

# **Second Language Learning and Teaching**

**Series editor**

Mirosław Pawlak, Kalisz, Poland

The series brings together volumes dealing with different aspects of learning and teaching second and foreign languages. The titles included are both monographs and edited collections focusing on a variety of topics ranging from the processes underlying second language acquisition, through various aspects of language learning in instructed and non-instructed settings, to different facets of the teaching process, including syllabus choice, materials design, classroom practices and evaluation. The publications reflect state-of-the-art developments in those areas, they adopt a wide range of theoretical perspectives and follow diverse research paradigms. The intended audience are all those who are interested in naturalistic and classroom second language acquisition, including researchers, methodologists, curriculum and materials designers, teachers and undergraduate and graduate students undertaking empirical investigations of how second languages are learnt and taught.

More information about this series at <http://www.springer.com/series/10129>

Aymen Elsheikh · Christine Coombe  
Okon Effiong  
Editors

# The Role of Language Teacher Associations in Professional Development

 Springer

*Editors*

Ayemen Elsheikh  
Liberal Arts Program  
Texas A&M University at Qatar  
Doha, Qatar

Okon Effiong  
English Foundation Program  
Qatar University  
Doha, Qatar

Christine Coombe  
General Education  
HCT—Dubai Men's College  
Dubai, United Arab Emirates

ISSN 2193-7648                      ISSN 2193-7656 (electronic)  
Second Language Learning and Teaching  
ISBN 978-3-030-00966-3              ISBN 978-3-030-00967-0 (eBook)  
<https://doi.org/10.1007/978-3-030-00967-0>

Library of Congress Control Number: 2018957048

© Springer Nature Switzerland AG 2018

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Switzerland AG  
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

# Foreword

The teaching of a foreign language can be a lonely business. For sure, opening students' minds and mouths to new ways of making meaning, new ways of producing sounds and communicating ideas can be exhilarating, but ultimately you are left trying to bridge two cultural worlds that often seem incompatible and that are separated by a chasm that cannot be captured in any language. Upon reading this inspiring edited volume on the anniversary of TESOL and IATEFL, I was reminded of my beginnings as a French teacher of German in my hometown of Versailles. I had had 2 weeks of basic training in classroom pedagogy and was left to discover on my own what it meant to teach my students the language of a people who lived beyond our borders and had been our "hereditary enemy" for a long time. I was not a native speaker of German. My greatest fear was making grammatical mistakes and losing my legitimacy in the eyes of my students. I had no one to share my qualms with. My 8 years of graduate study in German language and literature did not help me one bit to understand my French students and explain to them why they should learn German. Little did I know that I was launched on a trajectory of self- and other-discovery that would last a lifetime.

As I moved to the United States and continued to teach German there, I discovered a whole community of practice among foreign language teachers and got to build my own professional contacts. I discovered by chance the field of applied linguistics and was much inspired by the community of British, Australian, and North American applied linguists, most of whom were members of TESOL and were teaching English. Their work provided answers to many of the questions I had regarding the relation of language, culture, and identity. When I came to UC Berkeley, these English teachers inspired me to found a community of language instructors and scholars, the Berkeley Language Center, that serves as a resource and research center for the teachers of the 65 different languages taught on the Berkeley campus. This professional family has helped me deal with the difficult task of harmonizing my private and my professional self, the needs of my family and the needs of my students. They have given me a forum to discuss the growing gaps between my students' generation and my own, and between my local working conditions and the larger world of my research. Lihua Zhang, the coordinator of the

Berkeley Chinese program, and I have described some of these discussions in our recent book *The Multilingual Instructor. What foreign language teachers say about their experience and why it matters* (OUP, 2018).

