

**SELF-STUDY OF LANGUAGE AND
LITERACY TEACHER EDUCATION
PRACTICES**

ADVANCES IN RESEARCH ON TEACHING

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ADVANCES IN RESEARCH ON TEACHING VOLUME 30

**SELF-STUDY OF LANGUAGE
AND LITERACY TEACHER
EDUCATION PRACTICES:
CULTURALLY AND
LINGUISTICALLY DIVERSE
CONTEXTS**

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ENHANCING TEACHER EDUCATION FOR AN INCLUSIVE PLURALISTIC WORLD: A SHARED COMMITMENT ACROSS MULTIPLE LANDSCAPES

Judy Sharkey and Megan Madigan Percy

ABSTRACT

In this chapter, we introduce readers to the volume, a collection of 13 inquiries that employ the methodology of self-study in teacher education practices (S-STEP) in culturally and linguistically diverse settings across the globe. After sharing the purpose and origins of the project, we provide an overview of the volume's organization and brief summaries for each study. As a whole, the collection addresses two pressing yet interrelated challenges in teacher education research: understanding teacher educator development over the career span and how these scholar-practitioners prepare teachers for an increasingly diverse, mobile, and plurilingual world.

Keywords: Self-study in teacher education practices (S-STEP); teacher education; cultural and linguistic diversity; second language teacher education (SLTE); teacher educator development

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INTRODUCTION

An Indigenous Pueblo Community in New Mexico, USA; a women's university in the United Arab Emirates; a collection of public schools in lower socioeconomic barrios in Bogotá, Colombia; an immigrant serving public school in northern Toronto, Canada; and an online community created by teacher educators in Canada, China, Japan, and Taiwan represent less than half of the contexts included in this volume, a testament to how Self-Study in Teacher Education Practices (S-STEP) contributes to the knowledge base for teacher education in and with culturally and linguistically diverse communities and contexts. The 13 studies assembled here represent the inquiries of 26 teacher educators, from novice and mid-career to senior scholars with decades of experience. Seven chapters explicitly address issues and challenges within second language teacher education (SLTE), thereby addressing the paucity of S-STEP projects in the SLTE literature (Percy & Sharkey, *forthcoming*). Consistent with the epistemological and methodological definitions and purposes of S-STEP, the collection reflects the scholarly inquiry of teacher educators dedicated to investigating and opening to public scrutiny their efforts to improve their practice while recognizing the impacts of such efforts on their students and teacher education overall (Hamilton, 1998; Vanassche & Kelchtermans, 2015; Zeichner, 2007). S-STEP researchers are “focused on the nexus between public and private, theory and practice, research and pedagogy, self and other” (LaBoskey, 2004, p. 818). The common thread in these S-STEP inquiries is the explicit attention to the ways in which culture, language, and race interact and affect teaching and learning.

Our purpose in producing this volume was to contribute to the S-STEP literature overall while also demonstrating the ways in which S-STEP studies address two pressing but interrelated issues in teacher education research: the need for greater attention to teacher educator development and pedagogies overall (e.g., Knight et al., 2014; Loughran, 2014), and the challenge of preparing teachers for increasingly diverse, mobile, and plurilingual schools and communities (Carter & Darling-Hammond, 2016; Faltis & Valdés, 2016; Kramsch, 2014). The two principal audiences for this book are SLTE scholars who may be new to S-STEP, and S-STEP scholars who may be unfamiliar with current challenges and debates in second language teacher education.

Addressing issues of social justice and diversity has a notable history in the S-STEP literature (e.g., Griffiths, Bass, Johnston, & Perselli, 2004; Kitchen, Tidwell, & Fitzgerald, 2016; Schulte, 2004; Tidwell & Fitzgerald, 2006), but this focus is more critical than ever given the rise of anti-immigrant, Islamophobic, and racist discourse, actions, and policies across the globe and particularly heightened by the 2016 US presidential campaign and results. Despite the ongoing tensions and debates regarding language and immigration policies, we know that the future is mobile, fluid, and multilingual (Paris & Alim, 2014).

In the remaining sections of this introductory chapter, we share the origins and rationale for the volume, explain its significance and contribution to the larger knowledge base, and provide a brief overview of each chapter.

