

Introduction

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Background and Purpose of the Book

Learning to teach English as a foreign language (EFL)¹ writing requires teachers to develop multiple knowledge bases: not only a knowledge base of the language they are teaching and the ways that writing is structured and used in that language, but also a knowledge base of how writing is understood, used, and taught in the context within which they plan to teach. While much research has been done on writing teacher education within the United States already (e.g., Hirvela & Belcher, 2007; Ortega, 2009), and there is a growing body of research on EFL writing instruction worldwide (e.g., Cimasko & Reichelt, 2011; Manchón, 2009, 2011; Ruecker & Crusan, 2018; Seloni & Henderson Lee, 2020b; You, 2010), gaps remain in our understanding of how EFL writing teachers learn to teach writing and how and what resources are developed for EFL writing instruction. Specifically, how EFL writing teacher education is theoretically, pedagogically, methodologically, and socio-politically shaped given teachers' unique local contexts and circumstances is still largely under-represented in international publications.

Our goal with this book is twofold: to showcase practitioners and researchers teaching in or studying those geographic areas that have as yet been under-represented in international publications, and to focus on ways that specific contexts create unique opportunities and constraints on what developing and experienced teachers know and do in their work. This edited volume on multiple aspects of teacher education in under-represented EFL contexts prioritizes

¹We want to acknowledge the complexities around terms such as ESL, EAL, and EFL to refer to the contexts in which English language is learned and taught. In this book, we ultimately chose the term English as a Foreign language (EFL) in order to differentiate from those contexts in which English is the dominant language and is more likely to be a learner's second (such as the US).

local voices and materials in order to help build a more inclusive and comprehensive picture of L2 writing globally; thus, it both documents and further shapes L2 writing pedagogical approaches. In particular, we hope to expand the field of L2 writing that “has been dominated by work done in the West, specifically in North America and has been dominated by work at institutions of higher education” (Silva, 2013, p. 433). With this in mind, this volume covers 17 under-represented teacher education contexts in hopes of deepening our understanding of the complex intersections of context and approaches to teaching and learning, while also opening the conversation to additional researcher and teacher voices worldwide. Chapters in this volume focus primarily on English for Academic Purposes (EAP) and showcase both teacher preparation and professional development.

The book builds on prior work by the editors and others cited above, but especially on the 2020 volume edited by Seloni and Henderson Lee, with a few research-based chapters but a new primary focus on profiles of teacher education programs, descriptions of courses addressing how teachers learn to write and to teach writing, reflective narratives of teachers and teacher educators, and resources and materials for writing teacher preparation and development.

Contributions include:

- Spotlights on underrepresented contexts (in Africa, Asia, Eastern Europe, and Latin America), written by teachers and teacher educators in those contexts
- Resources and materials, including innovative practices and creative ways to address EFL writing teacher education
- Practical applications that can be implemented in classrooms and programs worldwide
- Consideration of challenges in teacher education and professional development, and approaches to overcoming those challenges

- Models of EFL writing teacher professional development

This volume contributes to a growing collection of work in the field of language teacher education that reaches beyond better-documented contexts. As far as we know, there are no existing titles focused on the practicalities of EFL writing teacher education including the day-to-day pedagogical challenges, training and preparation related issues, lived experiences, materials, and resources used in the local contexts of EFL teachers, who are usually not trained to teach writing but who are expected to do so. Seloni and Henderson Lee's (2020b) collection, *Second Language Writing Instruction in Global Contexts: English Language Teacher Preparation and Development*, showcases related research but does not prioritize the stories of teacher educators and teachers or the sharing of professional development materials. Similarly, the volume edited by Polat, Mahalingappa, and Kayi-Aydar (2021), *The Preparation of Teachers of English as an Additional Language around the World: Research, Policy, Curriculum and Practice*, focuses on teacher preparation in international contexts, but considering EAL policy and curriculum level concerns rather than classroom practices or the teaching of writing. Selvi and Yazan's (2021) *Language Teacher Education for Global Englishes: A Practical Resource Book* includes practical application activities but focuses on global Englishes and practical implications of bringing global Englishes perspectives to diverse contexts. Aya Matsuda's (2017) *Preparing Teachers to Teach English as an International Language* and Roberge, Losey, and Wald's (2015) *Teaching U.S.-Educated Multilingual Writers: Pedagogical Practices From and for the Classroom* collections are strong examples of the more practical orientation we take with this collection. They are, however, focused on different topics around teaching English as an international language (in Matsuda, 2017) and teaching US college composition (in Roberge et al., 2015).

