

Routledge Critical Studies in Asian Education

ENGLISH LANGUAGE TEACHER PREPARATION IN ASIA

POLICY, RESEARCH AND PRACTICE

Edited by
Subhan Zein and Richmond Stroupe



English Language Teacher Preparation in Asia

Bringing together a comprehensive range of extended research-based chapters, *English Language Teacher Preparation in Asia* provides comprehensive insight into policy, research, and practical aspects of teacher preparation for English teachers at pre-service level across multiple contexts in Asia.

Written by local and international scholars specialising in TESOL Teacher education, and acknowledging the increasingly complex demands made on teachers of English in view of globalisation, the book explores the multiple factors which are key to effective professional learning. Chapters consider how pre-service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in-depth research studies to provide rich, fully contextualised coverage of aspects of teacher preparation including curriculum design, programme development, policy, professional learning communities, assessment education, and teaching practicum.

A timely contribution to the field of teacher preparation, this text will be an invaluable resource for teacher educators, pre-service teachers and academics involved in the preparation of English teachers in Asia.

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Richmond Stroupe**



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1 Preparing Asian English teachers in the global world

Subhan Zein

Estimates of its number of speakers worldwide may be debatable, but the status of English as the international language *par excellence* is not. English is now used for international and intra-national communication as a lingua franca among people with different national, cultural, ethnic and linguistic backgrounds. The language has transformed itself into a new globalised power closely tied to some of the most liberal economies driving globalisation – its influences have crossed the linguistic sphere and even permeated the cultural, political, ideological, economic and religious ones (see Crystal, 2003; Graddol, 1997, 2006; Jenkins, 2007).

In Asia in particular, the powerful influence of English is more evident than ever. It brings together the continuing dominance of English in what Kachru (1986) refers to as the Outer Circle countries (i.e. countries where English is not conventionally the native tongue but has an institutional role to play), such as Singapore, Brunei Darussalam, Malaysia and the Philippines. In these countries, English has an official status, often used as the main language of commerce and business and/or bureaucracy. At the same time, the spread of English has accelerated in the Expanding Circle (i.e. countries where English is learnt as a foreign language), such as China, South Korea, Japan, Indonesia, Vietnam, Kazakhstan, the United Arab Emirates, Iran and many others. In such countries, English is not an official language, but it plays an increasingly significant role in areas including education, technology, travel and tourism, and popular culture. Although Kachru's concentric circles are considered to be inapplicable in today's postmodern globalisation era for reasons such as increased human mobility (see Clyne and Sharifian, 2008) and the shift of role and status between countries within Expanding and Outer Circles (see Jenkins, 2009), they remain useful for distinguishing the basic status and role of English in the highly diverse Asian countries. The basic status and role of English certainly differ among the 48 Asian countries, but their fluidity that allows for Expanding Circle countries to be more like Outer Circles ones (Jenkins, 2009) is only there to suggest the increasing importance of English in Asia amidst the fast-paced, changing and global world.

Indeed, Asia has the largest number of English users in the world, ascribing various roles to the language. These include English as official language (Bigalke

and Sharbawi, 2013; Stroupe and Kimura, 2015), lingua franca (Kirkpatrick, 2016; Sung, 2016), medium of instruction (Hamid, Nguyen, and Baldauf, 2013) and school subject (Spolsky and Moon, 2012; Spolsky and Sung, 2015). Take the use of English as a lingua franca (ELF) in Asia as an example. Asian multilinguals now can discuss topics that are relevant to them within the Asian cultural contexts (Kirkpatrick, 2016), and the fact that English is being used among the ‘non-native speakers’ of the language, as traditionally defined, has seen the emergence of different aspects of identity that are shaped by linguistic and sociocultural norms of various ELF contexts (Sung, 2016). Furthermore, the undisputed status and role of English in Asia have resulted in the language being officialised as the working language of the ASEAN (Association of Southeast Asian Nations) member states consisting of Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam (Bigalke and Sharbawi, 2013; Stroupe and Kimura, 2015). By the same token, English maintains its market value amounting to billions of dollars in the Plus Three Forum countries – China, Japan and South Korea – while simultaneously creating massive educational changes there (Hu and McKay, 2012). Scrutinising English in the highly diverse Asia with the numerous roles ascribed to the language only means the highly complex and multilayered nature of English language education in the continent (Cheng, 2012). For this reason, in recent years scholars have studied the unprecedented spread of English in Asia in relation to various domains such as the teaching of English in primary schools (e.g. Spolsky and Moon, 2012), in secondary schools (Spolsky and Sung, 2015) and as a medium of instruction (e.g. Hamid et al., 2013).

