7 Post–Method Design for an English Language Teacher–Training Study Abroad Program

From Western China to Canada

Gene Vasilopoulos and Gloria Romero

Introduction

Over the past two decades, the Chinese government has been actively reforming and modernizing its national curriculum especially in relation to English language teaching (ELT). Reforms in the early 2000's called for a shift in ELT pedagogy from a grammar-focused traditional teacher-centered model to a student-centered communicative approach with the belief that improved methods would lead to improved learning (Li & Edwards, 2013). More recent reforms in the New Curriculum Standards for Teacher Education (2011) have moved away from prescribed ELT methods and instead call for curricular innovation from the bottom-up with teachers driving the development and implementation of novel instructional approaches aimed at reinvigorating traditional language teaching practices (Wang et al., 2019). To prepare English teachers to innovate curricular change, the Chinese government has partnered with universities in the UK, US, Canada, Australia, and New Zealand to send thousands of teachers overseas for professional development (PD) and language training (Xiong, 2015 as cited in Wang, et al., 2019). The objective of such overseas ELT-PD programs is to provide a cross–cultural immersion experience while improving in-service teachers' English language proficiency and knowledge of second language pedagogy (Wang, 2014). This chapter reports on one such study abroad (SA) program, the West China Program (WCP), hosted at a Canadian university in the summer months of May–August over the course of 4 years (2015–2018).

The West China Program

From 2015 to 2018, the West China Program (WCP) hosted 243 visiting teachers from the western Chinese provinces of Yunnan and Gansu. Participating teachers were primarily in-service teachers at the elementary and secondary level either currently teaching English (Table 7.1).

A unique feature of the WCP was the ethnolinguistic diversity among participants, many of whom identified local languages as the primary language of their home and community. For these teachers, as well as their students,

Table 7.1 Demographics of Program Participants

Cohort/Province	Number of Participant	Years of Teaching Experience	Age/Gender	Ethnolinguistic Background/ Home Language
2015 Yunnan	37	5–10	30–45 years 30 Females 7 Males	Dali; Lijiang; Puer; Yao; Weishan; Lingcang; Binchuan; Midu; Yongren; Han
2016 Yunnan	34	3–18	24–44 years 27 Females 7 Males	Lisu; Jingpo; Di; Hani; Yi; Han
2017 Yunnan	73	3–20	26–44 years 58 Females 15 Males	Dai; Yi; Bai; Wa; Han
2018 Yunnan, Gansu	105	5–25	28–50 years 79 Females 26 Males	Han; Hui Bai; Dai; Hani; Yi; Lisu

Putonghua (Mandarin), the official language of China was a second language, and English a third or fourth language. In rural communities, removed from the economic growth of Eastern and urban coastal regions, additional challenges to ELT included limited resources, especially with technology, overcrowded classes, a centralized curriculum, annual standardized testing that exceeded the skills and knowledge of their students, and a deep-rooted traditional of teacher-centered methods based on grammar and memorization. These constraints were amplified by low interest in English and higher education and multilingual diversity whereby many students were still learning Putonghua, that national language.

Throughout the 4 years of the program, we, the two authors, acted as program manager (author 2), curriculum designers (both) and lead instructor for methodology (author 1) at the host university in Canada. To this program, we brought our extensive experience as ELT trainers in South Korea (author 1) and Chile (author 2), and given the linguistic-cultural-socio complexity of ELT in Western China, the belief that language teaching is not apolitical, especially in global ELT where an imbalance of knowledge production persists between Anglophone institutions and members (center) as experts in ELT and English as a Foreign Language (EFL) countries (periphery), as recipients of Western-based knowledge (e.g., Kachru, 1992, Phillipson, 1992). We bear in mind that for decades, ELT pedagogy has

> roll(ed) out of Western universities and through Western publishing houses to spread out all over the world. On each occasion, teachers in other cultures have been assured that this one is the correct one, and that their role is to adapt it to their learners, or their learners to it
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> (Kumaravadivelu, 2006, p. 20)

The expectation that in order to improve EFL learning, teachers must embrace the pedagogies of the West and diligently apply these principles with the utmost fidelity needs to be reconsidered.