While as noted above previous books on language teacher education focus on teacher knowledge development more generally in the field of EFL and World Englishes, this volume prioritizes local voices and resources and materials in order to help build a more inclusive and comprehensive picture of L2 writing globally. By providing spaces for teacher voices, we further advocate for supporting writing teachers in representing the work they do related to teaching writing in under-represented local contexts.

This volume is organized by chapter type (Voices from the Field, Resources and Materials for Writing Teacher Preparation and Development, and State of the Field of EFL Writing Teacher Education), and within each section, the chapters are grouped thematically (i.e., focusing on contextual issues, approaches to teaching writing, writing proficiency development for preservice teachers, and professional development for writing teachers and teacher educators). Contextual issues addressed in the volume include national, regional, and institutional policies, curriculum and testing requirements, and teacher preparation. Chapters that examine approaches to teaching writing consider tools like plagiarism checkers and genre-based writing instruction, among other topics. Given preservice English teachers' wide range of writing proficiency on entering teacher education programs, many of the chapters in this volume discuss ways that teacher educators have supported their students to improve their own writing while at the same time teaching them how to teach writing. A final cross-cutting theme of the book considers the professional development of writing teachers through both program-level and individually initiated opportunities to revisit and deepen practices. Each section's organization allows readers to compare these themes across contexts and reflect on similarities and differences between countries across the globe. Authors of each chapter have provided a brief

“Country Profile”² to describe core concepts in language education and teacher preparation in the country where their chapter is situated. This profile is intended to help readers understand the structure of education programs and challenges those structures may raise to effective second language writing instruction within a particular context.

All in all, the volume features a variety of research and pedagogical methods to better understand EFL writing teacher education and professional development from multiple aspects. Methods used in the book chapters include case studies, surveys, interviews, personal narratives, autoethnography, and textbook analysis.

Chapters in This Book

Voices From the Field

This section prioritizes the voices of teacher educators and shares their experiences related to preparing and supporting EFL writing teachers and students in eight country contexts – Rwanda, China, South Korea, Kazakhstan, Turkey, Argentina, Chile, and Japan. By highlighting the praxis and reflection of teacher educators through a local lens, we gain a deeper and more contextually situated understanding of how EFL writing teachers are prepared to teach writing and what pedagogies and resources they utilize in their instruction. These realities are often shaped by local players and unique challenges, including national changes to instruction, teachers’ unfamiliarity with current L2 writing pedagogies and technologies, and teachers’ limited L1 and L2 writing skills, which are detailed in the chapters of this section. By listening to the stories of teacher educators across contexts, we can discover similarities that bring us closer together as a professional community and differences that strengthen our empathy and invite us to collaborate outside of our individual contexts.

² Profiles were created by the authors and have not been checked against external sources.

Contributions to this section of personal narratives include descriptions of professional development opportunities and reflections of teacher educators specific to select issues and challenges faced in EFL writing teacher education. In addition to detailing their context and focus issue(s), authors reflect on their role in navigating the challenge and proposing a solution before exploring the theory-praxis connections and highlighting implications for writing teachers in other contexts. Some of the questions addressed in the chapters of this section include:

- Which L2 writing instructional methods are prioritized in the training curriculum of language teachers and why?
- What opportunities (reflective, collaborative, or other) exist for teachers to (re)construct their knowledge of L2 writing pedagogy?
- What professional identities and standards do language teachers share when it comes to teaching EFL writing?
- What coursework or professional development exists or is needed for pre- and in-service teachers who want to advance their professionalization in EFL writing?
- Where does writing fit in the curriculum of EFL teacher preparation programs?
- How much emphasis is placed on writing in comparison with other areas of language development?