However, little is known about the preparation of English teachers at pre-service level. The issue of teacher preparation receives considerably less attention in publications on English language teaching in Asia (e.g. Spolsky and Sung, 2015; Stroupe and Kimura, 2011, 2013) as well as the ASEAN region (Bigalke and Sharbawi, 2013; Stroupe and Kimura, 2015), as opposed to pedagogical areas such as corrective feedback, for example. Thus, how Asian countries are coping with the urgent need of preparing English teachers at pre-service level of education remains unclear. Enhancing the discussion around teacher preparation for English teachers in Asian countries is not only significant but also timely in order to further elucidate an enhanced practice of teacher education. This volume represents an opportunity to delve more deeply into the theoretical, practical and policy aspects of teacher preparation for English teachers at pre-service level in Asia.

Being part of *Routledge Critical Studies in Asian Education Series*, this volume brings together the expertise of local and international scholars specialising in TESOL (Teaching English to Speakers of Other Languages) teacher education in Asia. The importation of native English speakers in some Asian countries notwithstanding (Hu and McKay, 2012), the focus of the volume is on the teacher education of local Asians who are traditionally defined as non-native speakers of English, rather than the native speakers of English. One is for the reason that the Asian population who use English as a second (or additional) language as well

as lingua franca far exceed those who use it as a native language; and second is that the approach is more appropriate to the linguistic ecology of the Asian context (see Kirkpatrick, 2010, 2011; Kobayashi, 2017). Furthermore, such an approach is necessary given the presence of many influential and internationally well-established publications on teaching methods and language teacher education, which are often premised on contexts of practice in the English as a Second Language (ESL) classrooms in countries where English is used as a native language (e.g. the United States, the United Kingdom, Australia) (e.g. Harmer, 2010; Burns and Richards, 2009; Richards and Farrell, 2005; Richards and Renandya, 2002). While commendable in their breadth, the contexts of those publications are not necessarily based on the classroom realities of the majority of global English users in Asia nowadays. There is a need for a book on teacher preparation to cater for the diverse Asian contexts where English is generally learnt and practised not in largely monolingual contexts but in multilingual contexts. This gives rise for this volume. It aims to produce a dialogue that tackles how English develops more complex relationships within the Asian multilingual communities while preparing teachers to teach effectively. Such an endeavour is essential in order to better support teachers as well as inform policy decisions in Asian countries and beyond to improve the English proficiency of their citizens to successfully participate in the global world where the use of English has become a normative imperative.

I have thus far identified the motivations underpinning the present volume. In the rest of the chapter, I will identify key themes that hold the collection of chapters in the volume together as well as how the volume is structured.

English teacher preparation in the global world

What sets the context of this volume in the first place is the role of globalisation in teacher preparation for English teachers in Asia. In the global world today, education rules experience extension across borders through political membership or associative bodies of trade. Loomis, Rodriguez, and Tillman (2008) argue that

[i]n virtually all market sectors of education, including teacher education, these rules are facilitating immense international, cross-border trade in higher education and give strong indication that the distribution of information can be found increasingly toward standardisation and the promotion of institutional expansion.

(pp. 235–236)

This is most evident in ASEAN Plus Three countries where regional relationships among its members (Brunei Darussalam, Cambodia, China, Japan, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, South Korea, Thailand and Vietnam) have been fuelled by common needs in terms of education, politics and economy. Many of the chapters in this volume are grounded

in the context of globalisation that underpins the establishment of ASEAN Plus Three, as shown in Chapter 2, Chapter 4, Chapter 5, Chapter 7, Chapter 8, Chapter 11, Chapter 12 and Chapter 14. For example, Chapter 2 notes the prevalence of globalisation as a precursor for the changing landscape in teacher preparation in ASEAN Plus Three. Though not explicitly mentioning ASEAN Plus Three, Chapters 8 and 10 also identify globalisation as a significant factor in tackling the demands and needs of prospective teachers – the former focusing on international student population and the latter on primary school English teachers. Furthermore, the policy-driven initiatives on English teacher preparation occurring in Chapters 4, 12 and 14 are more than economic imperative – they also demonstrate the profoundly entrenched impact of globalisation on teacher preparation of English teachers across Asia.