As Aymen Elsheikh, Christine Coombe, and Okon Effiong argue eloquently in their introduction, language teachers can benefit tremendously from joining professional associations, and through them, from comparing notes and gaining various perspectives on what they are experiencing in their own school. In the same way as I, a teacher of German, gained much wisdom from the insights of TESOL scholars in second language acquisition, applied linguistics, bi- and multilingualism, and sociolinguistics and got to understand my students and myself better, so can teachers of English around the world gain enormously from meeting teachers of English from different countries and different school systems and from getting to know teachers of languages other than English.

I have myself benefited tremendously from the contacts I was able to make with language teachers and scholars, first as president of the American Association of Applied Linguistics (AAAL), and recently as the president of the International Association of Applied Linguistics (AILA). I wish to thank the three editors for putting together this wonderful collection of voices from the field and I wish the book the wide distribution that it deserves.

Berkeley, USA  
April 2018

Claire Kramersch  
Emerita Professor of German  
Professor of UC Berkeley Graduate School

# Acknowledgements

An edited book will not come to fruition if there are no contributors. It is, therefore, our duty to acknowledge and express our heartfelt appreciations and thanks to the contributors in this book. We would also like to thank our dear friend and colleague Professor Claire Kramsch for writing the Foreword of the book. We are forever thankful for the support and words of encouragement we received from our families, friends, and colleagues.

“In the ever-changing global landscape of language education, English language educators have witnessed dramatic transformations in the demands placed on their profession, regardless of context. To respond appropriately to these changes, to find their voice at the policy making table, and to reassert agency in their field, ELT professionals, more than ever before, need organizations that can support, represent, and advocate for them. LTAs embody the collective power of ELT professionals. This book provides research-based strategies for LTAs to increase their body of knowledge, deliver relevant professional development to their constituents, strengthen their leadership capacity, and flex their advocacy muscles. A must read for anyone engaged or interested in the ELT profession in any context”.

—Rosa Aronson, Ph.D., *FASAE, CAE, Former Executive Director,  
TESOL International Association*

“This pioneering collection draws on historical, theoretical, research and practical insights to develop critical ideas on the subject of language teacher associations (LTAs). The 22 chapters, each written by experienced professionals with long standing involvement in national and international English language TAs, address a range of themes around the place and role of LTAs in harnessing, supporting and sustaining the professional and personal development of TESOL professionals. The book provides overwhelming evidence of the power of professional collaboration through TAs”.

—Harry Kuchah Kuchah, Ph.D., *University of Leeds, UK,  
IATEFL Vice President*



# Contents

<b>Part I The History and Structure of Language Teacher Associations (LTAs)</b>	
<b>The History of Language Teacher Associations . . . . .</b>	<b>3</b>
Garon Wheeler	
<b>Examining the Organizational Structure of Language Teacher Associations: A Report on Strategic Direction and Functionality . . . . .</b>	<b>13</b>
Pakize Uludag	
<b>Realities and Potential: English Language Teacher Associations in the 21st Century . . . . .</b>	<b>25</b>
Ahmar Mahboob and Liz England	
<b>Language Teacher Associations that Learn . . . . .</b>	<b>39</b>
Dudley W. Reynolds	
<b>Engaging Future Professionals: How Language Teacher Associations Facilitate the Involvement of Student Members . . . . .</b>	<b>53</b>
Nikki Ashcraft	
<b>Part II LTAs Forms of Professional Development</b>	
<b>Teacher Development Through Language Teacher Associations: Lessons from Africa . . . . .</b>	<b>71</b>
Aymen Elsheikh and Okon Effiong	
<b>Killing Two Birds with One Stone: SPELT’s Professional Development Programs . . . . .</b>	<b>87</b>
Fauzia Shamim and Zakia Sarwar	
<b>Developing Communities of Practice Through Language Teacher Associations in Oman . . . . .</b>	<b>105</b>
Junifer Abatayo	

**The Alignment of English Language Teacher Association Conference Themes to Research Agendas: An Investigation of TESOL International Association and IATEFL** . . . . . 117  
Kashif Raza

