

Review of “Mobility of Knowledge, Practice, and Pedagogy in TESOL Teacher Education: Implications for Transnational Contexts”

Title	Mobility of Knowledge, Practice, and Pedagogy in TESOL Teacher Education: Implications for Transnational Contexts
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There are a limited number of studies that center on transnationalism, yet not giving enough highlights on its intersection in teaching and its influence in language education programs. This edited book, however, examines how transnationalism modified the teaching process when integrated into the TESOL education program by unveiling its distinct features, practices, challenges, and impact. Notably, the editors, namely Anwar Ahmed, and Osman Barnawi are adept researchers in the fields of transnational education, as well as language and political economy, among others. The editors bring together copious researches across the national-state borders that ponder on transnationalism ideology. Further, the chapters are set according to shared themes that glean concrete educational affairs experienced by language teachers through cross-cultural settings, study abroad programs, and online teaching.

The editors have foregrounded the idea of oscillation between globalization and nationalism, which draw the lines between prioritization - the preservation of national culture and heritage, or the adaptation of global markets/perspectives. Designated as a common lingua franca for global transactions, English created economic, political, and cultural inequalities. The language in question brought a sweeping problem towards education when teachers should be seen creating an equitable field of education. Through the advancement of the TESOL education program, the international

mobility of its teachers has become a trend. A major concern in the book is whether the professional teachers’ mobility intersects with their professional knowledge and pedagogical practices in diverse teaching contexts. Elaborating on the issue, the editors utilized transnationalism as an analytical lens that highlights the interconnections between people, economic, social, and cultural practices beyond the boundaries among the nation-states. Transnationalism in the context of TESOL teachers’ mobility scrutinizes the intersecting of professional development, knowledge, and pedagogies of educators across the borders.

The editors have produced a volume of studies from diverse educational and geographical settings centralizing on implications of transnationalism in TESOL teacher education. In the first chapter, *Transnationalism in TESOL Teacher Education and Applied Linguistics: Reflections and (Re)imaginings*, Eunjeong Lee sets the stage by examining the colonial framework of transnationalism that relies on racializing the linguistics. This chapter discusses the extent in which the TESOL teacher educator would (re)construct transnationalism into a context that hinders colonial formulations of language, research, teaching, and learning.

At least four chapters from the volume focus on the transnational professional development of the teachers. In *Transnational Professional Development Practices in TESOL Teacher Education*, Bushra Ahmed Khurram, Kenan Dikilitaş, and Hadia Zafar, investigate the professional growth of eight TESOL teachers in seven different countries. This chapter focuses on the development and learning that the teachers have gained in transitional initiatives, and the potential impact of transnational learning engagement towards their beliefs, practices, knowledge, emotions, and identity. Meanwhile, the experience of Asian teachers, especially in *Bangladesh, has undergone challenges in transnational training*, for the adoption of communicative language teaching (CLT) in their contexts, and local needs. In the chapter, *Bangladeshi English Language Teachers’ Use of Transnational Teacher Training*, Anne McLellan Howard presents the different views of Bangladeshi English-language teachers. Their insights from the training are applied to their respective classroom setup. For transnationalism to be successful, training on classroom-based assessment (CBA) across global settings is indispensable to the educators. However, according to Samar Almosa, through his study, in *Assessment Literacy: Transnational Teachers’ Concepts, Practices, and Professional Development Needs*, the in-service teachers in any language institutes of Saudi Arabia lacked pre-service, and in-serve CBA training on teaching activities, and techniques contextualized in Saudi’s educational, cultural, or religious backgrounds. The programs promoting pedagogical and professional development to teachers are another area of focus in transnationalism. The study of Dat Bao reported in *Professional Development for Chinese EFL Teachers in Australia: Perspectives, Challenges, and Research Potentials* reflects the experiences of Chinese in-service teachers of English towards their participation in professional development in Australia. Its main concerns center on the extent that the program has met teachers’ expectations, satisfaction, needs, difficulty, criticism, and aspiration through the activities offered at Monash University in gearing towards professionalism.

The succeeding five chapters of this volume are on the themes of ideology, culture, and peace. All studies scrutinize ideologies embedded in the TESOL teacher education program from various epistemologies, and political cultures across the borders. It seeks to answer the preparedness of teachers who are up for the challenge of becoming cultural workers aiming for a peaceful world. David Martínez-Prieto’s chapter, *The Effect of U.S. Curricular Ideologies on Mexican Transnational Pre-service English Language Teachers*, explores and investigates the experiences of pre-service transnational teachers. These educators previously attended U.S. schools and are now pursuing a degree in English language teaching in Mexican public universities. It is suggested that pre-service language teachers, who have assimilated some ideologies fostered in U.S., have difficulties in (re-)adapting Mexican education system. Another analysis contextualized in Mexico is the study of Araceli Salas. Her chapter, *Holidays in Mexico: Developing Transnational Skills in Teaching English as a Foreign Language* aims at exploring the classroom cultural practices, and experiences of Community of Practice (CoP) of native, and non-native English teachers in Mexico together with their transnational skills towards global awareness concerning cultural, social, and economic practices. The chapter, *Transnationalism Contextualized in Miami: The Proposed Component of Dialectal Spanish Negotiations in Undergraduate TESOL Courses*, is concerned with proposing the