The impact can further be seen in the emergence of the practice-oriented, theory-oriented and reflection-oriented programmes (Kitchen and Petrarca, 2016) that dominate the discourse of teacher preparation in this volume. Indeed, the alignment between practice and theory, the emphasis on reflection and the focus on depth rather than breadth of curriculum that characterise quality teacher education (see Kitchen and Petrarca, 2016; Korthagen, 2016) form the construct of the pedagogy of teacher education in this volume. Clinical experiences where prospective teachers observe learning situations and witness how effective teacher educators and teachers assist them in the process of student learning are at the core of Chapter 3, Chapter 4, Chapter 5, Chapter 6, Chapter 7, Chapter 11 and Chapter 12. Various chapters highlight the practical orientation in relation to the need to prepare prospective teachers to be contextually literate in assessment (Chapter 9), an interdisciplinary approach that supports value-added measure in teacher preparation (Chapter 4) and the construction of identity as teachers undertake teaching practicum (Chapter 5). Chapter 11, on the other hand, shows how such a process is made manifest through professional learning communities that integrate the professional learning of prospective teachers and in-service teachers. Second, problem-based learning that stems from the everyday reality of teacher professional learning forms the core tenet of teacher preparation to resolve the theory-practice divide through critical reflection. In Chapter 3 this appears through the inclusion of translanguaging as a metadiscursive practice that responds to the multilingual nature of Asian classrooms. Similarly, Chapter 6 calls for a reflection on the everyday reality of communications in the ASEAN context, arguing that teachers' awareness of ELF requires a shift of teacher preparation and language policy from a monolingual ideology to one that embraces the emerging ELF conception accordingly. Thus, producing reflective teachers through the provision of a variety of learning experiences that stimulate introspection, collaboration, awareness-raising and learning from experiences that assist them in English language pedagogy is a common strand of these chapters. Their scope highlights the various development, evaluations and innovations occurring in English teacher preparation in Asia presented in this volume.

Furthermore, how teacher preparation acclimatises to the rapid needs of the global world is also reflected in the volume through the strong relationship between English teacher preparation and policy. Chapter 13 argues that educational policy change is imperative for improvement in English teacher preparation in Myanmar in terms of examination, promotion, workload and compensation systems. Other chapters, on the other hand, are concerned with how teacher agency and autonomy develop amidst policy changes. The two chapters representing Vietnam in this volume demonstrate this. Chapter 12 shows the agentive role of teachers and teacher educators in shaping language policy on Task-Based Language Teaching (TBLT), while Chapter 14 argues for more developmental dimensions that promote teacher autonomy and professional growth.

Overall, the chapters in this volume demonstrate that the work of pre-service teacher preparation in the global world is beyond the transmission of teaching strategies, or things that can be used in the classroom. This is pertinent to current research on teacher education. As Loughran, Keast and Cooper (2016) argue,

[t]here is a crucial need to develop more robust understandings of what it means for a beginning teacher to be classroom ready, and promoting deeper thinking about teaching clearly can foster such development. That development can be evidenced in teachers' willingness to reframe, reconsider, contextualise and problematise their practice rather than seek to mimic or replicate the practices of those they observed through their experiences in teacher education.

(p. 416)

The chapters in this book serve as an additional enquiry into the work of quality teachers, foregrounded in the notion that learning to teach

does not rest on techno-rational skills or proceed in a linear, predictable fashion. Rather, we know that learning to teach is complex, contextually specific, autobiographically grounded, and informed by sociopolitical realities. This is why quality teaching often looks different in different settings.