ROOTS OF THE PROJECT: BRIDGING TWO PROFESSIONAL COMMUNITIES

This project emerged from a spring 2015 conversation that began on the teacher education interest section (TEIS) listserv in TESOL¹ (Teachers of English for Speakers of Other Languages), a major professional organization for teachers and researchers whose work is related to English language teaching and learning in all the myriad contexts in which these activities occur. We are not sure who posted the initial question soliciting interest in developing a colloquium on S-STEP but the conversation connected Megan and Judy, the coeditors of this volume. Our shared interests in SLTE and membership in the S-STEP Special Interest Group (SIG) of the American Educational Research Association (AERA) led to developing two academic presentations in the spring of 2016: “Using Self-Study to Advance Research in TESOL Teacher Education” at the TESOL Convention in Baltimore, Maryland; and a structured poster session titled “Self-Study of Teacher Education Practices to Prepare Teachers for Culturally and Linguistically Diverse Democracies” at AERA’s Annual Meeting in Washington, DC.

Our principal motivation in designing the TESOL colloquium was the absence of S-STEP in TESOL – both within the professional organization and in the leading research journals of the larger field of SLTE (e.g., *TESOL Quarterly*, *Modern Language Journal*) (Percy & Sharkey, forthcoming). We found this absence a bit puzzling because of the strong traditions of recommending reflective practice and action research (AR) for second language teachers (e.g., Burns, 1999; Farrell, 2013); and, starting in the late 1990s and continuing into the twenty-first century, the shift away from teacher education as focused on methods and techniques (Kumaravadivelu, 2001, 2002) to the role of teachers as learners and the impact of contextual factors on their pedagogies and practice (Freeman & Johnson, 1998). Furthermore, there were increased calls for more research on the pedagogies of SLTE (Wright, 2010); and greater acceptance of qualitative research, including narrative inquiry (e.g., Barkhuizen, 2011), and autoethnography (e.g., Canagarajah, 2012, 2016). Even in a monograph devoted entirely to a need for reflexivity among second language teacher educators in how their selves/pedagogies affect their teacher learners (Edge, 2011), the S-STEP research and literature was absent.

During these more than two plus decades, S-STEP was gaining increased legitimacy in the general teacher education research community. Internationally, its scholarship had been published in top-tier research journals (e.g., *Educational Researcher*; *Review of Educational Research*; *Journal of Teacher Education*), it had

been included in major handbooks on teacher education (Cochran-Smith, Feiman-Nemser, McIntyre, & Demers, 2008; Cochran-Smith & Zeichner, 2005), it had spawned a series of methods books (Lassonde, Galman, & Kosnik, 2009; Loughran, Hamilton, LaBoskey, & Russell, 2004; Pinnegar & Hamilton, 2009), and a S-STEP-focused peer-reviewed journal, *Studying Teacher Education*, was established in 2005. By 2015, S-STEP was the largest SIG in AERA (Vanassche & Kelchtermans, 2015). Given the acceptance of S-STEP in the international teacher education research community and the increased calls for research on SLTE pedagogies (Borg, 2015), we were convinced that TESOL and SLTE at large would benefit from engagement with self-study methodologies.

Building on the momentum generated by the TESOL colloquium proposal, we put out a call on the AERA S-STEP SIG listserv for a structured poster session for the 2016 Annual Meeting, coincidentally, what would be the centennial of the organization. We broadened the focus beyond SLTE and linguistic diversity to better address the meeting's theme, "Public Scholarship to Educate Diverse Democracies" (AERA, 2015). In their call for proposals, the 2016 Program Committee intentionally drew parallels between the social, economic, and political unrest that characterized both the early twentieth and twenty-first centuries and the ongoing responsibilities of schools to address the resulting discord and inequities in their communities. The turn of both millennia have witnessed "unprecedented global migration, demographic shifts [and] the challenge of nations being both democratic and diverse" (AERA, 2015, p. 1). Thus, the structured poster session directly addressed the meeting theme but in a way that also explicitly attended to issues of linguistic diversity. Just as we had hoped to bring S-STEP to the SLTE research community in the TESOL colloquium, here, we aimed to bring to the S-STEP community a greater awareness of specific linguistic and language issues present under the umbrella term, cultural and linguistic diversity. A critique of the efforts to better prepare teachers for the changing demographics in the USA and Canada has been that only cursory attention has been paid to the specific needs of emerging and developing bilingual learners (Ghosh & Galczynski, 2014; Lucas & Villegas, 2010).

