, intercultural communication, materials development, and young learners in language education. His recent books include *Understanding Silence and Reticence: Nonverbal participation in Second Language Acquisition* (Bloomsbury, 2014), *Poetry for Education: Classroom Ideas that Inspire Creative Thinking* (Xlibris, 2017), and *Creativity and Innovations in ELT Materials Development: Looking beyond the Current Design* (Multilingual Matters, 2018).

Osman Barnawi is an associate professor at the Royal Commission Colleges and Institutes, Yanbu, Saudi Arabia. His research interests include the intersection(s) of language and political economy, social and education policy studies, the cultural politics of education, multilingual and multicultural studies, second language writing, and transnational education. His works appear in journals such as *Language and Education*, *Critical Studies in Education*, and *Language and Literacy*. His recent books are *TESOL and the cult of speed in the age of neoliberal mobility* (Routledge, 2020), *Neoliberalism and English Language Education Policies in the Arabian* (Routledge, 2018), and *Writing Centers in the Higher Education Landscape of the Arabian Gulf* (Palgrave Macmillan, 2017).

Kenan Dikilitaş is a professor at the Department of Higher Education Pedagogy at University of Stavanger, Norway. His recent areas of research include digital pedagogy in higher education and teacher education with focus on teacher development through action research.

Yutaka Fujieda is a professor in the Department of International Social Studies at Kyoai Gakuen University, Gunma, Japan. He completed his Ph.D. degree in the Composition & TESOL Program at Indiana University of Pennsylvania, USA. His research interests include second language writing and second language education. He published his articles in *Asian EFL Journal* (2012) and *The Asian-Pacific Education Researcher* (2019) and book chapters in *Reinventing in Second Language Writing* (2010) and *Emotions in Second Language Teaching: Theory, Research and Teacher Education* (co-authors) (2018).

Anne McLellan Howard is a professor in the Department of International Liberal Arts at Miyazaki International College, teaching linguistics and English teaching methodologies. She holds a Ph.D. in Applied Linguistics from Macquarie University. Her research interests include evaluation in academic discourse and the pragmatics of giving advice and feedback. She is a past editor of the *JALT Journal*. She has been involved in developing workshops for Bangladeshi teachers since 2007.

Xuan Jiang is an Assistant Director in the Center for Excellence in Writing at Florida International University. Her research interests include writing tutors' professional development, issues and strategies in academic writing, various instructional scaffoldings, second-generation and 1.5-generation students' academic performance and the factors behind, linguistic and cultural challenges faced by immigrant and international students in K-12 and higher education in the USA, using transnational literature and dialogues to promote culturally responsive teaching and to develop cultural and communicative competence in both English Language Learners (ELLs) and native English speakers.

Bushra Ahmed Khurram obtained her Ph.D. in English Language Teaching and Applied Linguistics from the Centre of Applied Linguistics, University of Warwick, UK. She is an assistant professor in the Department

of English at University of Karachi, Pakistan. She has extensive experience of training English language teachers in a variety of settings in Pakistan and the UK. She published her book chapters in *Becoming Research Literate: Supporting Teacher Research in English Language Teaching* (2018) and *International Perspectives on Teaching English in Difficult Circumstances: Contexts, Challenges and Possibilities* (2018). Her research interests include metacognition, reading strategies, learner engagement, and teaching and researching in large classes.

Dana Kristiawan is an English Lecturer at Universitas 17 Agustus 1945 Banyuwangi, Indonesia. He is a Ph.D. student at the University of Newcastle, Australia working on his thesis entitled Peace Education and English Language Education in Indonesia: A framework of EFL Materials development for secondary Islamic schools in Indonesia, funded by Indonesia Endowment Fund for Education (Lembaga Pengelolaan Dana Pendidikan/LPDP). His areas of research interest are English material development, teacher professional development, and intercultural and peace education in the English as a foreign language context. He was an invited speaker at the International Institute on Peace Education in Cyprus Greece in 2019.