**Part III Collaboration Between and Within LTAs**

**The Impact of a SIG on Assessment Literacy** . . . . . 133  
Peter Davidson and Christine Coombe

**Professional Development in Low Resource Environments: The Role of Africa TESOL, TESOL France, and IATEFL GISIG** . . . . . 147  
Roy Bicknell and Anta Hane Lo

**Bringing Language Teacher Associations Together** . . . . . 163  
Laxman Gnawali

**Strengthening South Asian LTAs: Networking and Challenges** . . . . . 173  
Arifa Rahman and Fatima Shahabuddin

**Part IV Personal, Professional and Leadership Development**

**Developing Leadership Capacity Through Leadership Learning Opportunities** . . . . . 187  
Lauren Stephenson

**Leadership Emergence Within MEXTESOL** . . . . . 201  
Leticia Araceli Salas Serrano and Ulrich Schrader

**Leadership, Mentoring and Transformation in Language Teacher Associations: A Tripartite Dialogue** . . . . . 215  
Ali Fuad Selvi, Luciana C. de Oliveira and Lía D. Kamhi-Stein

**Emotional Intelligence Growth Through Volunteering with Language Teaching Associations** . . . . . 229  
Patricia Szasz and Kathleen M. Bailey

**Formalizing Language Teacher Association Leadership Development** . . . . . 241  
Andy Curtis and Ester de Jong

**Opportunities for Leadership Development in the Service of Language Teacher Associations** . . . . . 255  
Tanya Tercero

**Representativeness and Development of Leaders in Korea TESOL** . . . . . 267  
Robert J. Dickey

**The Impact of LTA Volunteerism on Leadership and Management Development: An Autoethnographic Reflection** ..... 283  
Mick King

**Balancing Personal Responsibilities with Association Altruism: Three Professional Development Histories in LTAs** ..... 295  
Kevin Knight, Septina Nur Iswanti (Nina Septina) and Tim Murphey

# Editors and Contributors

## About the Editors

**Aymen Elsheikh** is an Instructional Assistant Professor at Texas A&M University, Qatar and the current Vice President of Africa TESOL. He co-founded TESOL Sudan and served as its Vice President and Conference Co-chair 2013–2015. He also co-founded Africa TESOL and co-chaired its first conference in Khartoum in 2016. He has a Ph.D. in language education from Indiana University in Bloomington, Indiana, USA and has an active research agenda which revolves around language teacher associations, teacher knowledge and identity, translanguaging, and teaching English as an international language. He has published and presented at many international conferences on these topics.

**Christine Coombe** has a Ph.D. in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at Dubai Men's College. She has published numerous books and articles in the areas of language testing/assessment, research, teacher effectiveness, leadership, and task-based teaching and learning. Her most recent books include *The Cambridge Guide to Research in Language Teaching and Learning* (Cambridge University Press, 2015) and Volume 8 of the TESOL Encyclopedia of ELT (Wiley Blackwell, 2018). Her forthcoming books are on innovation in the MENA, and professionalism in education. Most recently, she served as President of the TESOL International Association (2011–2012). In 2018, she was the recipient of the James E Alatis Award for exemplary service to TESOL.

**Okon Effiong** has a varied academic background with Ph.D. and graduate qualifications in Applied Genetics, Management, Information Technology and Applied Linguistics/TESOL. He teaches English at Qatar University and has taught in Nigeria, United Kingdom, and Japan. He is also an experienced Special Needs Teacher (Autistic Spectrum Disorders). He is a full-blooded TESOLer. He founded Africa TESOL and is the current President. He served TESOL International Association as a member of the Nominating Committee (2017), Chair of Diversity &

Inclusion Committee (2013–2015), Chair-Elect of EFL-Interest Section (2015–2016), and Newsletter Editor of EFL-IS Newsletter (2014–2015). He was President of Qatar TESOL (2014–2015). He is a regular presenter at TESOL International Convention and other internationally recognized conferences. His research interest is in foreign language anxiety, corrective feedback, and language teacher associations.