In their chapter, Rhodes, Haliyamutu, Ngabonziza, and Muhayimana reflect on their experiences teaching and preparing teachers to teach writing in Rwanda. They explore the challenges presented by a recent national change in medium of instruction from Kinyarwanda to English, including teachers' limited writing and speaking skills in English, as well as the country's goals of greater integration into the global community. Such goals, the authors argue, will require increased training time and improved professional development for teachers.

Exploring issues faced by eight high school English instructors in China, Wang-Hiles brings the readers' attention to teachers' professional training needs and showcases the current state of English writing instruction in China. Specifically, the author reveals instructors' thoughts on how to move from teaching to the test to teaching for communication, their challenges and promises, and perceived professional training needs in teaching writing. Addressing some of the concerns of test-burdened settings, Wang-Hiles states that “schools should set a maximum amount of time for teaching for the test, leaving the remaining time for teachers' implementation of independent and adaptive strategies with students in daily English learning and practice” (p.



Within the South Korean context, Yi and Park identify several issues with teacher preparation for teaching L2 writing, including the lack of emphasis on pedagogy and teaching with technology. They propose the use of Self-Reflective Learning (SRL) to raise teachers' awareness of pedagogy, technology, and other classroom needs related to L2 writing and the incorporation of service learning in teacher education to connect preservice teachers to community needs.

In excerpts drawn from a duoethnographic dialogue, Montgomery and Kudritskaya reflect on their individual experiences implementing plagiarism-checking software in their university-level teacher education classes at different institutions in Kazakhstan. They highlight concerns with language teachers' curricular autonomy as well as the value of critical friendship in writing teachers' professional development. In this engaging and highly reflexive collaborative research, we see the value of critically examining one's local contexts, relationship-building, and acknowledging possible power dynamics between instructors and various stakeholders.

By combining their own experiences with excerpts from writing teachers and teacher educators across Turkey, Karaca and Uysal illustrate the challenges faced in preparing new writing teachers whose own L1 and L2 writing abilities are limited. Reminding readers that “L2 writing has a limited role in EFL teacher education programs” (p. X), the authors highlight contradictions between what teacher educators say they teach, what teachers claim to have learned, and what the curriculum suggests should be taught in schools.

Drawing attention to the iterative process of curriculum development, Argentinian teacher educators Ramirez and Soto describe the many phases through which they journeyed while redesigning a course teaching preservice teachers to write in English. They realized over the years that merely teaching the writing process was inadequate and unengaging, and eventually found a focus that allowed students to engage deeply with texts and reflect on their learning.

Situated in a regional university in Chile, where entering preservice teachers need to raise their own writing proficiency before they can focus on learning how to teach writing, Villalobos Quiroz illustrates how she implemented process writing in a teacher preparation program as a way to develop the student-teachers’ awareness of writing pedagogy. She argues that English writing should be introduced to students in earlier semesters, so that they could write better and teach writing more effectively. The author suggests that national curricula would benefit from scaling up this approach.

Kubokawa describes his reasons and strategies for ensuring his own adequate training in the area of L2 writing pedagogy. To compensate for the lack of training for this in Japanese universities, he set an example by carving his own path to professional development. He further reflects on challenges and opportunities encountered to connect his experiences to current

scholarship and discuss how local concerns may benefit L2 writing scholars and practitioners in broader contexts.

Resources and Materials for Writing Teacher Preparation and Development

One limitation noted in previous scholarship is a lack of concrete examples showing how principles for teaching writing can be implemented in the diversely resourced countries where English is taught. This section provides a variety of resources and materials for preparing and supporting EFL writing teachers in their local teaching contexts, which include Chile, Turkey, Brazil, China, Macao, and Mali. The authors of these chapters are teachers and teacher educators who share ideas they have developed and implemented in teaching preservice teachers both how to write in English and how to teach English-language writing. These brief chapters describe what has worked in specific contexts, but each activity could be adapted for other contexts. In many of the Resources and Materials chapters, the authors provide reproducible texts and worksheets for immediate implementation.