Eunjeong Lee is Assistant Professor of Linguistics and Rhetoric and Composition at University of Houston. Her research centers on literacy practices of multilingual writers, the politics of language, language ideologies and equity issues in teaching of literacy and literacy teacher education, and decolonial language and literacy education. Her work has appeared in *Composition Forum*, *Journal of Language, Identity, and Education*, *World Englishes*, and *Journal of Multicultural Discourses*, and in edited collections such as *Crossing Divides* and *Translinguistics and Contemporary Foundations for Teaching English as an Additional Language*.

Dana Di Pardo Léon-Henri is a tenured associate professor with the Unité de formation et de recherche -Sciences du langage, de l'homme et de la société (UFR SLHS) in the Polyglotte Department at the University of Bourgogne Franche-Comté, Besançon, France, where she teaches English for Specific Purposes (ESP). As a member of the research group ELLIADD (Édition, Langues, Littératures, Informatique, Arts,

Didactiques, Discours) she conducts research on the pedagogy and didactics of foreign language teaching and acquisition, diagnostic assessment and evaluation with the assistance of artificial intelligence, as well as metacognitive and professional skills development at the higher education level. With Bhawana Jain as co-editor, she recently got published *Contemporary Research in Foreign Language Teaching and Learning* (2020)

David Martínez-Prieto holds a PhD in Culture, Literacy, and Language from the University of Texas at San Antonio (2020). He has taught bilingual/ESL pre-service teachers in the United States and Mexico for more than ten years. Martínez-Prieto's research focuses on the analysis of hegemonic curriculum ideologies in the language teaching process, the identities of transnational pre-service language teachers, and educational policies in Mexico and the United States. David co-edited *In Search of Hope and Home: Mexican Immigrants in the Trinational NAFTA Context* (in press) and has collaborated in English and Spanish publications.

Mark A. McGuire is a graduate associate at the Ohio State University. He has been teaching university EFL and ESL courses for ten years, in China and in the USA. His interests include the identity and pragmatic development of English users, primarily, though not exclusively, from China and Hong Kong. His research is based on integrating mixed methodologies to better understand language according to Complexity Theory and usage-based perspectives on language development. His goal as a researcher is to encourage the voices and dignity of language users, especially of adults and professionals as they negotiate their expertise.

Bryan Meadows is an assistant professor in the Department of Educational Studies at Seton Hall University (New Jersey, USA). He also serves as director of the TESOL teacher education program and the ESL@Seton Hall program on campus. His published work addresses issues of power in the context of language education and can be found in peer-reviewed and professional venues. He presents at international and regional academic conferences regularly and is an active member of his field, serving on review boards of academic journals and building partnerships with K-12 schools.

Jennifer Pena is a graduate student at Florida International University (FIU), where she received a bachelor's degree in Digital Communication and Media. She is now pursuing a master's degree in English and working as a teaching assistant at FIU. She formerly worked as an undergraduate tutor at FIU's Center for Excellence in Writing. Her recent research has focused on multilingualism and professional development practices at writing centers.

Kyle Perkins is a retired professor from the Department of Teaching and Learning in the College of Arts, Science, and Education at Florida International University. His research interests include second language acquisition, language testing, instructional sensitivity, and reading disability.

Michelle Picard is Associate Professor and Dean of Learning and Teaching in the College of Arts, Business, Law and Social Sciences at Murdoch University in Perth, Australia. She was formerly the Deputy Director of the English Language and Foundation Studies Centre at the University of Newcastle. Michelle has published, supervised, and administered grants in the fields of applied linguistics and [higher] education on all aspects of academic literacy development, TESOL, online learning, English for Academic Purposes, and language and culture. Her recent book with Christo Moskovsky *English as a Foreign Language in Saudi Arabia* was published by Routledge in 2019.

Robin L. Rhodes Crowell is Director of International Student Academic Support at St. Lawrence University and a Doctor of Arts candidate in English Pedagogy/English Language Specialization at Murray State University. Robin also teaches academic writing to multilingual students and TESOL teacher education in Modern Languages and Literatures and African Studies. Robin regularly presents at conferences including Africa TESOL, TESOL International, and NYS TESOL. Robin's research includes teaching English in Kenya and Rwanda, culturally and linguistically sustaining pedagogy, critical pedagogy, academic literacies, and second language writing.

