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Review of *Becoming and Being a TESOL Teacher Educator*



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Becoming and Being a TESOL Teacher Educator, edited by Rui Yuan and Icy Lee. Routledge, 2021, 288pp, £96.00 (Hardcover) £29.59 (eBook). ISBN 9780367436292.

The increasing need for communication due to the unprecedented speed of globalization has had its reflection in every field of education. Teaching English to speakers of other languages (TESOL) is one of the fields that constantly updates its practices to meet the pedagogical needs of society. Among the stakeholders of TESOL are teacher educators, who need to have an array of professional competencies in order to equip future language teachers with a broad set of comprehensive skills that will help them function to their best in a variety of settings for any educational institution (Barkhuizen, 2021; Pennington & Richards, 2016). *Becoming and Being a TESOL Teacher Educator* is the most recent publication of Rui Yuan in collaboration with Icy Lee, which contributes to the field of understanding the professional, emotional, practical, and intellectual lives of TESOL teacher educators in various socio-cultural settings. As an outstanding source, the edited book merges the practice and research on TESOL teacher education with a variety of research approaches and innovative teaching practices.

The book commences with a definition of TESOL teacher educators and briefly discusses the complexities and challenges faced by TESOL teacher educators. This general introduction is followed by 13 chapters organized into two sections. The first section focuses on TESOL teacher educators' inner world and their self-exploration. The second section includes the TESOL teacher education program design and pedagogy.

The first section of the book includes seven chapters individually, each of which focuses mainly on the emotional and motivational aspects of TESOL teacher educators in their journey of identity development. Chapter 1, "An exploration of TESOL teacher educators' motivation," by Dario Luis Banegas

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and Marta Del Pozo Beamud, provides a qualitative study conducted on TESOL teacher educators. The chapter examines the motivations of teacher educators in Argentina. The findings revealed the motivation for becoming teacher educators, the factors demotivating TESOL teacher educators, and the motivation to sustain the profession. In Chapter 2, “Problematizing ‘messy’ research: A novice language teacher educator-researcher’s reflexive account,” Lee Her, Curtis Green-Eneix, and Peter I. De Costa explore the experience of a former ESL teacher in developing a teacher educator identity and being a researcher. The chapter highlights the experience of a novice teacher educator at social and professional stages in a specific institutional context. The findings showed the factors contributing to a novice teacher educator in developing an emergent language educator-researcher identity. In Chapter 3, “Back to school as a student teacher: Exploring tensions of a novice TESOL teacher educator’s professional development through self-study,” Kevin Wai Ho Yung presents a self-study, exploring his experience in an initial teacher program during the teaching practicum. The findings revealed different tensions arising from the conflicts in being a student teacher with a research background and a teacher educator in TESOL. In Chapter 4, “An experienced Chinese EFL teacher educator’s beliefs about the essence of educational research,” Chunmei Yan provides the 30-year transformation of research beliefs through a self-study. Reflecting on retrospective and introspective experiences, she shares the layers and the nature of research belief development in an experienced EFL teacher educator. The findings of the study indicated that various factors shape the development of research belief. Chapter 5, “Teacher educators’ positioning of pre-service teachers and self in the Australian TESOL education context” by Ming Hue Nguyen, examines the TESOL teacher educators’ professional identity. This chapter explores how TESOL teacher educators position themselves and their pre-service teachers. The findings showed that the teacher educators’ self-positioning had a close relationship with the positioning of their pre-service teachers. In Chapter 6, “Emotional reflexivity in language teacher education: Focusing on the role of emotion in teacher educator identity and pedagogy,” Juyoung Song investigates teacher educator identity by considering the experiences of emotional responses in the socio-cultural and institutional context of English Language Teaching. Using autoethnography as an analytical method, formal and informal reflections on teaching over 10 years have been used in this self-study research for emotional reflexivity in teacher educator’s identity development. The conclusion includes the factors contributing to the development of teacher educator identity and pedagogy in relation to emotional reflexivity. Chapter 7, “Being a reflexive practitioner and scholar in TESOL: Methodological considerations” by Judy Sharkey, Megan Madigan Percy, Ana Solano-Campos, and Laura Schall-Leckrone, examines the critical reflexive inquiry on the experience of four TESOL teacher educators. More precisely, they investigate the methodological questions, dilemmas, and processes that the TESOL teacher educator engages in critical self-reflexivity. The individual narratives from the four teacher educators, as reflexive practitioners and scholars, provide in-depth analyses of the rationale of methodological choices and decision-making processes.