This chapter focuses on designing the WCP program curriculum to redress the traditional unidirectional transmission of knowledge from theorizers to practitioners and to create space for a socioculturally responsive ELT training curriculum that contends with the impact of Global English "on the formation of individual identities of English language learners, teachers, and teacher educators around the world" (Kumaravadivelu, 2012a, p. 9). Beginning with the premise that no single method of language teaching could bring ultimate success in foreign language teaching (Brown, 2002), a post-method approach problematizes the direct application of centered-created methods to the periphery (i.e., the audiolingual method of language acquisition which privileges native-speaker ideals; the direct-method conducted exclusively in the target language; and communicative language teaching (CLT) that presumes authentic interaction in the target language). Through the principles of *particularity*, *practicality*, and *possibility,* a post-methods approach attunes to the local enactments of language teaching and learning by encouraging the local construction of classroom-orientated theories of practice. We envisioned a PD-SA program that enables visiting teachers to create language teaching strategies that meet the unique needs of their local ELT context. In this chapter, we outline the relevance of Kumaravadivelu's (2012b) post-method framework and how Kumaravadivelu's integrative model of KARDS (*knowing*, *analyzing*, *recognizing*, *doing* and *seeing*) was used to operationalize the concepts of *particularity, practicality*, and *possibility* for transformation in teacher PD-SA. Before doing so, we briefly review the recent literature on ELT-PD-SA to situate our program within this expanding field.

A Post-Method Approach to ELT SA Professional Development

Study abroad teacher education programs that send teachers overseas have become an increasingly popular means to prepare educators for culturally responsive globally minded teaching. These programs provide opportunities for cultural immersion, practice in teaching cultural and linguistically diverse groups, local language learning, personal and professional reflection, and international collaboration (He et al., 2017). Of particular relevance to this chapter is how these general teacher-education SA programs differ from language focused SA programs that bring teachers to the target language community with the fundamental objective of improving target language proficiency as well as developing deeper understanding of the target culture in order to improve language instruction once they return home (Wang, 2014; Zhao & Mantero, 2018).

Oversea teacher PD programs designed for EFL teachers (where English is not an official language) in collaboration with a host institution in the

target language community is a growing field. Li and Edwards (2017) estimate that over 3000 English teachers from China have studied at UK universities from 2000 to 2010 in either existing graduate courses or customized short-term programs. Moreover, state-sponsored ELT-PD SA programs also differ from exchange programs where participants (either preservice or in-service teachers) travel individually or in small-groups to take pre-existing courses and experience language immersions in the target community. In the former, participants are often selected based on their professional standing within the local school board and the PD-SA curriculum is designed in collaboration with the sponsoring agencies and customized to local requirements.

To date, the sparse empirical research on state-sponsored ELT-PD-SA with Anglophone universities is promising but is not without challenges (Li & Edwards, 2017). One area of concern is the effectiveness of large-group language training and limited opportunities for participants to engage with host community members when participating in large-scale SA programs (Vargas, 2017) Furthermore, while participants report gains in linguistic outcome, low entry level language proficiency, especially in the beginning of the program, impedes participants' ability to engage in theoretical and methodological components of the training course (Vargas, 2017). Another concern is the misalignment between the ideologies, curricula, and pedagogical practices of the host community and those of the visiting teachers. On this point, scholars have called attention to cultural assumptions embedded in ELT-PD SA programs and the dominance of Western-centric models of teaching that cannot be transferred when back home into local English as a foreign language contexts (Li & Edwards, 2014; Pawan & Hong, 2014; Zhao & Mantero, 2018). As alluded to above, teachers from the remote less-developed regions of Western provinces of China (such as Yunnan and Gansu) face unique challenges in terms of limited resources and institutional and community support impeding the implementation of prescribed language teaching approaches (Zhang, 2014). Failure to account for the global diversity in language teaching can lead to ineffective curriculum and program design, yet ELT-PD-SA training programs lack a comprehensive theoretical model that privileges the local and encourages visiting teachers to act pragmatically and creatively to transform prescribed methods and pedagogies for their language teaching context.