Araceli Salas is an ELT teacher-educator and researcher at Benemèrita Universidad Autónoma de Puebla (BUAP), Mexico. She holds a Ph.D. in Language Science and an M.A. in TESOL. Dr. Salas is an Associate Editor of the Mexican Teaching English to Speakers of Other Language (MEXTESOL) and TESOL Journals and the Editor in Chief of *Lenguas en Contexto*, the academic publication of the School of Languages in BUAP. Her research interests are ESP, discourse analysis, and teacher education. She has written several articles and chapters in the field in English and Spanish, her mother tongue.

Ruanni Tupas teaches sociolinguistics in education at the Department of Culture, Communication, and Media, Institute of Education, University College London. His research programs of more than two decades have investigated the role of language in perpetuating and transforming all forms of social inequality, and he does so through the lens of Unequal Englishes and inequalities of multilingualism. He is the editor of *Unequal Englishes: The Politics of Englishes Today*, and co-editor of *Why English? Confronting the Hydra, Language Education and Nation-Building: Assimilation and Shift in Southeast Asia*, and *(Re)making Society: The Politics of Language, Discourse and Identity in the Philippines*.

Zhenjie Weng is a Ph.D. candidate, majoring in Foreign, Second, and Multilingual Language Education, at The Ohio State University. She also teaches second language writing to international undergraduate and graduate students in the USA. Her research focuses on second language writing teacher identity, teaching expertise, and teacher agency. In her recent work, she studies graduate level ESL composition teachers' identity construction and teaching practice.

Hadia Zafar is pursuing her M.Phil. in ELT & Applied Linguistics under the supervision of Dr. Bushra Ahmed Khurram from the University of Karachi. She is also working as an English Language Teacher in the University of Karachi.

List of Figures

The Effect of U.S. Curricular Ideologies on Mexican Transnational Pre-service English Language Teachers

Fig. 1 Linear model of predictor and criterion variables 137

A Transnational Peace-Education Framework of EFL Material Development for the Islamic School Context in Indonesia

- Fig. 1 A transnational peace-education framework of EFL material development for the Islamic school context in Indonesia 226
- Fig. 2 Draft sample material 228
- Fig. 3 The sample material after PALAR process 229

List of Tables

Transnational Professional Development Practices in TESOL Teacher Education

Table 1	Our participants' geographical distribution	47
---------	---	----

Bangladeshi English Language Teachers' Use of Transnational Teacher Training

Table 1	Participant demographic information	72
---------	-------------------------------------	----

Professional Development for Chinese EFL Teachers in Australia: Perspectives, Challenges, and Research Potentials

Table 1	Chinese teachers' reflection on experiences with the ELT development program at Monash University	114
---------	---	-----

The Effect of U.S. Curricular Ideologies on Mexican Transnational Pre-service English Language Teachers

Table 1	Items in the survey and their relation to current research	132
Table 2	Reliability statistics all 9 items analyzed together	133
Table 3	Inter-item correlation matrix when deleting items 3 and 8	134
Table 4	Content validity index	135

xxii **List of Tables**

Table 5	Model summary	138
Table 6	ANOVA	138
Table 7	Coefficients	138

**Transnationalism Contextualized in Miami: The Proposed
Component of Dialectal Spanish Negotiations
in Undergraduate TESOL Courses**

Table 1	FIU Undergraduate degree programs and the required TESOL courses	186
---------	---	-----



Introduction: TESOL Teacher Education: Oscillating Between Globalization and Nationalism

Anwar Ahmed and Osman Barnawi

In response to our call, contributors to this edited volume have taken different epistemological, theoretical and empirical positions to examine the ways TESOL Teacher Education constantly oscillates between globalization and nationalism. Like other contributors, Araceli Salas, in chapter “[Holidays in Mexico: Developing Transnational Skills in Teaching English as a Foreign Language](#)”, underscores the importance of English language teachers’ transnational skills “in a world that fluctuates between globalization and nationalism” (p. 163). Taking the notion of oscillation between globalization and nationalism as a point of departure, we invite you to read and engage with the chapters of this volume. As editors, we wonder what TESOL Teacher Education (TE) may offer us to understand this oscillation and how the field may prepare future teachers for a successful career in a complex world that requires innovative ideas, new