The second section includes TESOL teacher educators’ inquiry on understanding the influences of various innovative pedagogical practices on the development of identity and the scope of teacher education programs. In Chapter 8, “Preparing all teachers for ELLs?: Teacher educators’ voices and praxis,” Guofang Li and Yue Bian investigate the English language learners’ related backgrounds and professional training of teacher educators in a teacher preparation program in the United States. The chapter taps on the issues related to the gap between the programs preparing English language teachers and the current status of English language learners. The findings revealed a significant gap between the teacher educators’ expertise and the content in the teacher education program and the learning practices of the pre-service teachers in a teacher preparation program. Chapter 9, “Teacher educators’ prior experiences as an affordance for pedagogical orientations toward TBLT” by Khanh-Linh Tran-Dang and Minh hue Nguyen, explores the Vietnamese TESOL teacher educators’ pedagogical orientations toward task-based language teaching (TBLT) and also examines how earlier experiences shape pedagogical orientations toward TBLT. The chapter shows that the teacher educators have a positive

attitude toward TBLT and highlights that the teacher educators' perceptions of TBLT are shaped significantly by prior experiences. In Chapter 10, "Toward a practice-based approach in initial English language teacher education: Exploring the contemporary challenges of EFL teacher educators," Malba Barahona, Katharina Glas, and Enzo Pescara focus on the integration of a practice-based approach into an English teacher education program in Chile. The chapter provides the challenges of this process reported through self-study, in which three teacher educators are implementing the practice-based approach in the TESOL context. The findings revealed the challenges, especially the teacher educators' beliefs and roles, in addition to the pedagogical practices in implementing the practice-based approach. Chapter 11, "Through you I see me: S-STEPping into a teacher educator's identity through critical reflection" by Mark Fraser, includes a self-study on the identity development of a teacher educator through critical reflection writing in a graduate capstone course. The chapter highlights the significance of reflection in developing language teacher identity. The findings showed the contribution of critical reflection in the self-study with the acceptance and understanding of teacher educator identity as a practitioner, a researcher, and a scholar. In Chapter 12, "Teacher educator identity negotiation as participant researcher: An autoethnography within TESOL teacher preparation," Maria Cristina Sarasa presents her identity co-construction process through her narrative inquiry at an Argentinean state university. She shares her autoethnography in developing a language teacher educator identity in negotiations with her 24 student-teachers. The chapter reports the significant transformation she had experienced with the help of student-teachers' narrated identities. The chapter provides insights into her transformation from a TESOL teacher educator into an inquirer who is more empathic, better informed, and knowledgeable. The final chapter, "Multivocal teacher educator identity: A self-study of a language teacher educator's use of critical autoethnography" by Bedrettin Yazan, explores the identity negotiation of the teacher educator. With the critical autoethnographic narratives, he precisely examines how he negotiates and enacts different identities. For this purpose, he combined the teacher identity approach in his linguistics class and examined teacher candidates' identity work in this integration process. The chapter includes the feedback sessions with one of the teacher candidates through which he analyzed the teacher educator identity he negotiated and enacted. The findings revealed that he created a new I-position during the feedback sessions, in addition to his identity as a researcher and teacher educator. Moreover, his multivocal self as a teacher educator showed that he had navigated the tensions between his I-positions as a researcher and teacher educator throughout the feedback sessions. In addition, the chapter reveals the complex relationship between teacher educators' practices and identities.

The book can be improved in some ways. First, the book relies mainly on the self-studies and autoethnographies with self-narration from the researchers, examining a number of components and characteristics of TESOL teacher education. The rationale for generalizing the findings of each chapter falls under the main criticism of the book. The narrations justifying the need and the scope of a need for research depend mainly on self-observations and self-perceptions. This raises the question of how clear the perceived needs and perceptions are true in the context of TESOL teacher education. In addition, each context includes its own participant profile, teaching resource, and customized practices. Since the descriptions linked with the methodology and the findings of the chapters were ambiguously presented to the readers in some chapters, I felt difficult to read the descriptions of the contexts of teaching and research in the chapters in the second part of the book.

Altogether, this book is an indispensable source for the target readers. It provides a comprehensive analysis of the English language teacher educator identity from various settings with in-depth self-studies and autoethnographies. The critical approach in each chapter offers a better understanding of the language teacher educator identity regarding beliefs and motivations in addition to the pedagogical practices. The reflections through self-studies and autoethnographies offer the challenges and the dynamic interplay of the English language teacher educators' identities as teachers and researchers.

Drawing conclusions from the conflicts, tensions, and gaps in the teacher educators' identities, the book represents the transformation that leads to innovative rationale in the practices and methodological choices of language teacher educators. Therefore, the book is a source of inspiration for experienced language teacher educators to reflect on their practices and a source of encouragement for novice language teacher educators to critically examine their practical knowledge for a broader understanding of the language teacher educator identities.

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