## Contributors

**Junifer Abatayo** Sohar University, Sohar, Oman

**Nikki Ashcraft** University of Missouri, Columbia, Missouri, USA

**Kathleen M. Bailey** Middlebury Institute of International Studies at Monterey, Monterey, USA

**Roy Bicknell** Interlingua, Amsterdam, The Netherlands

**Christine Coombe** Dubai Men's College, Dubai, UAE

**Andy Curtis** Graduate School of Education, Anaheim University, Anaheim, USA

**Peter Davidson** Zayed University, Dubai, UAE

**Ester de Jong** College of Education, University of Florida, Gainesville, USA

**Luciana C. de Oliveira** The University of Miami, Miami, FL, USA

**Robert J. Dickey** Keimyung University, Daegu, South Korea

**Okon Effiong** Qatar University, Doha, Qatar

**Aymen Elsheikh** Texas A&M University at Qatar, Doha, Qatar

**Liz England** Liz England and Associates, Winchester, USA

**Laxman Gnawali** Kathmandu University School of Education, Lalitpur, Nepal

**Septina Nur Iswanti (Nina Septina)** EF English First Semarang, Semarang, Indonesia

**Lía D. Kamhi-Stein** California State University, Los Angeles, CA, USA

**Mick King** Community College of Qatar, Doha, Qatar

**Kevin Knight** Kanda University of International Studies, Chiba, Japan

**Anta Hane Lo** Qatar University, Doha, Qatar

**Ahmar Mahboob** University of Sydney, Sydney, Australia

**Tim Murphey** Kanda University of International Studies, Chiba, Japan

**Arifa Rahman** University of Dhaka, Dhaka, Bangladesh

**Kashif Raza** Qatar University, Doha, Qatar

**Dudley W. Reynolds** Carnegie Mellon University, Doha, Qatar

**Leticia Araceli Salas Serrano** Benemérita Universidad Autónoma de Puebla, Puebla, Mexico

**Zakia Sarwar** SPELT, Karachi, Pakistan

**Ulrich Schrader** Mexico TESOL, Mexico City, Mexico

**Ali Fuad Selvi** Middle East Technical University, Güzelyurt, TRNC, Cyprus

**Fatima Shahabuddin** Aga Khan University, Karachi, Pakistan

**Fauzia Shamim** Institute of Business Management, Karachi, Pakistan

**Lauren Stephenson** University of Notre Dame, Sydney, Australia

**Patricia Szasz** Middlebury Institute of International Studies at Monterey, Monterey, USA

**Tanya Tercero** University of Arizona, Tucson, USA

**Pakize Uludag** Concordia University, Montreal, Canada

**Garon Wheeler** Syscoms College, Abu Dhabi, UAE

# Introduction

The impetus for this book was TESOL Quarterly's (TQ) 2018 call for a special issue. One of the main reasons our proposal for a special issue on Language Teacher Associations (LTAs) did not get selected was a perceived lack of literature in the field of language teacher associations (LTAs). Therefore, the most important aim of this book is to contribute to the dearth of scholarly work on LTAs in general and English language teacher associations (ELTAs) in particular. Although the contributions in this book are relevant to and provide valuable insights into the work of LTAs, the main focus is on ELTAs. The authors come from diverse backgrounds and the associations discussed are found all over the world. What is interesting is that the chapters are written by both leaders of ELTAs as well as regular members. In addition, while some chapters are based on reflective and autoethnographic research, others are empirical studies and incorporate different theoretical frameworks.

The book is divided into four parts and here is a summary of each chapter. Part I examines the history and structure of LTAs, and it also provides a roadmap for LTAs that aspire to grow, learn, and become more effective. Part II explores the most basic and fundamental aspect of LTAs which relates to the different forms of professional development activities these associations engage in. It is this service that LTAs provide to their members in order to contribute to their professional development. Part III includes chapters that report on different forms of collaboration between and within LTAs. Expanding the network of teacher associations aids in the professional growth of both the associations and the members of the associations in the network. Part IV deals with the benefits reaped by members and leaders. As leaders enhance and hone their leadership skills, members aspiring to become leaders also have the structure and support system within their respective associations to become future leaders.