A. Ahmed

Department of Languages, Literatures and Linguistics, York University,
Toronto, ON, Canada

e-mail: sardar15@yorku.ca

O. Barnawi (✉)

Royal Commission Colleges and Institutes, Yanbu, Saudi Arabia

skills, and ethical dispositions. After briefly commenting on the notion of oscillation between globalization and nationalism, we introduce the chapters to you. Then we conclude with an invitation to a dialogic thinking exercise on re-thinking the nation-states in terms of language teachers' mobility, knowledge and practice.

Oscillation Between Globalization and Nationalism

In the post-Cold War world, the idea of globalization emerged as a potentially liberatory force. However, the promise of a global society championing equality, justice, and prosperity was soon hijacked by corporate greed. Nation-states found themselves immersed in a great dilemma: how to open up to the world while maintaining national identity and cultural integrity. Apart from difficult decisions regarding citizen's mobility, economic activities and trade relations, nation-states had to wrestle with language policies. It is noteworthy that the standardization of language, often in the form of a national language, was a first and important step to the formation of modern nation-states. The economic pressures of globalization have forced many nations to re-consider their language policies and prioritize English in their education system. Once viewed as a symbol of national identity and pride, local languages were soon de-prioritized. This was among the first sacrifices made by national governments in order to participate in the global marketplace. Like the governments, many citizens in resource-poor countries believed that adopting a dominant language such as English was necessary for their upward social and economic mobility.

Since the turn of this century, the world has witnessed a backlash against globalization. Technological advancements and free-market economy have not resulted in equitable distribution of resources as some had predicted. In consequence, many people in both resource-rich and resource-poor countries believe that globalization has failed them. There are increasing pressures on governments to restrict free trades by imposing tariffs, strengthen border security, and focus on the preservation of

national culture and heritage. Thus, when nation-states fluctuate between the forces of globalization and nationalism, language continues to remain as a topic of concern and debate. Educational policies across the world continue to favour English over national and indigenous languages. This problem is particularly acute in post-colonial nation-states that are still trying to recover from historical inequalities implanted by colonial relationships of various types. For example, while the constitution of the Maldives recognizes Dhivehi as the official language, the country's national curriculum adopts an English-first policy. Mohamed's (2020) study has shown that the English-first policy of the Maldives promotes a discourse of "equal opportunities and frame[s] language learning as enrichment;" however, the enactments of the policy "suggest that the presence of inequalities as subtractive approaches to language teaching undermine students' cultural capital and linguistic heritage" (p. 764). This brings us back to the globalization's demand for a common language. While global businesses and communications need a lingua franca, the democratic potential of a common language (which is English at the current historical moment) is never without political and ideological contestations. In fact, a cosmopolitan desire for a common language is marked by "ever-present issues of coercion and economic, political and cultural inequalities" (Ives, 2010, p. 517). The aforementioned accounts are issues that also arise in the field of Global Englishes, where scholars stress the importance of teacher education in creating a more equitable field of language education (see, for example, Rose & Galloway, 2019).

In the unequal linguistic landscape of a globalized world, how should students be taught so that they can learn and preserve languages and cultures? What should language teachers know about such teaching? What should teacher education programs do to prepare teachers for a complex world where languages are trapped in ideological wars, and the dilemmas of cultural preservation and upward social mobility? While teacher education has important roles to play in creating a more equitable field of language education, it is one of the pieces of a complex puzzle. While teachers continue to change and grow throughout their career, initial teacher education and in-service training can contribute much to their pedagogical thinking, beliefs and activities. The curriculum of TESOL TE has traditionally focused on "effective" teaching understood largely in

terms of content, delivery and measurement. With too much focus on outcomes and assessments, the TE curriculum has ignored pressing issues of social and linguistic justice (Anwaruddin, 2016). At present, when countries are trying to find a stable middle ground between the forces of globalization and national identity, one crucial task of TE programs, we believe, is to disrupt the idea of the English language as a neutral and disinterested medium of communication. Thus, we agree with Guy Cook (2013) when he affirms that “teachers should be educated in a way which helps them critique and resist a neoliberal business model of language teaching” (p. 19), and that TE programs should “embrace and promote the ideal of a global civil society” (p. 20).