(Goodwin, 2010, p. 30)

Goodwin's point on quality teaching being different in diverse settings is apt to the diverse environments of teacher preparation being represented in this volume. The volume covers a wide array of geographical contexts within the ASEAN Plus Three member states (Chapter 2), including individual countries such as Brunei Darussalam (Chapter 4 and Chapter 7), Cambodia (Chapter 6), China (Chapter 11), Indonesia (Chapter 3), Japan (Chapter 8), Malaysia (Chapter 5), Myanmar (Chapter 13), the Philippines (Chapter 9), South Korea (Chapter 10) and Vietnam (Chapter 12 and Chapter 14). The rich coverage of

the volume means it includes various aspects of teacher preparation such as teacher preparation curriculum (Chapter 10), programme development (Chapter 7 and Chapter 8), teacher preparation and policy (Chapter 12, Chapter 13 and Chapter 14), professional learning community (Chapter 11), and teaching practicum and identity development (Chapter 6). Emerging themes in teacher preparation such as assessment literacy (Chapter 9), translanguaging (Chapter 3) and value-added measures (Chapter 4) are also the focal points of this present volume. This format of presentation blends the country-specific and thematic-based orientations that appear in those earlier publications on language teacher education (e.g. Burns and Richards, 2009; Farrell, 2015). Thus, it is our commitment in this volume to offer contents that are diverse, highly contextual and culturally fitting to the Asian context, making it relevant to English language teachers aspiring to enhance their professionalism as well as teacher educators and academics within the broader TESOL field.

Finally, our stance in presenting this volume is one that views the inseparable relationships between policy, research and practice, hence the sub-title of the volume. We believe in the high value of empirical research to inform practice and policy on the preparation of local English teachers in multilingual Asia in the global world. The breadth of the volume reflects this paradigm, meaning each of the chapters in this book is underpinned by a rigorous process of research in terms of sampling and data collection to inform practice and policy in TESOL teacher preparation in Asia. Some authors in this volume conducted documentation analysis, be it recent studies on English teacher preparation in Asia (Chapter 2), syllabi and lesson plan portfolios (Chapter 9), or policy documents (Chapter 14). The use of surveys and interviews is common throughout the volume, with Chapter 4, Chapter 5, Chapter 11 and Chapter 13 employing either. Chapter 11 is the only one that uses surveys, while Chapters 4, 5 and 13 use interviews only, whether face-to-face or in combination with online interviews. Some authors collected data through both surveys and interviews, including those writing Chapter 7, Chapter 8 and Chapter 10; on the other hand, the authors of Chapter 6 collected data through interviews in conjunction with analysis of documentation. A more rigid process of triangulation can be seen in Chapter 12, where the authors gathered data through a combination of research instruments: interviews, observations and focus groups. Set apart from these chapters, the author of Chapter 3 collected data through multivocal ethnography, allowing for the analysis of teachers' classroom transcripts by teachers and teacher educators. The variety of research methods in this volume indicates the eagerness of the authors to capture the demanding and challenging process of teacher learning. This is parallel to their overarching aim to conceive teacher preparation as beyond the process of *training to deliver* while capturing the complexity of teacher learning. This is a major strand of the volume, as its individual chapters unravel the process of preparing Asian English teachers for the global demands.

The structure of the volume

The volume is divided into four parts: 1) setting the scene; 2) innovations in teacher preparation; 3) teacher preparation, development and evaluation; and 4) teacher preparation and policy.

Part I of the volume provides an overview of teacher preparation of English teachers in Asia to set the scene of the volume. This task is fulfilled by Chapter 2, written by Ng Chiew Hong and Cheung Yin Ling. Chapter 2 examines the current trends of teacher preparation for English teachers in the ASEAN Plus Three member states using a qualitative meta-synthesis study covering a time span from 2002 to 2017. The study reported in the chapter generates substantial findings that unravel how globalisation and national language policies impact pre-service education in the countries under survey. The authors argue that policy on English language teacher preparation in ASEAN Plus Three is contingent upon the countries' individual stance on the status of English within the linguistic landscape of the countries as well as its purpose as a lingua franca within the context of globalisation and internationalisation. The authors further note how teacher preparation in ASEAN Plus Three faces mounting challenges in bridging the theory-practice divide while delivering programmes that cater for teacher identity, beliefs, and Information and Communication Technology (ICT). They also signpost future directions for research, especially in the teacher education of primary school English teachers, the employment of reflection and quality mentoring, the professional identity development of local non-native Asian English teachers and the integration of ICT with English language classrooms.