Part I, The History and Structure of Language Teacher Associations (LTAs), starts with the chapter entitled *The History of Language Teacher Associations* which takes the reader back two centuries to the period where no formal structures of the language teacher associations that we know today existed. Garon Wheeler, the author of the chapter, states that, over time, with the rise of international

communication, what started as guilds gradually transformed into modern language teacher associations. The author highlights this rather slow transformation which occurred in the Western world to the birth of the first language teacher association in 1883. The chapter ends with the emergence of modern language teacher associations in the 1960s.

Pakiza Uludag, in her chapter *Examining the Organizational Structure of Language Teacher Associations: A Report on Strategic Direction and Functionality*, primarily informs the LTA members who wish to become more familiar with LTAs' organizational framework and grasp both internal and external dynamics that impact LTAs' functionality. The author begins with a broad discussion of the factors that would shape LTAs' strategic direction. She then provides an overview of language organizations' structural framework with reference to local, regional, and international associations. Learning about LTAs' organizational framework is supreme to understanding the functions of the bodies and predefined roles inherent in these organizations.

Ahmar Mahboob and Liz England's chapter, *Realities and Potential: English Language Teacher Associations in the 21st Century*, provides definitions of ELTAs that are both broad and inclusive to recognize the differences in the varied contexts of ELTAs. Through examples from different parts of the world, the authors aim to assess and address the factors that affect the strength of these ELTAs to further maximize their potential.

In his chapter *Language Teacher Associations that Learn*, Dudley W. Reynolds examines the application of Peter Senge's five disciplines to Language Teacher Associations (LTAs). This application is intended to understand how these five disciplines can function to provide a thinking rubric to prepare for changes within LTAs. Additionally, Reynold's chapter provides a framework for which LTA members can utilize to engage in change within their respective LTAs.

Nikki Ashcraft's chapter *Engaging Future Professionals: How Language Teacher Associations Facilitate the Involvement of Student Members* examines information from the websites of 124 LTAs in the United States to explore the involvement of student teachers in LTAs. Her chapter reviews and identifies the processes by which LTAs recruit, engage, and facilitate student teachers' needs.

Part II, LTAs Forms of Professional Development, starts with the chapter entitled *Teacher Development Through Language Teacher Associations: Lessons from Africa*, authored by volume co-editors, Aymen Elsheikh and Okon Effiong. Results of a mixed methods study which investigated the role of Africa TESOL and its affiliates in providing for and improving the continuous professional development of teachers in their constituencies. Survey findings suggest that professional development events help teachers to develop professionally and improve their teaching overall. The interview data further indicates that despite the challenges affiliates have, many still make it possible for teachers to avail themselves of professional development opportunities.

Chapter co-authors, Fauzia Shamim and Zakia Sarwar, in *Killing Two Birds with One Stone: SPELT's Professional Development Programs*, investigate the impact of the Society of Pakistan English Language Teachers (SPELT) ICELT program on its participants' personal and professional skills and attitudes and their motivation



and experience regarding their volunteer work with SPELT. Semi-structured interviews were conducted with the ICELT program participants to gather and share information about their personal leadership journeys.

In his chapter entitled *Developing Communities of Practice Through Language Teacher Associations in Oman*, Junifer Abatayo explores how language teachers in Oman develop communities of practice through their involvement in language associations. Junifer's chapter draws from his own managerial experience in education as organizer of language associations and delves into the strengths and limitations of teachers' involvement in language associations through analyzing their own reflective practices.

Kashif Raza, in *The Alignment of English Language Teacher Association Conference Themes to Research Agendas: An Investigation of TESOL International Association and IATEFL*, provides an analysis of the ELTA conference themes of the past 5 years. More specifically, the author has investigated the empirical alignment of ELTA conference themes with the associations' respective research agendas. The two largest English language teaching associations in the world, TESOL International and IATEFL, are the focus of this chapter.