While the creation of a global civil society continues to be an important educational goal, the question of teachers’ knowledge remains to be explored with greater attention. What kinds of knowledge do teachers need in order to teach for resisting a neoliberal business model and promoting a global civil society? How do they gain such knowledges? Historically, a dominant flow of English language teachers’ knowledge has been from Britain, Australasia, and North America (BANA) to the rest of the world. The dominance of western knowledge in the global field of TESOL education has been critiqued for its colonial, one-way transmission. However, developing professional knowledge is a complex process. Knowledge *in use* is almost always different from knowledge *in store*. Local epistemic cultures and contextual circumstances of professional work have strong influences on how knowledge coming from other contexts is interpreted, understood and utilized. Moreover, teachers’ professional growth does not follow a linear trajectory. An extra layer of complexity is added to the knowledge question when the geographical borders of nation-states are taken as a unit of analysis. International mobility of teachers appears to be a growing trend in the field of TESOL. However, we do not know enough about how teachers’ mobility intersects with their professional knowledge and pedagogical practice in diverse teaching contexts.

To understand TESOL teacher education “in a world that fluctuates between globalization and nationalism,” we utilize transnationalism as an

analytical lens. Transnationalism refers to multiple ties and activities that connect people, institutions and cultural practices across the borders of nation-states (Vertovec, 2009). In the last three decades, the notion of transnationalism has attracted considerable attention from social scientists interested in globalization, migration, and international education. Although transnationalism has been hailed as a transformative analytical concept, we want to take a nuanced and careful approach to it. We believe that this construct sheds light on the multifaceted nature of human migration in the contemporary world. We find transnationalism helpful to understand “that migrants do not simply take their social identities from one place to another; rather, they maintain a complex web of identities and activities across national borders” (Toukan, Gaztambide-Fernández, & Anwaruddin, 2017, p. 10). However, we do not wish to look at transnationalism as an unproblematic good. As Toukan et al. (2017) argued, there are reasons to ask questions about who and what transnationalism is good for. While transnationalism’s contributions may be analyzed from various perspectives, in this current volume we are interested in the intersection of transnationalism and TESOL Teacher Education. One area of critical relevance is the professional knowledge of language teachers. How does transnationalism affect the knowledge construction of teachers who travel internationally as part of their professional education and training? What does transnationalism do to those teachers who are not able to travel internationally? As editors of this volume, we are interested in exploring the sources and “travel histories” of professional knowledge in TESOL Teacher Education. We believe that a transnational approach is instructive because it decentres, but does not ignore, the role of nation-states in shaping the construction and spread of knowledge. Thus, we agree with Krige (2019) that “the view that knowledge circulates by itself in a flat world, unimpeded by national boundaries, is a myth” (Krige, 2019, Cover copy). Having expressed our nuanced position, we are curious to see how the contributors to this volume take up the issue of transnational mobility of teachers and their professional knowledge.

The Chapters

Setting the Stage

In chapter “[Transnationalism in TESOL Teacher Education and Applied Linguistics: Reflections and \(re\)imaginings](#)”, Eunjeong Lee explores transnationalism in relation to language and literacy practices. She provides a historical background that helps us understand how transnationalism sheds light on complexities around language practices in superdiverse social and cultural contexts. She points out why the global field of TESOL and its teacher education programs cannot shy away from the challenges posed by accelerated mobilities in a changing time. In our view, this chapter sets an excellent stage for the ideas and implications of the subsequent chapters.

