

English Language Instructor's Psychology of Special Education Educated in Inner-Circle Nations on Autonomy in Teaching Practice

Siti Noor Aneis Hashim¹, Mohd Norazmi Nordin²,
Noorsaiyidah Suradi³, Widad Ma⁴, Noraziah Ibrahim⁵

Received: 01-January-2023

Revised: 10-February-2023

Accepted: 11-March-2023

¹Universiti Utara Malaysia, Sintok, Kedah, Malaysia

²Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

³Centre for Language Learning, Universiti Teknikal Malaysia Melaka, Melaka, Malaysia

⁴Universiti Teknologi MARA, Dungun, Terengganu, Malaysia

⁵Universiti Tun Hussein Onn Malaysia, Batu Pahat, Johor, Malaysia

Abstract

Findings from TESOL Inner Circle English-speakers nations were used to evaluate how much autonomy English teachers have in their classrooms for special education. As part of its observations of the conflicts felt by these teachers as they sought more autonomy after returning home, this research employed surveys, Observations of classrooms and semi-structured in-depth interviews. Numerous parties working to help Non-Internal TESOL teachers who participated in Inner Circle settings would benefit greatly from this study.

Keywords: Language teaching, Language Teachers, and Autonomy, Special Education, psychology

Introduction

International student mobility is an increasing social phenomenon in TESOL (Li et al., 2018). Teachers from nations English Language is not their second Language (Outer and Expanding Circle nations) look for a chance to help educators' activities in institutional in the Internal Circle of Educations (e.g., Ghana, Tanzania, Zambia, and Kenya). Anglophone immersion can be achieved by TESOL practitioners who relocate to Inner-Circle nations, but this raises questions about the relevance of learned information and abilities and the overall influence of foreign training, which cannot readily alleviate. When instructors live and operate in different cultural contexts from where they were trained, they face various challenges (Habók et al., 2021). Often, this kind of training is done in Inner Circle situations, where a more integrated approach to education is the norm (Daniels et al., 2019, many ways can change a curriculum to encounter the demands of the learners. Following their training, their local educational environment is more likely to be group-oriented, focusing on subjects, well-planned learning, and strict adherence to a curriculum. Collector's traits are more common in situations outside of the Inner Circle than in Inner Circle situations; thus, implementing integrationist teaching methods and strategies is more difficult. However, these two educational approaches are not mutually incompatible and are not geographically restricted (Cirocki & Farrell 2019)

On the one hand, an expanding body of research has found that non-Inner-Circle English teachers could use some of the skills and knowledge they learned in teachings training programs in daily lessons. On the other hand, these teachers can't use all the skills and knowledge they learned in training programs. When teachers use communication and task-based approaches to teach, they're in charge of the learning process are often used to show this effect (Daniëls et al., 2019) Non-Inner Circle teachers, on the other hand, have always had trouble applying what they learned in their Inner Circle programs because there was a big difference between what they learned in theory and how they'd use that knowledge in the classroom settings they returned to after training (Huang et al. 2019).

Nguyen & Walkinshaw (2018) conclude that if teachers don't have the freedom and internal capacity to make their own decisions about implementing the curriculum, the difference between practice teaching and theory education is impossible to close. People who write Nguyen and Walkinshaw (2018) say that Nguyen and Walkinshaw explain that it is explained more in Non-Inner Circle instructors who came back after training in Inner Circle situations were studied in Section 3.2. Despite this, these studies have tended to be broad, concentrating on teachers' overall experiences rather than the more specialized themes that define instructors' teaching practices. This is why these studies are important. A deeper comprehension of autonomy applies to language instructors and the elements that influence might explain the post-training experience and conflicts faced by non-Inner Circle teachers.

Teacher autonomy is examined in this paper, which looks at the role that teacher training courses play or don't play in helping teachers achieve it in their day-to-day work. Since the Expanding Circle is still often used to characterize the higher education system, this research investigates the autonomy of English instructors who completed TESOL Master level courses in the Inner Circle before returning to their home country to teach at tertiary institutions (Rajah et al., 2019). There are several benefits to using the study findings. It's good for both teacher educators and people who run Inner-TESOL Circle's programs, as well as people who have been trained by Inner-Circle and want to look at their professional autonomy. For this reason (Huang et al. 2019), it's important to look at other political systems, which are often overlooked in language education.

It's important to address the critique of van Horn's (2019) framework for global English, which we have embraced, before moving on. Even though English is now spoken in more than 200 countries and territories, including those in the Expanding Circle countries, Yadegaridehkordi et al., (2019) point out that the model conceptualizes world English primarily in terms of national boundaries while this has clearly blurred in reality van Horn's (2019). Van Horn's (2019) The words Innermost Circle, External Circle, and Expanded Circle relate to the current level of English in areas where instruction takes place and in areas where graduate students return to practice. English training takes place in a specific environment.

Overview of Education in English Teachers

English had displaced Russian as the widely spoken language in the world and the primary language taught in all educational levels since 1986, when the economic reforms started when opened its doors to global investment (Karlidag-Dennis et al., 2020). As a result, the training of English instructors has come under scrutiny. Teacher's colleagues to provide three- to four years on a training program for English language instructors that are meant to improve their language abilities and provide them with a foundation in language teaching methods. National public universities also provide master's-level TESOL programs. Economic reforms have also led to a rise in international collaboration in English teacher training. Support for TESOL students in Inner Circle nations is available in the form of scholarships. In addition to bilateral Australia and New Zealand (AusAID and NZAID agreed in assistance). There is the Fulbright Student Program, which the US Congress controls. As an added benefit, the government has established scholarship programs to assist English instructors at the university level who want to pursue further education in English-speaking nations (Habók et al., 2021). As a result, especially among educators at the university level, the number of English instructors obtaining advanced degrees at the institution of Inner Circle degree has surged in recent years.