Part III discusses Collaboration between and within LTAs. As many English language teachers lack the knowledge and skills to write effective language tests, evaluate the effectiveness of their tests, and use their test results in meaningful ways, Christine Coombe and Peter Davidson address this issue in their chapter entitled *The Impact of a SIG on Assessment Literacy* which is the first chapter in Part III of this edited volume, Collaboration between and within LTAs. The authors conclude by reporting on a number of initiatives that the Testing, Assessment and Evaluation SIG of TESOL Arabia has implemented to improve LAL amongst English language teachers in the region.

In *Professional Development in Low Resource Environments: The Role of Africa TESOL, TESOL France, and IATEFL GISIG*, Roy Bicknell and Anta Hane Lo use the concept of communities of practice to explore and analyze the development phases of the collaboration between TESOL France, Africa TESOL, and IATEFL GISIG. This is done through reviewing the recent literature on teacher associations and its application on the collaboration at hand.

The chapter, *Bringing Language Teacher Associations Together*, deals with the concept of strengthening language teacher associations and offering improved service to the profession by working collaboratively. Laxman Gnawali refers to his local LTA and examines the dynamics and intricacies that lie within attempts by various LTAs to build working relationships. With little documentation on potential collaborations and the perceived challenges, this chapter therefore attempts to fill the gap by reporting on a regional LTA meeting which tried to envision a short-term and long-term collaboration between Asian and African LTAs. It also shows the challenges and successes of the different LTAs in the endeavor.

Arifa Rahman and Fatima Shahbuddin examine the issue of networking among LTAs in the South Asian region with an aim to promote professionalism and to share best practices and thus strengthen the associations in the process. Their chapter, *Strengthening South Asian LTAs: Networking and Challenges*, includes a

discussion of recent initiatives undertaken to promote regional networking by some South Asian English language teachers' associations, including BELTA (Bangladesh) and SPELT (Pakistan). The lessons learned from these initiatives form the basis for a framework to guide future directions for regional networking.

Part IV, Personal, Professional and Leadership Development, begins with Lauren Stephenson's chapter in which she uses narrative inquiry to explore and examine five LTA leaders' development of their leadership skills. *Developing Leadership Capacity Through Leadership Learning Opportunities* provides insights and recommendations for other LTA members through exploring and analyzing data from written interviews to understand the leadership framework of these five leaders.

Leticia Araceli Salas Serrano and Ulrich Schrader provide a leadership development empirical study of six MEXTESOL leaders in their chapter *Leadership Emergence Within MEXTESOL*. Serrano and Schrader identify four stages of development and emergence of the six leaders both at the local chapter and the national level in order to identify the motivations and challenges of their experiences within MEXTESOL.

Ali Fuad Selvi, Luciana C. de Oliveira, and Lía D. Kamhi-Stein in *Leadership, Mentoring and Transformation in Language Teacher Associations: A Tripartite Dialogue* detail the experiences of three TESOL professionals from Argentina, Brazil, and Turkey in the Leadership Mentorship Program (LMP) offered by TESOL International. The chapter explores the impact of mentorship programs on the roles of TESOL professionals and aims to provide directions both at the individual and the ELTA levels.

In the chapter, *Emotional Intelligence Growth Through Volunteering with Language Teaching Associations*, Patricia Szasz and Kathleen M. Bailey use Goleman's model of emotional intelligence, the literature, and personal experiences to highlight the development of emotional intelligence of LTA volunteers. Their model includes both intrapersonal and interpersonal components to examine the relationship between volunteerism, emotional intelligence, and leadership skills development.