The TESOL and AERA sessions were well received and well attended. They stimulated engaging and generative conversations as well as new lines of collaborative inquiry. Following up on this positive response, we used the two listservs to post a call for proposals for this volume. The guidelines in the call were informed by two salient critiques of or challenges to S-STEP: (1) single self-studies must be more than just a story of the process and generate knowledge about practice (Loughran, 2010) and (2) collections of self-studies tend to lack evidence of how they (i.e., the individual volumes) address particular pressing issues in the larger teacher education research base (Zeichner, 2007). Accepting these challenges, we invited chapters that explicitly addressed two guiding questions:

1. How can self-study be named and used in an intentional way by education professionals committed to culturally, linguistically, and racially inclusive societies to inform their own

practice, the practices of other teacher educators and teacher education programs, and the broader knowledge base of teacher education?

2. How can self-study be used by education professionals to examine teaching and policy issues that impact diverse student populations and communities?

The response was greater than expected and we could not accept all the submissions. In the end, five of the studies here are based on the 2016 presentations; two are from attendees; and the remaining six are from the open call.

ADDING TO THE KNOWLEDGE BASE: THEMES AND ORGANIZATION

Since its earliest days, S-STEP has focused on the intersection of teacher educators' development, their analysis of locally generated problems of practice, and the implications for novice teacher learning and teacher education scholarship (e.g., Guilfoyle, 1995; Korthagen, 1995). And, while S-STEP scholarship has become more accepted as its own type of research genre (e.g., Cochran-Smith, 2005; Cochran-Smith & Zeichner, 2005), it is only more recently that the larger education research community has called for greater attention on teacher educators as learners, practitioners, and scholars. For example, in a recent special topic issue, the editors of the *Journal of Teacher Education* identified what they called a gap in the teacher education knowledge base, noting, "While we are making gains in building that specialized knowledge base for teacher preparation and professional development, we have neglected the study of [and by] teacher educators" (Knight et al., 2014, p. 268). While this is not a new phenomenon for S-STEP scholars (see e.g., Korthagen, 1995; Pinnegar & Russell, 1995), the call points to the valuable contribution S-STEP makes to the larger knowledge base. This S-STEP volume addresses the call put forth by Knight and her colleagues, focusing on teacher educator professional development as occurring across the career span but with a focus on cultural, racial, and linguistic diversity.

The personal and the pedagogical are always inextricably linked in S-STEP but within any one project one might be placed in the foreground. This holds true for the two sections in this volume. Chapters two through seven attend to teacher educators' professional development across the career span and at individual, institutional, and professional community levels. Pedagogical and curricular implications are clearly present, but they are not the focus or the initial motivation for the projects. The inquiries of these authors, working in rural, urban, and suburban contexts across the globe, are strong reminders that participatory, inclusive schools and communities are not possible "if those who teach the teachers themselves are not committed to the needs of a multicultural society and its aims" (Ghosh & Galczynski, 2014, p. 139). And, concomitant with that commitment is a willingness to critically examine our own lived

experiences, social identities, ideologies, professional preparation, etc., and acknowledge how these inform our work with teacher learners (Carter & Darling-Hammond, 2016; Cochran-Smith, 2004; Sleeter & Owuor, 2011). These chapters address the noted gap in the research regarding the demographics of teacher educators and the assumptions regarding schooling and diversity that they bring to their practice and scholarship (Faltis & Valdés, 2016).

In chapters eight through fourteen, the starting points for the inquiries are responses to language policies and/or particular pedagogical strategies for second language(s) development. As a collection, these seven chapters address several recent calls in the SLTE research, and fall into two main categories: (1) questions regarding the in/adequacy of teacher educators and their programs to prepare all teachers for linguistically diverse student populations (Faltis & Valdés, 2016; Lucas & Villegas, 2010) and (2) the overall dearth of research on SLTE practices (e.g., Johnson, 2015; Wright, 2010). It's worth noting that in addition to more in-depth knowledge of language(s) – including overall metalinguistic knowledge and discipline-specific linguistic knowledge (e.g., the language of science, of mathematics), advocacy is recognized as an area warranting attention. As Faltis and Valdés (2016) argue,

little is known about how teacher educators advocate for and think about language, language acquisition, and bilingualism or about the instructional practices favored for preparing to teach in linguistically diverse classrooms. (p. 552)