Integrating a Post–Method Orientation into the WCP Curriculum

Five months before the arrival of the visiting teachers, we began designing the program jointly with the China Scholarship Council (CSC), the Beijing Language and Culture University (BLCU), and the Embassy of China in Ottawa. The agreed upon program objectives were loosely framed to cover three domains: (a) ELT methodology; (b) English language proficiency

training; and (c) Cultural exchange. The SA portion of the program extended over 14 weeks with the visiting teachers residing together at a university dormitory near campus. The program was comprised of six components listed below chronologically:

1 *Orientation and School Visits.* Early in the program, visits to local P-12 level public schools to observe classes and (a) connect the visiting teachers to the host community; (b) give teachers an opportunity to observe and interact with local educators in institutional contexts; (c) contextualize the language learning context of the host community; and (d) offer a platform for the visiting teachers to begin reflecting on their own beliefs and preconceptions of how languages can be taught and learned.

2 *Technology Training.* A technology-centered module was incorporated into the curriculum and delivered in the second week of the program to familiarize teachers with the essential software and digital tools that would be used throughout the program such as Microsoft word and Edmodo, the learning management platform on which all course materials were shared. From the earlier needs analysis, we were aware that the teachers utilized different platforms and tools in their own institutions, and that they may be unfamiliar with the tools, search engines, and databases available in Canada. Additional learning objectives of the technology module included the integration of technology into lesson plans, theoretical principles to guide technological integration with pedagogic alignment, and creative and disruptive functions of technology in computer-assisted language learning.

3 *Lectures on Theory and Research.* Each morning, lectures and discussion groups on theoretical topics were held in a large auditorium. This format of instruction was requested by the CSC and was considered a fundamental component to developing the teachers' technical and principled understanding of language pedagogy. Lectures were delivered by a large team of guest speakers and topics focused on ESL/EFL theory including critical and post-colonial approaches in education. Each lecture was followed by a 30-minute small group-discussion period and a concluded with a question/answer feedback session.

4 *Intensive English Language Training.* An intensive language training course of approximately 7.5 hours per week was held after the morning lecture. The objective of the language training was to improve oral English language proficiency through task based and communicative activities. Topic covered everyday communicative needs, socio-cultural oriented themes, as well as a range of in-class activities that fostered collaboration and increased learner engagement.

5 *Language Methodology Workshops.* Language methods and pedagogy training was scheduled for 15 hours/week designed to link the language learning and education theories to teaching practice. Here, students experimented with new teaching strategies and techniques and

considered its potential application to their own classrooms. Workshop instructors encouraged students to engage in reflective teaching practices by maintaining a portfolio of self and collaboratively designed course materials that could be adapted to their home context. Participants were also encouraged to document their SA learning experience in a reflective English teaching/learning journal. Like the language course, the methodology curriculum was largely task-based with weekly teaching demonstrations and presentations of lesson plans to showcase the integration of novel pedagogy to their own local curriculum. Participants worked collaboratively offering peer feedback through pair, group, and class discussion. Modules in the methodology workshops covered issues in classroom management, material design, teaching core skills, grammar and vocabulary instruction, and assessment.

6 *Final Lesson Plan Task.* The last week of the program was devoted to summative assessment. Teachers were required to select a unit from their state-mandated curriculum and integrate the knowledge and content from the methodology workshop into a 90-minute task-based lesson plan. Teachers shared their lesson plan with their colleagues through a formal 20-minute power point presentation and 20-minute teaching demonstration, both of which were video recorded. Video recordings and copies of their lesson plans and PowerPoint presentations were also shared with the CSC program administrators.

Operationalizing a Post-Method Approach in Teacher SA: PPP and KARDS

Particularity, Practicality, and Possibility (PPP) in Teacher Education

In line with Kumaravadivelu's (2012b) post-method approach to language teacher education, we encouraged teachers to experiment with the content and materials introduced in the program and appropriate it as they saw fit. Kumaravadivelu described this approach as attending to the *particularity, practicality,* and *possibility* in global language education. *Particularity* addresses the relevance of "the local individual, institutional, social, and cultural contexts in which learning and teaching take place" (2012b, p.13). *Practicality* reinforces the idea that pedagogic knowledge emerges from everyday teaching in local situations and that effective teacher education is constructed from the knowledge base that language teachers bring (Glasgow & Hale, 2018). *Possibility* stresses critical awareness in order to transform teacher practices. The next section explains we how Kumaravadivelu's principles of PPP were operationalized to center the needs of the visiting teachers and guide the appropriation of established Western theory and SLA methods to their local teaching realities.