Part II of the volume is about innovations in teacher preparation. The four chapters in this part (Chapter 3, Chapter 4, Chapter 5 and Chapter 6) highlight various innovations that are needed in English teacher preparation in the Asian context to face the complexity of teacher learning in the global world. These are the inclusion of translanguaging as a metadiscursive practice in teacher preparation (Chapter 3), the use of value-added measure (VAM) as part of standardisation and monitoring of teacher performance (Chapter 4), the effective employment of practicum for teacher professional identity development (Chapter 5), and the increase of prospective teachers' awareness of ELF in teacher preparation (Chapter 6).

Chapter 3 begins Part II of the volume. It is written by Subhan Zein. Set in the multilingual classroom situation in Indonesia, Chapter 3 reports on a study that examined the practice of translanguaging of English for Young Learners (EYL) teachers. For the purpose of the study, the author conducted a multivoice ethnography through analytic discussions of video clips of teachers' practice by five teachers doing their practicum and two teacher educators. The findings demonstrate that translanguaging is more than mechanical processes of cultivation and production of multilingual resources; it is a metadiscursive practice whereby teachers exercise their multilingual repertoire in a discourse

that is both scaffolded and systematic. In Chapter 3 the author argues for programme innovation aimed at developing translanguaging skills of pre-service EYL teachers using the multivocal ethnography approach employed in the study. This is important for two reasons. One is that the multilingual nature of English language classrooms in many contexts across Asia requires a pedagogical approach that can utilise teachers' linguistic repertoire rather than a pedagogy that merely succumbs to the monolingual ideology. This is how teachers could scaffold instruction in ways that foster learning in multilingual classrooms. Second, the absence of translanguaging in current publications on teachers' interactional competence as well as teacher education programmes makes its inclusion highly necessary. This is relevant to the increased awareness of multilingualism and language varieties typifying English language classrooms in Asia.

Chapter 4 is written by Mayyer Ling and Rinni Haji Amran, focusing on the outcomes of value-added measures (VAM) in Brunei Teachers' Standards (BTS) that are being implemented in the country. Motivated by the goal to develop teaching efficacy as part of Brunei's aspiration for quality education, the authors employed a qualitative approach to the study, collecting data through semi-structured interviews. In Chapter 4 the authors identify avenues where implementation of VAM is made feasible to improve the outcomes generated from the BTS through the use of the third generation of Activity Theory. The authors demonstrate how tensions between bureaucratic responsibilities and limited institutional support resulted in the superficial performance of teachers; that is, for the sake of achieving high scores in the BTS. The authors call for a review of the BTS system and for the implementation of VAM in order to address the concerns raised by the teachers in their study. In particular, the authors highlight the need for teacher preparation to address the hampering multi-directional expectations that confront prospective teachers. They encourage other countries in the ASEAN context to consider VAM in order to accomplish high proficiency in the English language while sustaining the linguistic diversity within the region.

The authors of Chapter 5 are Juliana Othman and Fatiha Senom. In Chapter 5 the authors focus on teacher professional learning of Malaysian English teachers through practicum. The authors employed a case study to collect data using in-depth interviews. The findings of their study show that longer exposure is needed for prospective teachers during practicum, highlighting how the delay of prospective teachers undertaking practicum until the fourth year contributes largely to their unreadiness for the teaching profession. The findings further demonstrate that teacher educators and cooperating teachers have influential role on the development of prospective teachers' identity. This includes areas such as disciplinary identity, student-related identity, procedural competence identity and context-related identity. By the same token, prospective teachers' disposition and identity in the areas of language and self-knowledge and awareness could also develop. In order for these to yield the most optimum results, closer collaboration between universities and schools is necessary, allowing prospective teachers to acclimatise to the school routines,

promote readiness to teach, and facilitate abilities to connect theory and practice. This brings the authors to call for a regional standards of English language teaching competency that culminates in identity development, involving the SEAMEO (South East Asian Ministers of Education Organization) and AUN (ASEAN University Network) as a benchmark for teacher preparation programmes across the ASEAN region.