Johnson's (2015) call for more empirical research seems particularly apt for S-STEP inquiries and is indicative of the lack of knowledge regarding S-STEP in the major SLTE research venues. Johnson argues that SLTE is in danger of becoming irrelevant unless there is more research that focuses on the practices of SLT educators, in particular

the dialogic interactions between teacher educators and teachers, where teacher educators can see, support, and enhance the professional development of L2 teachers. Exploring these dialogic interactions... not only opens up the practices of L2 teacher education for closer scrutiny, but it also holds teacher educators accountable to the L2 teachers with whom they work, and of course, the L2 students their teachers teach. (p. 515)

We now highlight key pieces of each chapter, attending to the aforementioned challenges and issues for teacher educators dedicated to preparing teachers for cultural and linguistically diverse contexts and communities.

TEACHER EDUCATOR DEVELOPMENT ACROSS THE CAREER SPAN: A LIFE-LONG PROCESS

The six chapters in this section reflect professional development over decades of one's career as well as in particular moments in time (e.g., a semester). The authors are a rich collection of novice and veteran voices in teacher education

as well as in S-STEP. Assembled here are single, coauthored, and multi-authored studies featuring diary studies, reflective autobiographical essays, and classroom-based research.

Shawn Michael Bullock, an experienced and well-known S-STEP researcher opens the volume with a thoughtful and thought-provoking inquiry into his “accidental” initiation into becoming a teacher educator. Early in his teaching career, for reasons explained in the chapter, Shawn leaves his position as a physics teacher to become a type of teacher leader providing secondary content teachers with language and literacy support. Throughout this two year experience at a public school in an immigrant receiving neighborhood in Toronto, he kept a journal, making daily reflections. Here, he revisits the journal entries, analyzing six episodes and coming to a new understanding of how his position and positioning within the school informed his perspective on diversity in the classroom.

Shifting from an immigrant neighborhood in Toronto to working class barrios in Bogotá, Colombia, we learn how Amparo Clavijo Olarte and Maribel Ramírez Galindo, two veteran language and literacy teacher educators, are using S-STEP to reflect on and problematize the intersection of their professional and personal journeys as English as foreign language (EFL) learners and teachers. By bringing a S-STEP lens to an analysis of their professional development, these two long-time collaborators were able to identify a critical contradiction or inconsistency in their practices. A combination of collaborative inquiries into community-based pedagogies in the name of valuing local knowledge, and learning about S-STEP has led to a deeper understanding of how their SLTE graduate work in the USA and UK, more than 25 years ago, may have led to an unconscious privileging of theories and pedagogies produced outside of Colombia.

Whereas the chapters two and three offer compelling stories from veteran educators tracing the beginning influences of their careers to current practices and inquiries, the next two chapters offer important insights and results from novice teacher educators. Vy Dao, Scott Farver, and Davena Jackson are doctoral students charged with teaching multicultural education courses to preservice teachers. These three novice teacher educators share a fascinating collaborative self-study investigating the interplay of professional identity construction and the contexts and content of teaching a multicultural education course. These authors rightly highlight how the diversity among them – race, language, gender, and national origin – and the sharing of their individual and collective processing of their teaching enrich their learning. A critical contribution of their S-STEP project is the call for greater attention on supporting our novice teacher educators, especially those who may be more vulnerable to critique due to power dynamics in their settings.

Contexts always affect teaching and learning processes. In their chapter, Laura C. Haniford and Brian Girard use discourse analysis to identify some troubling assumptions they made about the contexts of their multicultural

education courses. Laura and Brian became professional colleagues as doctoral students in the same institution. After graduation, as assistant professors at different universities, they design a collaborative inquiry based on teaching the same multicultural education course at their respective institutions. Locating their project within the discourse of the demographic imperative – where the majority of the literature assumes preparation for diversity means preparing White, female teaching candidates, the research pair identify critical insights regarding their assumptions and practices regarding race and class.

Amber Strong Makaiau, Karen Ragoonaden, Jessica Ching-Sze Wang, and Lu Leng designed an international collaboration using online journaling to facilitate their inquiry across countries and continents: Canada, China, Japan, and Taiwan. The focus of their project was to investigate their understanding and use of inquiry as stance (Cochran-Smith & Lytle, 2009) across their culturally and linguistically diverse contexts. Their chapter is a reminder of the power of participating in collaborative self-studies as a professional activity that is affirming and challenging.