Professional Development

Historically, teachers’ professional development has been conceptualized through a deficit lens, that is, teachers are lacking in appropriate knowledge; therefore, they are in need of developing. This kind of deficit approach has ignored teachers’ lived experiences and personal knowledge that develop as a result of their pedagogical experimentation within specific socio-cultural-material contexts. In the field of TESOL, the question of knowledge and its sources and directions of flow have recently attracted research attention. The mobilization of knowledge for teachers’ professional development is a complex process that requires interpretive, cultural and contextual attention (e.g., Anwaruddin, 2019). In chapter “[Transnational Professional Development Practices in TESOL Teacher Education](#)”, Bushra Ahmed Khurram, Kenan Dikilitaş, and Hadia Zafar present their findings from eight educators from seven different countries. Their findings include how these educators conceptualize transnational professional learning, their learning and development opportunities, and the challenges they encounter in transnational initiatives.

In TESOL, professional development (PD) initiatives often involve individuals from multiple national contexts. In chapter, “[Bangladeshi](#)

English Language Teachers' Use of Transnational Teacher Training", Anne McLellan Howard presents Bangladeshi English-language teachers' perspectives on professional development provided by non-Bangladeshi trainers. Howard reminds us why it is important for transnational training programs to pay attention to local contexts and needs. In chapter "Assessment Literacy: Transnational Teachers' Concepts, Practices, and Professional Development Needs", Samar Almoossa picks up the issue of teachers' assessment literacy, a topic which is often neglected in discussions of inter/transnational education. The focus of her study is on transnationally mobile language teachers' understanding and practice of classroom-based assessment. Almoossa's participants are foreign educators currently teaching in Saudi Arabia, who bring with them diverse beliefs and practices of assessment, but have to constantly negotiate their beliefs and practices of assessment in order to meet the local pedagogical conditions. In chapter "Professional Development for Chinese EFL Teachers in Australia: Perspectives, Challenges and Research Potentials", we move to Australia where Dat Bao tells us about Chinese EFL teachers' professional development activities. Bao presents findings about Chinese teachers' PD activities at Monash University, field-trips outside of Monash, and their exposure to Australian ways of education. He also identifies and discusses challenges in such transnational PD programming.

Ideology, Culture and Peace

There is no such thing as ideology-free, neutral education. For example, the most instrumentalist forms of education that teach to the scripted curriculum have a certain kind of ideology, i.e., the goal of education is to prepare efficient workers and obedient citizens. What is more interesting to us, as the editors of this volume, is how ideologies embedded in TESOL Teacher Education programs interact with epistemic and political cultures across the world. For a globalized field like TESOL, the ideological layers and cultural lenses are never secondary to the officially mandated scripted curricula. Language educators have the potential to work as cultural workers and contribute to a culture of peace (e.g.,

Morgan & Vandrick, 2009). However, an empirical question that needs further digging is whether or how TESOL TE programs are taking up this challenge of preparing teachers as cultural workers aiming for a peaceful world. In chapter, “[The Effect of U.S. Curricular Ideologies on Mexican Transnational Pre-service English Language Teachers](#)” David Martínez-Prieto investigates the effects that the United States of America’s curricular ideologies have on the education of Mexican transnational pre-service language teachers. Martínez-Prieto depicts complex trajectories of Mexican transnationals’ migration journeys and construction of identity as prospective English language teachers. We stay in Mexico in the following chapter “[Holidays in Mexico: Developing Transnational Skills in Teaching English as a Foreign Language](#)”. In this chapter, Araceli Salas takes up the issue of English language teachers’ transnational skills. Salas highlights the importance of developing transnational skills and shows the complexities in such skills development through the examples of celebrating the Day of the Dead and Halloween in the English classroom.

In chapter, “[Transnationalism Contextualized in Miami: The Proposed Component of Dialectal Spanish Negotiations in Undergraduate TESOL Courses](#)” we go to Florida, USA. Here, the authors Xuan Jiang, Kyle Perkins and Jennifer Pena make an argument for including the Hispanic cultural familiarity and Hispanic culturally relevant knowledge in TESOL pre-service teacher education curriculum. The primary means for this curricular goal, as the authors propose, is dialectical negotiations of Spanish. This is an important goal to recognize and reflect local demographics in the TESOL teacher education curriculum. In chapter “[Engaging East African Voices for Teacher Education in the Digital Age: Exploring Transnational Virtual Collaboration](#)”, Robin L. Rhodes Crowell takes us to a world of virtual collaboration where one of the key goals is to disrupt the naïve assumption that speaking English as a mother tongue means teaching it effectively to speakers of other languages. Rhodes Crowell’s case study demonstrates virtual collaboration between pre-service TESOL teachers at a liberal arts university in the USA and in-service English teachers in Nairobi, Kenya. One of the outcomes of this collaboration that, in our perspective, is much needed in a transnational world is what the author describes as intercultural pedagogical identity. This leads us to ask a question about peace. Do teachers’