KARDS: An Integrative Model for a Study Abroad Program Design

KARDS (Kumaravadivelu, 2012b) is a framework based on five "cyclical, interactive, and integrative" components (p. 17–18): Knowing, Analyzing, Recognizing, Doing, and Seeing. In Kumaravadivelu (2012b, p. 125), he provides a visual model for language teacher education, emphasizing how KARDS shifts the learning experience from transmission of expert knowledge to the transformation of teaching practice. KARDS was woven into our curricular design and the implementation of the program as described below.

Knowing

Knowing, rather than knowledge, is defined as the "amalgamation of personal reflection and action which results in a deeper understanding of what might constitute teacher knowledge" (Kumaravadivelu, 2012b, p. 21). Language teacher knowing encompasses professional knowledge, procedural knowledge and personal knowledge. Knowing in the WCP unfolded in two ways. First, we as a team did not have specific knowledge of the classroom realities and needs of the Western China teachers who visited Canada. To customize our curriculum, we conducted an online needs analysis survey with each cohort prior to their arrival. From the survey, we recognized the diversity between and within cohorts. For example, the 2016 cohort included a larger percentage of senior instructors (10 plus years of teaching) teaching in rural communities and from ethnic and linguistic diverse groups. Conversely, the 2017 was composed of significantly younger teachers, recruited from rural communities but currently working in urban schools, and entered the SA program with stronger English language and technological proficiency. As such, the technology module created for the 2016 cohort was substantially adapted to match the advanced proficiency of the 2017 group. The 2018 cohort, the largest yet, drew from two distinct provinces in Western China representing both extreme-rural, and to a smaller extent, metropolitan contexts. Moreover, there were fundamental curricular differences between the provinces: Gansu province did not require the teaching of English listening skills at the elementary level. In this case, the Gansu and Yunnan teachers had separate methodology classes to reflect their curricular specifications. These nuances were vital in the preparation of WCP materials and learning objectives.

Knowing also relates to the principle of practicality. The starting point of professional development was based on the expertise that the visiting teachers brought with them. For instance, in the language methodology workshops, before beginning a module on "How to Teach Listening," we asked the teachers, how they were currently teaching listening skills to their students, what materials they were using, what challenges they faced, what strategies were particularly effective, and what they would like to improve the most. In these discussions, participants generously shared their experiences

and thoughtfully engaged with each other through peer-learning. By beginning with the realities of local context, the instructional team was able to "add" to what the teachers were already practicing rather than negating the years of professional experience and knowledge the teachers brought with them. Furthermore, entering each module from a local perspective allowed the instructors to customize their materials to bridge Western language education theory with real-life contextualized practice. From the end-of-program surveys, we learned that many of the visiting teachers valued the opportunity to learn from their colleagues' professional experiences, and not just from the course instructors. Moreover, the detailed and systematic consideration of local conditions, priorities, and constraints allowed the participants to critically interrogate the utility of the theoretical concepts and approaches introduced in the morning lectures. Most often, the utility of any particular approach came to light in the modeling and demonstration of associated strategies in the language and methodology workshops. Only after experiencing, as a teacher and learner, how theoretically informed strategies could be integrated into the classroom were the participants able to decide for themselves if the new content would be feasible and effective in enhancing their students' learning.