Contributions in this section include course descriptions and syllabi, lesson plans, activities, and professional development workshop templates. The chapters center around the following questions:

- What materials and resources allow for culturally sustainable EFL writing teacher programs?
- How does a teacher preparation course specifically address local needs and regional or national standards?
- In what ways can preparation to teach writing be integrated into a general teaching methods course?

- What activities give preservice teachers opportunities to learn how to scaffold or respond to their students' writing?

Describing a project grounded in a locally relevant topic, Sandoval Muñoz and Canales Volpone outline a paragraph-writing activity about sandwiches, a food artifact from Chile that the student-teachers from that country would be familiar with. By engaging in research, collaborative planning, and co-writing in Google Docs, student teachers experience the writing and assessment process that they would want their students to experience and several interactive principles of sociocultural learning (Lantolf & Thorne, 2006).

Based on practicum work at a university in Turkey, the chapter by Yigitoglu Aptoula and Reichelt describes five writing activities that expose Turkish teachers of writing to assignments that integrate a range of materials, from ethnotexts to social media. The activities encourage personal writing and writing for online social interaction, and – notably – are inspired by work on non-English L2 writing.

Giving students an opportunity to play with ideas while improving their writing skills, Duarte de Oliveira and Gilliland provide an overview of a project that guides Brazilian preservice teachers to brainstorm and describe an imagined island. The collaborative writing activities scaffold the writing process, prompting students to draw on each other's strengths and learn from each other, while allowing all students to contribute ideas. The project also serves as a model for the preservice teachers when they begin teaching writing in their own classrooms.

Within the Turkish context, Yigitoglu Aptoula and Altınmakas demonstrate how genre-based writing and critical thinking can provide preservice teachers with opportunities to learn how to scaffold or respond to their students' writing. Specifically, the authors discuss their genre

sequence and activities that move students from familiar to unfamiliar writing and that prioritize close reading and analysis of sample texts.

"How can teachers access research that is quickly digestible, such that they can easily determine whether it is applicable to their own classrooms?" (p. X). To address this important question, Farrell and Kessler present a workshop, which has been trialed at a Chinese university, for teacher development focused on the Open Accessible Summaries in Language Studies (OASIS) database. Their corresponding template provides an effective model to engage teachers with L2 writing research in a way that allows them to reflect on possible applications to their local instructional contexts.

To help primary and secondary English teachers in Macao grapple with the question "What is the purpose of writing?," Ma facilitated a workshop that led teachers through three activities to support student writers in the areas of idea generation, ownership, and contextualization. In her chapter, Ma provides a template for each workshop activity, detailing the procedures and supporting materials, sharing teacher participant feedback, and recommending possible activity modifications.

Sun, Carter, and Hill detail four professional development activities that support a "Talks on Writing" series at a Sino-US joint-venture university in eastern China. This series and its supporting activities bring EAP faculty together in a reflective and collaborative space that explores L2 writing topics (e.g., disciplinarity and feedback) from a transdisciplinary perspective, thus enabling them to learn from one another about different strategies for and experiences in EFL writing instruction.

Situated in Mali, Koné and Koïta apply the concept of critical friendship (Farrell, 2012) to revise the syllabus for their teacher training program in a way that combines theory with

practice and responds to their student-teachers' contextual needs, such as writing for international audiences, teaching writing to students, and responding to African authors' texts. The authors highlight the role of negotiation in promoting innovative teaching practices and supporting teacher agency.

State of the Field of EFL Writing Teacher Education

This section highlights theoretical/empirical research-based chapters that explore how EFL writing teachers are prepared and supported in their local teaching contexts, including Romania, China, Iran, Bangladesh, Taiwan, Algeria, and Poland, respectively. The authors, who are teachers, teacher trainers, and researchers, utilized a variety of research methodologies, such as case study, survey, interview, textbook analysis, and collaborative autoethnography, to generate a better understanding about current realities EFL writing teachers and their students in under-represented contexts have encountered. This understanding sheds light on what teaching EFL writing and EFL writing teacher education look like in these contexts and thus contributes to a more complete view of L2 writing globally.