Chapter 6 focuses on the emerging concepts of ELF and EIL (English as an International Language) as relevant to the ASEAN Plus Three, written by Sovannarith Lim and Anne Burns. The authors problematise the current nationwide teacher education practice in Cambodia that reflects the EFL (English as a Foreign Language) and ESL (English as a Second Language) distinctions, proposing instead the adoption of the emerging conception of ELF and EIL based on a sociocultural perspective on second language teacher education. The authors collected data through interviews with three participants who undertook a practicum at a Phnom Penh-based university. The findings of the study are indicative of the conceptual incongruity among the participants as they demonstrated ambivalent conceptions of English and teaching. The findings also show the pervasiveness of the monolingual ideology that places emphasis on 'native-speakerism', as stated in policy documents. The authors argue that this monolingual ideology is not supportive of the preparation of Cambodian prospective English teachers, and further, of the participation of the Cambodians in the ASEAN Plus Three communications. The authors call for a reconceptualisation of the current practice of English language teaching (ELT) in Cambodia in order to resolve the paradigm ambivalence among ELT practitioners, teacher educators and policymakers. They further allude to the implementation of the ELF approach in Cambodia and within the ASEAN Plus Three region, highlighting how succumbing to the monolingual ideology is highly irrelevant to the practice of teacher preparation that is socioculturally appropriate.

Part III of the volume is on teacher preparation, development and evaluation. The five chapters in this part (Chapter 7, Chapter 8, Chapter 9, Chapter 10 and Chapter 11) focus on the development of teacher preparation of English teachers and ways of evaluating teacher preparation programmes for improvement. These include an overview and evaluation of a teacher preparation programme (Chapter 7); the evaluation of a teacher preparation programme in response to internationalisation of education (Chapter 8); the connections between theory, practice and modelling of assessment literacy (Chapter 9); the development of curricula for teacher preparation of primary English teachers (Chapter 10); and the relevance of professional learning communities to teacher preparation (Chapter 11).

Chapter 7 focuses on the overview and evaluation of a Master of Teaching (MTeach) English programme developed at Universiti Brunei Darussalam (UBD). The chapter is written by Ishamina Athirah Gardiner, Sarah Boye, Sallimah M. Salleh and Norashikin Yusof. The authors scrutinise the newly developed Master of Teaching programme at UBD, collecting data through semi-structured interviews and questionnaires involving course facilitators,

English clinical specialists and prospective teachers. The findings of their study suggest a divergence of opinions from the participants involved in the study, particularly in the areas of structure, course contents and length of the teacher preparation programme. The study further generates implications in terms of methodology and practice. First, the multiparticipatory approach embraced in the study continues the emerging trend in teacher education that draws data from a number of different participants to yield a more comprehensive perspective of the issue under study. Second, the MTeach programme could expect a bigger role in the ASEAN Teacher Education Network to facilitate teacher education brokering; for example, through discussions on the content and structure of the programme as well as recruitment of teacher candidates from the ASEAN region into the programme.

Developing curriculum recommendations to meet the needs of an international student population at a graduate programme in a university in Japan is the focus of Chapter 8, written by Richmond Stroupe and Miyoko Takatama. Against the backdrop of the unprecedented increase of the international student population, the authors report on a study into the evaluation of a pre-service Masters in TESOL programme in addressing the needs of a multicultural student population. For the purpose of their study, the authors collected data through survey instruments and interviews involving different stakeholders, including administrative representatives, current students, alumni and faculty members. The findings of the study show an increase in terms of trust and satisfaction for the various changes that had been undertaken in the programme, while noting the complexity of the needs of international students. The study demonstrates successful delivery of academic contents in the process of teacher learning on areas such as World Englishes and language varieties. However, the authors argue that developing familiarity among the international students with the host culture remains a daunting task to successful integration into the programme. The authors assert that preparing international students with academic contents in the process of teacher learning needs to be in alignment with developing their ability to function effectively in the host culture, a culture that is 'foreign' to them. The authors' chapter paves the way for the development of language teacher preparation programmes that are multicultural in nature and cater for the diverse linguistic, cultural and social needs of the local Asian students as well as a large body of international students.