ideological awareness and intercultural competencies enable them to work towards building a more peaceful future? In chapter, [A Transnational Peace-Education Framework of EFL Material Development for the Islamic School Context in Indonesia](#)”, Dana Kristiawan and Michelle Picard propose a framework of transnational peace education, with a special focus on EFL materials development. While their work is based in the Islamic school contexts of Indonesia, the framework may be applied to other similar contexts.

Turing to Self in a Crowded World

When we hear the term “transnational mobility,” the images that come to mind are busy airports, long lines at immigration checkpoints, and meeting new people from diverse contexts who often speak different languages and exhibit different cultural practices. In other words, the idea of transnational mobility creates a mental image of a busy world (although the pandemic of COVID-19 has recently painted a picture of a somewhat lonely world). While we are busy meeting new people and ideas, we may sometimes forget to look inward and understand our self in relation to the world. In this context, autoethnographic approaches to research and pedagogy become relevant. Recently, we have seen a growing interest in autoethnographic approaches to language teachers’ professional knowledge formation and identity construction (e.g., Sánchez-Martín, 2020).

With this inward look, Yutaka Fujieda – in chapter [“Promoting Transnational Teaching in Pre-service Language Teacher Education Programs in Japan: An Autoethnographic Approach”](#), – takes an autoethnographic approach to promoting transnational language teaching in a pre-service teacher education program in Japan. Focusing on the intersection of autoethnography and transnationalism, Fujieda makes a case for embracing World Englishes and reflective practices in TESOL TE programs. In chapter [“TESOL Teacher Education Programs and Transnational Perspectives: Critical Reconstruction of Experiences Via Duoethnography and Autoethnography”](#), Salim Almashani, Mahmood Alhosni and Bryan Meadows examine their evolving perspectives on TESOL TE program in the United States. Taking autoethnographic and

duoethnographic approaches to reconstructing their experiences in teacher education, the authors detail their views on transnationalism, power relationships, and ownership of knowledge. In chapter, “[The Reflective Journal: A Transnational Networking Tool for \(TESOL\) Teachers](#)” Dana Di Pardo Léon-Henri describes how journal writing can be an important tool for teachers’ professional learning and development. She argues that journaling is helpful not only for an examination of daily in-class experiences, but also for expressing emotions such as joy and frustration in teaching. She also provides important implications for how teacher journals can become a professional knowledge base and a transnational networking instrument.

Rethinking Teaching Expertise

Throughout the history of formal teacher education, there have been heated debates about the kinds of knowledge that teachers must possess. For example, should teachers possess propositional knowledge codified by educational research or practical knowledge gained from teaching experiences? What should be the legitimate sources of their knowledge? What does teachers’ expertise entail? Should they be expert in content areas or in pedagogy, or in both content and pedagogy? What should be the role of professional context in teachers’ knowledge and expertise? If “context is everything” in teacher education (Freeman, 2002, p. 11), then how are we supposed to understand *context* in a transnational world? Does context mean a stable, physical, and geographically demarcated space, or is it a fluid entity subject to constant change and re-construction? While answering all these questions is beyond the scope of a single study, in chapter “[Developing Teaching Expertise Through Transnational Experience: Implications for TESOL Teacher Education](#)”, Zhenjie Weng and Mark McGuire investigate how contextual factors influenced one teacher’s development of teaching expertise across EFL and ESL contexts. By chronicling an American teacher’s journey of teaching in China and the USA, and his professional education and training in the USA, the authors show how teaching experiences in different transnational contexts impact the development of teaching expertise. This chapter brings