The experiences of two past presidents of TESOL International Association (TESOL) are highlighted in *Formalizing Language Teacher Association Leadership Development*. Andy Curtis and Ester de Jong provide a brief and select review of different ways new members are apprenticed into a profession, i.e., through a "buddy system", "coaching", and/or "mentoring", and then go on to describe the leadership and leadership development opportunities within the TESOL International Association. The chapter attempts to differentiate between a "buddy system", "coaching", and/or "mentoring", and gives a detailed account of the leadership structure of TESOL. It also outlines the development of a gradual and organic but simple system that enabled them to meet the criteria of a systematic and structured coaching-mentoring relationship. The criteria emerged as the process unfolded, rather than being defined from the beginning.

Tanya Tercero, in her chapter *Opportunities for Leadership Development in the Service of Language Teacher Associations*, examines the author's reflections of her participation in and service to Language Teacher Associations (LTAs), primarily TESOL International Association, one of its large, regional affiliates, and a smaller state affiliate. Reflecting on her own 14 years of ESL teaching, research, and service, she narrates her personal experience on the continuum of developing leadership skills through participation in LTAs as a member, presenter, and in official leadership roles. Newcomers to the ELT field may find the reflected experiences presented here useful in developing and encouraging professional development and leadership opportunities at various levels and stages in their careers.

In his chapter entitled *Representativeness and Development of Leaders in Korea TESOL*, Robert Dickey discusses the challenges that LTAs often face in terms of leadership continuity and representativeness. These issues include those affecting all volunteer associations like leadership development and officer turnover. The author then takes a retrospective, descriptive, and document-based look at the case study of Korea TESOL and analyzes representativeness of its leaders through the gender, nationality, workplace, and education of leaders and members across two decades, as well as the continuity (retention) and development of leaders across the organization's leadership ranks.

Many language teacher association volunteers bring leadership and management skills from their careers and see such volunteerism as a means of developing these skills further. In *The Impact of LTA Volunteerism on Leadership and Management Development: An Autoethnographic Reflection*, Mick King shares the results of an exploratory study, informed by autoethnographic and pragmatic principles, and provides insights into the extent of this impact by reflecting on emergent themes emanating from the qualitative analysis of introspective reflective narratives.

*Balancing Personal Responsibilities with Association Altruism: Three Professional Development Histories in LTAs* provides details of the autoethnographic narratives of three different TESOL professionals who have worked in language teacher associations in different global contexts. Each of the authors, Kevin Knight, Septina Nur Iswanti, and Tim Murphey, has provided a personal story describing what they have contributed to LTAs as well as what they have gained from the experience. The chapter concludes that LTAs can promote personal and professional growth because they provide members with access to local and global communities of practice.

As exemplified in these chapters, LTAs do not only come into existence to provide service, but they can also be the subject of research and other scholarly discussion. In addition to providing general knowledge about the history, structure, and forms of professional development offered by LTAs, several chapters in this book are based on empirical research using different approaches, theoretical, and analytical frameworks. As there is an intricate, and, at times, indispensable, relationship between theory, research, and practice, we argue in favor of conducting research on, about, and for LTAs in order to enable them to provide more informed professional development opportunities to their members.

It is our hope that this book will be of use and benefit to a wide range of audiences. As the core of the book is the inward look at the work and impact of LTAs, these associations will find it helpful in terms of improving their structure and the quality of the services they provide to their members. As most members of LTAs are language teachers, great insights into how to develop and professionalize teachers' practices can be gleaned from the contributions in this book. Claire Kramsch's personal and professional experience eloquently stated in the foreword of this book is a case in point. Teacher educators can also use the book for raising their students' awareness of the unlimited and life-long learning opportunities that LTAs offer before and after completing the teacher education program. LTAs is also a ripe area for research, and therefore researchers (be it scholars, practitioners, students, LTAs members or leaders, etc.) can use this book as a springboard for future research emanating from different issues and topics discussed in the chapters. Finally, language policy and planning officials can also gain more informed insights into the ins and outs of LTAs, so they are more receptive to and accepting of the role of LTAs in influencing language policy and planning in different socio-economic, cultural, and political contexts.