Analyzing

Successful language teachers should develop the capacity to "analyze and understand learner needs, learner motivation, and learner autonomy" (Kumaravadivelu, 2012b, p. 37). Throughout the program, the teachers were reminded to reflect on their own teaching and learning conditions. Individual and group reflection tasks were designed to connect the SA curriculum to their realities back home, that is to analyze their own routines, strategies, and philosophies and to consider how the content and activities of the program could enhance (or not) their classroom practices back home. Part of the SA program included visits to local primary and secondary schools for lesson observations, and opportunities to interact with principals, teachers, and students. Subsequent debriefing sessions were held to unpack the potential relevance of Canadian educational norms and practices to that of their home communities. Participants drew attention to the resources offered in Canadian schools such as educational assistants in each class for special needs learners, as well as class sizes, classroom facilities, and classroom management approaches. Pedagogies valued in Canadian schools such as outdoor learning observed in a kindergarten class held in the school yard where the children fed insects small pieces of fruit resonated with the visiting teachers. Teachers commented on how such an activity would be impossible in their local context due to security concerns, limited facilities, or simply the belief that unstructured outside of class learning is not considered as valuable as in-class textbook based learning. Issues of classroom management and student autonomy were raised and teachers were encouraged to consider

their own pedagogical orientations, their own capabilities and tendencies as a teacher, their structural and institutional conditions, as well as their learners' needs in deciding what is appropriate and worth appropriating.

Recognizing

For teacher transformation to occur, teacher training programs must provide teachers with opportunities to reflect and question who they are, what they do, what they believe in and what they value (Kumaravadivelu, 2012b). As already mentioned, ongoing professional and personal self-reflection was a dominant theme in our SA program. Morning lectures directly incorporated group reflection activities on the socio-cultural-political issues of ELT in China. These discussions lead teachers to question their own convictions on contentious issues such and their responsibility to motivate and prepare students for high-stake state-wide standardized language tests for university admission, a practice that many of the teachers supported albeit for different reasons. In encouraging teachers to recognize their own values, beliefs and identities, it was imperative for us as trainers to refrain from judging that which does not align with our own pedagogical philosophy. For example, although it was difficult to share the teachers' enthusiasm for teaching-for-test approach to language learning, we affirmed the particularity and practicality of their context.

Doing

The doing of teachers must be geared to developing and maximizing "learning potential" (Kumaravadivelu, 2012b, p. 79). Teacher education programs, and in the case of the WCP, teacher PD must empower teachers with skills and knowledge to "design appropriate curricula and classroom activities that facilitate pedagogical interactions" (p. 82) that considers the cultural and social background as well as the "lived experiences that teachers and students bring with them to the classroom" (p. 82). In our program, doing was operationalized through the principles of particularity and practicality. For instance, much of the theory and approaches introduced in the morning lectures and methodology workshops were directly applied to the course textbooks and content from the teachers' home context. At the beginning of the program, PDF copies of all the ELT material mandated at the primary and secondary level of the Chinese public education system were shared with the instructional team. The teachers then selected chapters in the textbooks for which they would create new lesson plans. These lesson plans were uploaded to Edmodo creating a repository of readymade complete lessons that could be easily accessed when they returned home.

Another key component of teaching, theorizing, and dialogizing were the video-recorded teaching demonstrations that teachers completed at the end of each module. In whole class and small group discussions, the teachers

rewatched their recorded demonstrations to microanalyze how it could be modified, adapted, improved, or replicated depending on the needs of the teachers/learners. Detailed peer feedback, as well as instant recall through recorded video, allowed the participants the opportunity to engage in the final dimensions of KARDS–seeing.

Seeing

Seeing is directly connected to the professional development of teachers. It implies stopping and critically observing the life inside their classrooms through the lens of the learner, the teacher, and the observer (Kumaravadivelu, 2012b). While the systematic practice of analyzing video-recorded teaching demonstrations offered an observer perspective, perhaps the most apparent manifestations of seeing occurred through the participants experience as learners. To maximize opportunities for seeing, we devised a rotation system where instructors switched classes every 2 weeks so that the visiting teachers could experience different teaching styles. Faculty members were also invited as guest lecturers to further widen teacher's exposure to diverse perspectives and pedagogical approaches. Post-program feedback confirmed that the visiting teachers found increased opportunity to see different possibilities as valuable and inspirational; there was no one perfect way to teach any given lesson, and teachers can draw on their unique characteristics and abilities (i.e., humor, creativity, artistic, digital etc.) to make their lesson work.

Post Program Outcomes

Various data collection instruments were employed from the outset of the program to document the participants experience (see Table 7.2).