Contributions in this section reveal research findings that address issues related to teacher identity, highlighting how teachers' limited training impacts the way they see themselves as writing teachers and their motivation to teach writing; approaches to and challenges of the implementation of changes to program curriculums; and the role of national education policies, professional standards, and institutional needs and constraints in teacher education and program development. The chapters were guided by the following questions:

- How is EFL writing-related language teacher education influenced by specific sociolinguistic and political factors present in a particular context?

- What curricular challenges and opportunities do designers and administrators of teacher education programs have to work with?
- How are the local and the global reflected in the design of programs for EFL writing teachers?

Recognizing that, in their Romanian university context, writing was not a prominent instructional focus, Doroholschi and Băniceru examine what university-level teachers of EFL writing teach, how they learn how to do it, and if they see themselves as writing teachers. They find that the disciplinary identity and practices prevail over the participating teachers' identity as L2 writing teachers.

In their case study of EFL teachers working with ethnically minority students in China, Zhao and Li highlight teachers' limited access to support specific to the teaching of writing to minority populations and, in turn, their current related practices, which include a reliance on general teaching methods and varying degrees of linguistically/culturally responsive informed teaching.

Through analysis of textbooks and interviews with EFL teachers, Goodrich compares the teaching of writing in two eras of Iranian history: the late Pahlavi era (1925-1979) and the present post-revolutionary era. She finds that though the curriculum and political attitudes differed, both eras represent limited opportunities for primary and secondary school students to learn how to write for communicative purposes.

Rahman takes us to Bangladesh, reporting on struggles, challenges, and opportunities encountered by English for Academic Purposes course coordinators and in-service teachers as they implemented changes to their curriculums at a private university. Through interviews and

teaching materials analysis, this study found that both coordinators' and teachers' individual beliefs about teaching and assessing writing influenced curricular implementations.

Wang proposes an integrated model of assessment that can reform the buxiban tutoring ("cram school") system in Taiwan and improve the preparation of both teachers and students of EFL writing. Describing a professional development initiative, he and two fellow buxiban writing teachers conducted, the author identifies student-dependent, teacher-dependent, and systemic factors that interfere with EFL writing teacher development and student achievement in the buxiban system.

Employing a narrative collaborative autoethnography approach, Zekri and Belmihoub discuss the mentoring process whereby the Algeria-based co-author developed her knowledge of L2 writing pedagogy and adapted them to her context. The authors showcase and encourage "project-based collaboration" and "exchange of expertise" across geographical boundaries contributing to the emerging scholarship on expertise in second language writing instruction. The collaboration allowed the US-based co-author, originally from Algeria, to understand challenges of and opportunities for teaching EFL writing and teacher professional development.

In a survey of recent graduates of one of Poland's most prestigious teacher education programs, Hryniuk and Ene found that in general, school teachers considered their preparation for teaching writing adequate, but nevertheless did not see a larger purpose for writing beyond supporting students' language learning and preparation for the national school-leaving examination. This chapter points out that teachers rely on a combination of knowledge sources in their work, including coursebooks, prior coursework, personal experience with writing, and self-teaching. The authors highlight improvements that could be made to update teacher preparation and link pre-university writing instruction to post-secondary expectations.

In her afterword, Icy Lee reflects on the chapters presented in the book and highlights the unique contributions of individual chapters and the overall volume. She comments on its value to both teachers themselves and to teacher educators as well as to researchers worldwide.

Conclusion

This book is a collection of emerging pedagogies and voices of local teachers and teacher educators from 17 underrepresented contexts and scholarship that explores local research and praxis on L2 writing instruction. As the chapters in this collection illustrate, EFL teachers who are tasked with writing instruction face an array of issues that are different from those faced by teachers working in settings where they have opportunities to participate in extensive professional development to build expertise in L2 writing instruction. To expand our current understanding of teachers' developing knowledge and literacy in L2 writing, we need to pay close attention to the kinds of teacher preparation and development available across the globe and the kinds of materials and resources that local teachers develop and use to engage their students in meaningful writing activities.