We realized that each of us, despite our unique cultural contexts, all faced challenges in implementing inquiry as stance...[W]e learned that we need each other, and the diverse perspectives we have to offer... help to disentangle our most challenging professional puzzles.

Bethney Bergh, Christi Edge, and Abby Cameron-Standerford raise an interesting challenge for readers of a volume dedicated to the professional development of teacher educators serving culturally and linguistically diverse learners. This trio of researchers self-identify as White, English-speaking females and teach at a predominantly White institution in a rural area of the USA. [Faltis and Valdés \(2016\)](#) argue that it is likely that teacher educators with this profile and working in isolation from more linguistically and culturally diverse populations depend heavily on the unexamined cultural scripts regarding schooling and language that privilege their monolingual English experiences. However, Bethney, Christi, and Abby make a case that they were socialized into different disciplinary cultures (of educational leadership, literacy, and special education) and this allowed them to explain differing, even opposing, interpretations of a student's learning. From their inquiry and resultant insights, they argue that they are better able to engage preservice teachers in their context in discussions regarding cultural diversity.

PEDAGOGIES AND POLICIES RELATED TO IMPROVING AND SUSTAINING LINGUISTIC DIVERSITY AND LANGUAGE DEVELOPMENT

The next seven chapters focus more explicitly on particular practices and/or policies related to cultural and linguistic diversity. The first two projects in this

section highlight the distinction between S-STEP inquiries that focus on the overall professional development and learning of teacher educators, and inquiries that focus on developing particular pedagogies or in response to policies. For example, the context challenge raised by Bethney, Christi, and Abby is relevant to inquiries of Kathleen Ann Ramos and Roxanna M. Senyshyn (chapters “Preparing Teachers for English Learners in Rural Settings” and “Facilitating Preservice Teachers’ Transformation through Intercultural Learning: Reflections from a Self-study,” respectively). Both are housed in teacher education programs located in rural areas with small to nonexistent English language learning populations in the nearby K-12 schools. However, Kathleen and Roxanna teach required courses designed to prepare K-12 teachers for linguistically diverse classrooms. Kathleen designed a self-study focused on a series of assignments and activities she created to develop her students’ understanding of academic language development. Thinking creatively, she partners with the office of international education on her campus and pairs her students with students enrolled in the English to speakers of other languages (ESOL) program. Thus, she is able to create a more authentic experience for her teacher candidates as they are charged with helping the international students read, process, and discuss challenging academic texts. The assignments intentionally aim to develop her teacher learners’ metalinguistic knowledge and understanding of academic literacies. She raises critical questions for her own response to mandated coursework and implications for future actions.

Roxanna Senyshyn also designs a self-study related to the pedagogical intervention she designed for her teacher education students. She also partners with an international student organization to create meaningful exchanges between the groups of students. However, the purpose of those activities is to develop intercultural awareness and competencies in her teacher learners. For readers new to S-STEP, Roxanna’s chapter is an excellent example of the difference between AR and self-study. Roxanna provides an overview of an AR project she did on her class and the transformative learning theory she used to analyze student learning. In the self-study she shares in this volume, she asks herself if she is demonstrating evidence of the types of transformative learning she expects of her students. A powerful critical incident she identifies and analyzes stems from a student challenging her position on bilingual education, suggesting that Roxanna is biased because of her immigrant/bilingual identity. “Why does it matter if the Pueblo language continues, so few people speak it?”

This is the critical question that sets off the S-STEP inquiry pursued by Cheryl Torrez and Marjori Krebs, two teacher educators working at University of New Mexico but involved in supporting the preservation of Pueblo language and culture in the schools that serve these communities. The project reported here is part of a larger, multiyear collaboration between several partners. The focus of this chapter is to share the deep impact that learning about the Pueblo – through multiple visits and community experiences – has had on Cheryl and Marjori’s larger approach to validating and supporting students’

cultures in their teacher education programs. It is also an illustrative response to [Faltis and Valdés' \(2016\)](#) call for more examples of teacher educator advocacy for linguistic diversity and bilingualism. We would also argue that teacher educators dedicated to this type of advocacy would benefit from following Cheryl and Marjori's example of seeing and hearing students in the contexts where they thrive and feel a sense of belonging.