The post-program data revealed the effectiveness of the curriculum in meeting the PD-SA learning objectives namely, ELT methodology, language proficiency training, and increased cultural awareness. In terms of ELT methods, participants were eager to return home and implement the teaching strategies, techniques and resources modeled in the language, and methodology workshops, especially the communicative activities and tasks to foster student engagement. Preference for practical direct application was voiced throughout the cohorts, and while broader theoretically oriented approaches such as communicative and content-based language teaching, student-centered instruction, learner autonomy, and alternative modes of language assessment were viewed as inspirational and important, participants questioned the appropriateness and practicality. Participants also expressed substantial gains in English language proficiency (as confirmed in their post-program tests); however, they also hoped for more opportunities to practice the target language outside of the institutional setting with local residents in real-life encounters. Teachers overwhelming reported feeling more confident in their ability to teach English and noted a shift in their beliefs about the teacher's

Table 7.2 Cohorts and Data Collection Methods

Cohort	Pre-Arrival	During Program	After Program	Follow-up in China (2018)
2015	Need analysis	Focus group	Focus group	Focus groups, Interviews, Classroom teaching observations
2016	Need analysis, Language proficiency test	Survey, Exit slips	Focus groups, Observations of lesson plan, Interviews, Survey	Focus groups, Interviews, Classroom teaching observations
2017	Need analysis, Language proficiency test, Technology proficiency survey	Survey, Interviews, Exit slips	Focus groups, Observations of lesson plan, Interviews, Survey,	Focus groups, Interviews, Classroom teaching observations
2018	Need analysis, Language proficiency test, Technology proficiency survey	Survey, Exit slips, Interviews	Focus groups, Observations of lesson plan, Interviews, Survey	Focus groups, Interviews, Classroom teaching observations

responsibility in fostering the student motivation and enhancing the conditions for language learning. Almost all participants expressed feeling grateful for the opportunity to travel abroad, to experience Canadian culture and planned to share their experience with the students and colleague and to encourage others to continue learning English for the opportunities it may bring. Knowledge dissemination through state-sponsored initiatives was also reported by select teachers. On top of their daily teaching obligations, all teachers were expected to prepare formal presentations and teaching demonstrations for their colleagues. Other participants were tasked with organizing and delivering regional PD seminars and contributing to provincial ELT curriculum reforms.

In October 2018, author 2 and the program director visited China for the first round of follow-up data collection that included visits to local schools, classroom observations, interviews, and focus groups. Participants recounted the positive outcomes the SA-PD had on their teaching: teachers incorporated activities and strategies learned in the program to engage students in class; students were more engaged in class and enjoyed English more; some teachers expressed how language test scores also improved. Participants reported modest incorporation of teaching strategies, mostly those which fit within existing structure of their curriculum such as using an energizing activity before leading into more text book structured instruction or using a collaborative communicative game to check comprehension after a reading task. Gains in teaching and learning were mainly affective, that is increased

motivation among both teachers and students, and increased confidence and curiosity to experiment with student-centered learning. Colleagues and school administrators took notice of the change in the returning teachers and their students' enthusiasm for English class; however, novel approaches were not immediately accepted by all. In our post-program follow up interviews, participants voiced the need for patience and perseverance as it took time for students to engage in the new approaches. One participant explained the resistance to communicative activities and the continuous encouragement students required in order to practice speaking English in pair and group work without the teacher directly present to monitor for accuracy. Breaking the normative routine of drill-based repetition and teacher lead question and answer also required institutional support from colleagues and administrators who were skeptical of free-practice language use without immediate corrective feedback and concerned that unstructured lessons would lead to subsequent problems of classroom discipline. In some cases, introducing communicative activities to encourage student participation was disruptive to the cohesion of the English language program as colleagues questioned the pedagogical benefits that nontextbook individual written work or grammar and accuracy focused learning could bring to the students' language development.

We conclude with one striking example of the transformational potential of ELT-SA-PD informed through post-methods, PPP and KARDS. David (pseudonyms selected by the participant) taught at a remote boarding school in Gansu province. Because of the high regional drop-out rate and the disinterest in English language learning, David found it important to involve parents in their children's learning and began assigning simple homework tasks that engaged parents in English conversation. Students were to ask their parents questions and then report their parents' answers to the classroom Wechat (a popular social media platform) discussion group. The students would use this discussion forum over the weekend to practice writing and reading in English. To verify the authenticity of the students' postings, on Monday morning in front of the entire classroom, David would call the parents to confirm their answers. Hearing their parents' voices echoed through the audio speakers in the English class produced great delight among the students.