Chapter 9 is written by four researchers from the Philippines: Aileen Barrios-Arnuco, Rachelle Ballesteros-Lintao, Sterling Miranda-Plata and Marilu Rañosa-Madrinio. The chapter is motivated by the importance of assessment literacy in the Philippine educational system because of the implementation of a new curriculum in 2013 and the critical role of teacher assessment as the sole source of grading in K to 12 Philippine education. For the purpose of their study, the authors conducted qualitative content analysis of the syllabi related to assessment education in three teacher education institutions (De La Salle University-Manila, Philippine Normal University and University of Santo Tomas) and content analysis of practicum portfolios. The findings of their

study demonstrate incongruence between assessment education in the universities under study and the assessment literacy demands prescribed by the Department of Education. While showing that this is attributed to the differing level of autonomy between the universities, the authors call for greater connections between theory, practice and modelling in assessment literacy. The authors argue for greater exposure to assessment literacy be given to prospective teachers and call for several recommendations. These include greater alignment between course outcomes and assessment standards and the development of summative tools for assessment literacy.

Moving on to Chapter 10, we learn about curriculum development of teacher preparation for primary school English teachers from Hoo Dong Kang. The author collected data through survey instruments and interviews with tertiary-level stakeholders including pre-service teachers, in-service teachers, administrative representatives and faculty members. The findings of his study reveal that policymakers' perspectives are highly influential in the decision-making regarding curriculum framework and development for teacher preparation. The study further suggests the importance of teaching methods over English language proficiency and knowledge about the language. The study also recommends the inclusion of courses including *Teaching Methodology in Primary English Education*, *Classroom English*, *Teaching Listening and Speaking*, and *Teaching Reading and Writing in Primary English Education*, highlighting the urgent need for more practical orientation in the preparation of primary English teachers. The inclusion of these courses, according to the author, is necessary for the development of a teacher preparation programme that best focuses on the needs of prospective teachers rather than reflecting the interest of educational administrators or policymakers.

Reviewing evidence on the preparation of English language teachers in mainland China based on the nature and extent of teachers' professional development and learning in China as well as the existence and relevance of professional learning communities (PLCs) in Chinese schools is the focus of Chapter 11. The authors are Sally M. Thomas, Lei Zhang and Dini Jiang. In Chapter 11, the authors present new findings from a UK Department for International Development (UKAID)-funded project 'Improving Teacher Development and Educational Quality in China' (ITDEQC), generating data from survey responses of 2,647 English teachers, including newly qualified teachers, from more than 100 schools in three regions in mainland China. The authors maintain the potential of PLCs in playing a substantial role in the support and facilitation of teacher education for those who are novice and located in rural areas. They encourage the Chinese government and others in the ASEAN Plus Three Forum to develop an all-inclusive teacher development system that connects teacher preparation at pre-service level with teacher development at in-service level. If this is done in terms of curriculum integration, the authors argue, it could allow for improved mentoring and more reflective professional enquiry opportunities. This would enable smoother transition for prospective teachers upon completion of their studies as they enter the workforce.

Part IV focuses on teacher preparation and policy. The three chapters in this part are Chapter 12, Chapter 13 and Chapter 14. These chapters highlight the inseparable relationship between teacher preparation and educational policy in areas such as teaching renovation and efficiency (Chapter 12), greater involvement of teachers in supporting policy changes (Chapter 13) and teaching professionalism through policy analysis (Chapter 14).

Chapter 12 is written by Khanh-Linh Tran-Dang and Marianne Turner. The chapter is motivated by the increasing focus on teachers' implementation of Task-Based Language Teaching (TBLT) in relation to education policy in Vietnam, but the focus has mainly been on in-service school teachers' implementation of TBLT, rather than on pre-service teacher education. The authors collected data through (1) individual interviews, (2) demonstration classes and (3) focus group discussions. Their study demonstrates that there was minimal collaboration between teacher educators and policymakers responsible for ELT reforms in Vietnam. The study also shows that teacher educators' understandings of TBLT are highly influential in that they tend to implement policy in a manner that suits their interpretations of local contexts, and not merely based on what policymakers envisage. The authors argue that teacher educators should be viewed as focal stakeholders in the ELT educational policy community rather than passive implementers of top-down language policies. The authors call for more deliberation in making teacher educators more active in working with the in-service education sector to inform policymaking and mediate practices.