Maintaining and supporting students' ongoing development of their home languages and cultures is integral to teacher education in inclusive, pluralistic societies, and research shows that when students feel their social identities are valued and welcomed they fare better in schools ([Osterman, 2000](#); [Suárez-Orozco, Suárez-Orozco, & Todorova, 2008](#)). This holds true no matter where teaching and learning of languages takes place. Patience A. Sowa shares her experience teaching EFL to prospective EFL teachers at a women's university in the United Arab Emirates. In her S-STEP project, Patience shares how she reframes and redesigns her English courses to more explicitly and actively promote and value her students' Arabic language and cultures. Although she had always professed strong support for bi-/multilingualism and an additive approach to English learning, Patience realized that she was unintentionally conveying an English-only sentiment through her syllabi and assignments. Working with a critical friend, Patience began analyzing her course documents and "recognized the contradictions in the ways I was teaching." Patience's inquiry is a rich example of S-STEP as critical reflective practice and demonstrates how teachers can support students' bilingualism even if they do not speak the students' language(s).

The next two chapters are two very different S-STEP projects inspired by a state mandate. In 2013, in response to a US Department of Justice finding that English learners in Massachusetts state public schools were being underserved, the state's department of education mandated that all PK-12 teachers, preservice and in-service, take a course on structured English immersion (SEI). The state outlined the content of the course and required teacher education programs to submit syllabi for state-level approval before they could offer the courses. Elizabeth Robinson, based at a small college in Boston, designed a self-study, using two cycles of research, to analyze how she could achieve research praxis through her iteration of the SEI course. For her, it was critical that preservice and in-service teachers still brought an appreciation of and facility with research to their development and that they develop the appropriate skills to advocate for their English learning students. In nearby Cambridge, Laura Schall-Leckrone, Lucy Bunning, and Maria da Conceicao Athanassiou designed a multi-year collaborative S-STEP inquiry using mixed methods to explore the tensions, challenges, and opportunities of designing and delivering the SEI course. Their particular content focus was on teachers' learning related to understanding academic language and discourse. Like many SLTE advocates in the state, Laura, Lucy, and Maria were initially happy that all teachers would be required to receive some type of training in order to better serve the

growing emergent and developing bilingual population in their schools. However, they were concerned that one course would be inadequate and the English-only focus did not allow a space for recognizing students' linguistic assets. S-STEP research design tends to be principally qualitative. Laura and her colleagues' use of mixed methods is a valuable contribution to the S-STEP research methodology.

Finally, Francis John Troyan and Megan Madigan Peercy share their research on their collaborative efforts to understand how teacher educators develop the dialogic mediation skills that foster teacher learning within micro-teaching opportunities. Drawing on sociocultural learning theories and informed by the growing trend in practice-based teacher education, they record and analyze Francis' attempts to mediate the learning of a focal participant in his world language teaching methods class. Their collaborative study is an excellent example of how S-STEP can be used to address particular challenges from the larger research community. We see this chapter as a clear response to Johnson's (2015) call for more empirical research on SLTE practices.

CLOSING: READ FOR BRIDGES ACROSS THE LANDSCAPES!

We divided the 13 chapters into two sections: (1) focused on how teacher educators develop over the career span and (2) particular pedagogical practices. That choice was guided by the goal to show how this volume was cognizant of the critiques of or challenges to S-STEP collections. We argue that the first section is a rich contribution to the literature on the professional development of teacher educators committed to diversity in education. Novice teacher educators may be inspired by reading the histories of senior colleagues who, in turn, may now be raising questions regarding the adequacy of the support systems in place for their junior colleagues. The second section shares detailed accounts of specific pedagogical practices and approaches in courses and programs that are preparing teachers for diverse schools and communities.

However, that was just one of several possible ways to organize the collection. We encourage readers to see the connections and cross-cutting themes present across the inquiries: what is the role of place? How does teaching in rural vs urban contexts raise different questions regarding diversity? How might Bethney, Christi, and Abby be inspired by reading Kathleen and Roxanna's chapters? And vice versa? How does the intersectionality of the identities of preservice teachers and teacher educators affect individual and shared learning? What kinds of conversations will be generated between Amparo and Maribel thinking about their EFL training as they read and consider Patience's experience preparing EFL teachers in the United Arab Emirates?

We invite readers to be thinking of numerous bridges and connections as they read the chapters assembled here. And, most importantly, think about your own projects, current and future, and how the ideas generated can be part of that conversation.

NOTE

1. As the full name applies, TESOL International Association has an international scope and membership. It is based in the US. A similar professional organization based in the UK is the International Association of Teachers of English as a Foreign Language (IATEFL).

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