inclusion of Hispanic cultural familiarity, and Hispanic culturally relevant knowledge in undergraduate TESOL pre-service teacher education sources to educational programs offered by Hispanic-serving institutions, such as Florida International University (FIU) in Miami. Xuan Jiang, Kyle Perkins, and Jennifer Pena examine the descriptions of the existing TESOL courses, and any linguistic level of Spanish dialectal negotiations in FIU courses. In the chapter, *Engaging East African Voices for Teacher Education in the Digital Age: Exploring Transnational Virtual Collaboration*, Robin Rhodes Crowell demonstrates that virtual collaboration may be a means of attenuating Eurocentric views of English language teaching. This case study takes place at an American University, where TESOL students made collaborative pedagogical designs using digital technology to build collaboration, and to promote transnational teacher identity. The last chapter included in this theme is the study of Dana Kristiawan, and Michelle Picard. Their chapter, *A Transnational Peace-Education Framework of EFL Material Development for the Islamic School Context in Indonesia* outlines a transnational peace-education framework for the Islamic school context in Indonesia by focusing on the materials of English as a foreign language (EFL).

The penultimate theme is about turning to self in a crowded world within the ideology of autoethnographic approaches. Notably, the study of Yutaka Fujieda, *Promoting Transnational Teaching in Pre-service Language Teacher Education Programs in Japan: An Autoethnographic Approach* adopts an autoethnographic narrative approach by elucidating the researcher's reflection towards his teaching experiences, and practices in English Teaching Methodology (ETM) courses. Another reflective approach elucidated based on personal experiences is the chapter, *TESOL Teacher Education Programs and Transnational Perspectives: Critical Reconstruction of Experiences via Duoethnography and Autoethnography*, by Salim Almashani, Mahmood Alhosni, and Bryan Meadows. The researchers examine the transnational perspectives based on their individual experiences in a TESOL teacher program through duoethnography, and critical autoethnography. The last chapter highlights the importance of journals as a transnational networking instrument for TESOL teacher education. In the chapter, *The Reflective Journal: A Transnational Networking Tool for (TESOL) Teachers*, Dana Di Pardo Léon-Henri views journals as a tool that does not only draws out pedagogical progress but also provides a haven to emotions felt within the teaching and learning process.

The last theme of the volume underscores rethinking teaching expertise. Zhenjie Weng, and Mark A. McGuire highlight contextual factors, which shape teachers' development and expertise. Their study in *Developing Teaching Expertise through Transnational Experience: Implications for TESOL Teacher Education*, is grounded on the belief that teaching in different transnational contexts, and participating in social practices of teaching can develop a teacher's expert knowledge. In the last chapter, *Afterword: Who Controls the Production of Knowledge? Teacher Empowerment in TESOL Teacher Education*, Ruanni Tupas reframes the mobilities of knowledge, professional growth, various teaching practices within the dynamic, but unequally structured contexts of transnationalism.

In aligning with the paradigm shift of transnationalism, the book seems to overlook the teaching contexts arising from a pandemic challenge. The new normal of practices, approaches, teacher's experiences, and impact within a transnational context of classroom pedagogy, for example, awaits research attention in the current education. Facing and overcoming challenges in the context of a pandemic, thus makes a good theme for inclusion, not least because transnational education creatively marks resiliency by continuing with its operation despite the current global situation. The juxtaposition of the content in the volume with other books offers a connection of common themes with various transnationalism contexts. The book is a collective praxis beyond a mere postulation of theory, contrary to Lee and Gough (2020) that centralizes on transnational aspects of higher education curricula with minimal reference to teaching experiences. The empirical intersection of transnationalism in education, which may attest to its functionality and success in an actual educational context, is unheeded in the cited reference. Similarly, the edited volume of Fuchs and Vera (2019) concentrates on the reflection of historical concepts associated with the description of the transnational realm, and their uses in the history of education, but not within a contemporary educational context.

Overall, this book is coherent, well-organized, and identifies the issues according to the focus of each study. The themes therein cover the inquiries concerning transnationalism, and raise significant challenges the teachers face, and the implicated resolutions. The volume is packed with insights and salient educational situations that the teachers have experienced, thus featuring contributions from diverse geographical contexts in scholarly discussions. Moreover, the various methods used throughout the studies recover intricate findings that provide a substantive focus about transnationalism. However, the vast range of terminologies used throughout the book is quite overwhelming. Readers unfamiliar with an abbreviation of certain reference might arrive at a misinterpretation. It will be convenient if the volume includes Abbreviations as an easy access to unfamiliar terms a reader may encounter. Nonetheless, the inclusion of the digital object identifier (DOI) identifies the content, and provide a persistent link to its location on the internet. Hence, the readers benefit with all the given information, if ever they have inquiries about the study. The book under review is highly recommended for teachers, students, cross-cultural studies, migration studies, and applied linguistics.

Reference

- Fuchs, E., & Vera, E. R. (2019). *The transnational in the history of education*. Switzerland: Springer.
- Lee, J. C. K., & Gough, N. (eds.). (2020). *Transnational education and curriculum studies: International perspectives*. Abingdon, Oxon: Routledge.