Mary Shepard Wong, Jennifer Miller and Brooke Treadwell are the authors of Chapter 13. In their chapter, the authors examine language teacher preparation in Myanmar in relation to the recent educational policy changes in the country, reporting on a study involving 17 participants in Mandalay and Yangon. Their study reveals findings related to the challenges in the preparation of local Myanmar English teachers. These include: (1) the examination system that plays an influential role in determining the trajectory of prospective teachers' career; (2) the promotion system that drains competent teachers from teaching in primary school; (3) low salary that forces teachers to work extra hours to supply income; (4) the scarcity of appropriate teaching materials; (5) the prevalence of teacher-centred learning that emphasises translations and memorisation; (6) poor quality of teaching professionals; (7) limited teaching hours for adequate mentoring and accountability; (8) unequal educational opportunities and resources among students in rural areas. The authors argue that tackling these challenges is not merely part of changing policy and reforming educational system that are tasked to the government and NGOs. The authors call for active participation of teachers to be part of the change, stressing the need for greater collaboration with ASEAN Plus Three education providers that can broker educational change through study exchanges, collaborative research and conferences.

Chapter 14 is written by Mai Trang Vu. In Chapter 14 the author uses policy analysis to examine the Vietnam English Teacher Competencies Framework

(ETCF) that was endorsed in 2014. The author examines the values and perceptions that underpin the conception of professionalism as stipulated in the ETCF policy document. Her analysis indicates the emergence of five domains of knowledge and skills prioritised in the ETCF: English proficiency, knowledge of teaching, knowledge of learners, reflective teaching, and contextual knowledge. The analysis of the study reveals how the policy presents the functionality of teacher effectiveness, characterised by concretised competencies and performance indicators. The study further views ECTF as a deliberate, systematic effort to develop more discretionary specialisation among teachers while pronouncing developmental dimensions and social responsibility; but whether the policy remains merely a management tool remains an open-ended issue. The author argues that if ECTF policy is to be used as an effective tool for both professional development and quality assurance, developmental dimensions which enhance teacher autonomy and professional growth in the discourse of professionalism within teacher preparation and policy are necessary.

To conclude the volume, Richmond Stroupe and Gabriel Diaz Maggioli write Chapter 15. In the chapter, the authors summarise the volume, outlining the major themes that join the volume together. They focus on the role of teacher education in the ASEAN Plus Three in the preservation of linguistic diversity while preparing teachers for the globalised world.

I shall end this introductory chapter with a final word. This volume recognises the limitations imposed by the current practices of traditional English teacher preparation across Asia, and for this reason all contributors endeavour to find ways to break down the barriers to generate more practical elements, deeper theory, richer reflection and integration of teacher preparation components. This explains why the chapters in this volume highlight teacher preparation of English teachers as a transformative process that goes beyond preparing teachers' language proficiency or classroom strategies. Internationalisation of education (Chapter 8), educational policy (Chapter 12 and Chapter 14) and emerging concepts such as translanguaging that capture the everyday reality of multilingualism in Asia (Chapter 3) constitute inherent components within the large construct of teacher preparation. However, they remain underexplored. This volume tackles this issue. This is made possible due to our shared sentiment that teacher preparation ought to offer appropriate and coherent learning opportunities to assist prospective teachers in their knowledge progression, and in doing so engage them in an integrated core experience that weaves together fundamental knowledge and skills in teaching for the global world (Berry, Depaepe and van Driel, 2016; Goodwin, 2010; Korthagen, 2016; Townsend, 2011). As Loughran et al. (2016) argues, '[t]he work of teacher education is not about training, it should be an educative process that develops thoughtful, informed and highly able professionals' (p. 416), where prospective teachers are 'given genuine opportunities to better apprehend the complex nature of teaching and begin to develop a vision for their future professional learning' (p. 416). In doing so, we never aim to be prescriptive – the spirit embraced in this volume is parallel to Goodwin's (2010) contention on the probability of

numerous routes to teaching quality, allowing us to think without boundaries and specialties and to examine quality teaching as enacted in a wide variety of contexts in Asia. Thus, the assertion being put forth in this volume is to focus English teacher preparation on the expansion of the range of teacher capabilities that extend beyond the delivery of curriculum – it is about enabling prospective English teachers to face an unknown and increasingly globalised future. I welcome this rare opportunity to invite the reader to embark on an exciting journey with the authors of this volume to do so. It is my hope that this volume will help inform the policy, research and practice of teacher preparation of English teachers in Asia and beyond in this 21st century, which coincidentally (or deliberately?), has been dubbed *the Asian Century*.

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Subhan Zein

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