What is innovative about the activity is David's ingenuity in connecting technology and parents to their students' learning. This strategy of informal digital reading and writing was not directly introduced in the PD-SA program. Instead, as noted above, there was considerable resistance to the implementation of cellphones for in-class learning with controversy over encouraging the use of technology that might not be accessible to all and concern over "edutainment" based activities that detracted from more important textbook based learning. Yet, months after the PD-SA program, David created a small yet meaningful assignment that made students and parents interested in English language learning.

Challenges

Looking back, developing a collaborative, learner-centered teacher professional development curriculum was not free of challenge and tension. For instance, designing a program responsive to participant needs demands a team of instructors that are flexible and willing to revise content and course materials. Instructors had to be open to learning from the participants, a notion that when put in practice, destabilizes what it means to be an "expert." On this point, we found that there were many moments when we were pushed outside of our comfort zones and forced to question how much we should challenge the teachers to transform their practices while at the same time how much we should customize our program to serve the immediate interests of our participants. Indeed, the visiting teachers might reject the theories and pedagogies we introduce deeming them impractical or irrelevant, but how can learning happen if one is not willing to engage with new ideas? Disruption and uncertainty were necessary for both instructors and visiting teachers. Just as we hoped that the participants would experiment with the material that we brought to class each day, we often wondered how our PD-SA program would lead to transformative teaching practices once the visiting teachers returned home.

Conclusion

This chapter outlines the design and implementation of a PD-SA program inspired by Kumaradivelu's (2012a, 2012b) post-method orientation to teacher education that emphasizes teacher autonomy and pragmatism over the direct replication of Western-centric theories of language pedagogy. Over the course of 4 years, our program hosted over 240 English teachers from Western China, many from remote regions where there was little opportunity to use English in everyday communication or for academic or professional advancement. Aware of the cultural, linguistic, socioeconomic and political difference between the context and conditions of the host university and that of the visiting teachers, we drew on Kumaravadivelu's framework of *particularity, practicality,* and *possibility* operationalized through KARDS as the foundation for our curricular design. We adopted this approach with the belief that empowering teachers to appropriate, transform, and create new techniques, and activities to meet the unique needs of their language learning-communities back home would be more effective than imposing Western-derived theories of language acquisition and associated pedagogies.

Connecting the end of program evaluation to the guiding principles of PPP and KARDS that informed the program design, we noticed that modest changes in teacher beliefs and proposed instructional practices to redress what they viewed as excessively teacher-led, textbook-bound, grammar and memory-based instruction. Arguably, this is consistent with PPP and KARDS that eschews the uncritical adoption of prescribed methods in lieu

of locally constructed knowledge and context-appropriate application. While the teachers did not aspire to revolutionize their teaching nor rewrite the local curriculum, the program outcome can still be viewed as transformational in that it equipped participants with the skills and knowledge base to be active and agentic in enhancing their students' English language learning experience. If the teacher's concluded the program with the sense that on the microlevel, they could transform and improve how their students experienced their class, then this humble development was enough to satisfy us as program designers.

In global ELT, government sponsored SA has become a popular mode for in-service EFL teacher PD. SA programs hosted in the target language community offer participants the opportunity to experience linguistic and cultural immersion and to learn *with* (as opposed to *from*) scholars in the field of language education. Countries such as China have established multiple collaborative international programs to ensure that local English language teachers receive quality training and while the overseas experience itself is undoubtably valuable in developing linguistic proficiency and real-life cross-cultural experience, theoretically informed curricular design of SA programs is vital to fostering meaningful PD learning opportunities that can lead to transformative practice. By privileging the rich knowledge and experience that visiting teachers bring and assisting them in creating pedagogic tools, resources, and approaches that best meet the needs of their students, PD-SA programs in ELT can result in personal and professional growth not only for the trainee, but also for the trainers.

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