While it is no surprise that the sociocultural context, local realities, and linguistic makeup of the countries represented in this volume deeply shape the way writing is learned and taught in these under-represented settings, it remains important to amplify and privilege voices of teachers and teacher educators who are burdened by the curricular demands of test-burdened environments with limited access to rich instructional materials and resources. As articulated by Seloni and Henderson Lee (2020a), "L2 writing scholarship should include the people, contexts, pedagogies, epistemologies, institutional limitations and sociolinguistic realities of teachers who operate from a reality different from those in English-dominant contexts" (p. 9). Just as teaching any subject area is context-bound, writing instruction is also shaped by the particular

characteristics of the settings, curricular demands, learner needs and affordances, and social realities of teachers and administrators. This collection turns our attention back to these unique situations, instructional models, and local materials and resources and aims to help further shift the focus from US-dominant L2 writing pedagogies to pedagogies created and disseminated by local language teachers who are tasked with teaching L2 writing. Such a shift in lens would not only help to make L2 writing instructional knowledge more accessible to teachers who do not see themselves as writing teachers but who teach writing nonetheless, but also emphasize the important role of teachers' developing expertise and ever-evolving agency in the teaching of writing. With this in mind, we encourage readers to reflect on the chapters in this collection in their collaborative work with colleagues, in professional development groups or teacher education programs, and try out ideas to see how they work in their own contexts when revamping curriculum or remediating a writing activity.

Scarcity of resources is a constant challenge in the life of EFL writing teachers and teacher developers in under-researched contexts. A meaningful contribution of this book is that it presents not only contributors' narratives and research about various implementations, but also actual teaching materials that could be utilized in diverse EFL contexts. It is important that the field continue to provide both resources for and examples from under-researched EFL contexts, in order to fill in gaps in those contexts and acknowledge their creative resilience and agency.

Another unique aspect of this collection lies in the mentorship model we tried to enact as editors throughout the process. We deliberately sent the call for proposals to colleagues based in universities beyond the usual hubs for second language writing research and asked them to share the call with teachers and teacher educators in their networks, looking specifically for professionals in the field who may not have otherwise shared their work internationally. Working

with diverse practicing teachers and teacher educators who use English as an additional language for a variety of purposes, we found ourselves communicating with authors in frequent and supportive ways to ensure that their unique voices and experiences were emphasized and their chapters were accessible to a wide range of audiences. This process required us to reflect on our own feedback to EFL authors, particularly when posing follow-up questions to prompt deeper reflection.

Finally, as researchers of EFL writing and teacher education, we as co-editors of this book understand how important it is to create fora in which under-researched and under-represented contexts are given a voice. Even with our privileged positioning in an ESL academic environment, we have found it difficult to bring EFL writing research and praxis to prominence over the years (case in point, Ene and Gilliland began their research and teacher professional development in EFL contexts in 2010, Henderson Lee in 2014, and Saenkhum and Seloni in 2015). We present this book as an example of the long labor of advocacy through allyship and representation, hoping that others will follow suit.

We recognize that any edited collection is not capable of capturing the full breadth of global pedagogical contexts nor perspectives of all writing teachers and teacher educators. We hope, therefore, that reading this volume prompts readers to think about their own experiences teaching writing or teaching future writing teachers, as well as what you can contribute to this conversation. To that end, we encourage you to reflect on the following questions:

- What are some issues affecting L2 writing teacher education and teachers' ongoing professional development in your context? How have you experienced these issues as a teacher educator, in-service teacher, and/or pre-service teacher? What solutions have been proposed to address these issues within your context and have they been effective?

What does current scholarship say about these issues and what implications exist for your context?

- What resources and materials are frequently used by teachers of writing in your context? How do these resources and materials meet the local needs of both teachers and students? What modifications might improve the effectiveness of the identified resources and materials for the particular context? How might teachers be better prepared to use the resources and materials in more effective and context appropriate ways?
- What L2 writing related research has been done in your context? What L2 writing teacher education related research has been done in your context? What areas of further research have been identified from these previous studies? What issues have you experienced as a teacher educator, teacher trainee, or practicing teacher that would benefit from empirical research? What methodologies would best support your research focus and context?

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