English language instruction and instruction at the higher level

Bachelor's English linguistics and English education degrees are available to English majors. In addition, students may take up to 12 percent of their total credit hours in English as a minor (Karlidag-Dennis et al, 2020). Studying abroad and improving one's post-graduation employment prospects are common motivations for students to learn English (2019). University textbooks differ from those used in elementary and secondary schools in that they are selected by particular institutions and departments rather than prescribed by the MOET (Nguyen, 2011). Commercial materials published by respected ELT publishers are often chosen (Kim et al., 2018). The National Foreign Language 2020 Project (NFL 2020), a government education policy, has had an effect on English language training at the university level. In order to establish that English educators and students are evaluated in conformity with internationally recognized standards, the initiative creates an English competence substructure based on the Common European Framework of Reference (CEFR) (Boonsuk et al., 2021). In addition, webwork of geographical lead ship in overseas language core was developed at governmental varsity to produce chances for educational development for the country's 80,000 English educators. Despite its successes, there has been criticism of NFL2020: queries have been lifted regarding the CEFR-based framework's applicability for educators in Non-European Boonsuk et al., (2021) and for the urge to change the existing language learning resources. Research of how overseas TESOL training affects teachers who return to their home countries is a worthwhile endeavor in light of current instructor mobilizations and the significance of English education.

Literature Review

Effect of training teachers abroad on returning educators

Both positive and negative effects on teachers' teaching practices have been shown in studies of teacher-learners from countries outside the Inner Circle who received TESOL training at centers within the Inner Circle. There is a substantial link between the employment of methods connected with their experience (e.g., running dictation) to confirm that the school rooms environment is more on students centered among pre-ministering English

educators who had previously spent two years in teacher training. According to Friedrichsdorf et al (2019). A three-month professionalism development program for Chinese in-service teachers in the United Kingdom (Martins et al., 2019) was shown to result in a more one constructivism approach to teaching. Teachers' use and adaptations of learned teaching methods and tactics were also evident (e.g., interrupted transcribing and statement of work). On the other side, investigations of TESOL instructors educated in the Inner Circle have shown that teachers are neither experiencing nor anticipating conflicts in putting what they learned in teacher school into practice. On the other hand, their training lets them apply some of the information and skills they learned to their classroom instruction.

The International teachers and students in Cerezo et al.,(2019) study thought there would be pedagogical approaches and mismatches they were taught in the realities and constraints of their schools. Ronchi et al., (2020) and Rodrigues et al., (2019) looked at TESOL programs in Australia. They found that trainees teachers from Asia thought it would be hard to apply the knowledge and skills they had learned because of cultural differences, the availability of resources, and curricular constraints. They were also realistic about how much they could use what they learned in the Australian TESOL program they took to improve their teaching skills. Pham Hoa Hiep also did an important unpublished study about how English language teachers felt when they returned to work in their home country after training abroad. The teachers, who thought their knowledge was important and wanted to use it, faced many beliefs, cultural, contextual, systematic, and personal constraints. This meant that they had to compromise in their pedagogical approach and practice.

The scholarship cited above illustrates the beneficial effects of an abroad training on returning teachers' pedagogical practices and the often observed gap between what TESOL instructors learned during their international training program and what they could apply in their home teaching situations. However, there are two significant research gaps in this field. To begin with, studies often looked at the effect of training while it was still taking place; rather than after returning to their institutions to continue teaching, the recipients could not focus on the practical aspects of their education. For the most part, post-training research (such as that done by Martins et al., 2019; Friedrichsdorf et al., 2019) has tended to be broad in nature, rather than focusing on particular subjects. Since there isn't enough study on teachers' post-training experiences, researchers are more likely to concentrate on only one aspect of their work as classroom instructors.

The teacher autonomy concept

As a result of previous studies that found both benefits and problems with the use of skills and knowledge learned in TESOL Inner Circle programs, it can be said that teachers who have returned home may have both advantages and problems with their teaching. The project's success could then be judged by how much freedom returned teachers had to work with constraints. The idea of teacher autonomy, which we define here, is an excellent tool to elicit relevant data concerning the educational experiences of teachers educated outside the United States. Different researchers have characterized teacher autonomy differently (Cao et al., 2019), but it is often thought of as having main parts. The first main part is the teachers' freedom outside of theirs and is linked to the structure of educate techniques (e.g., the organization of education and the environmental learnings) Jacquemet (2019) wrote. This is about how much control and independence the teacher has over lesson planning and student evaluations in the classroom (hereafter structural autonomy). According to Jacquemet, (2019), Teacher autonomy may be divided into two structural dimensions: general autonomy and curricular autonomy. Curriculum autonomy refers to changing-resistant instructional factors like selecting a teaching resource and syllabus design and arrangement. In contrast, general autonomy refers to the classroom standards of conduct and personal governing (e.g., class itinerary and choosing educational activities).

The second main part is what people think of when they think about teachers' autonomy. This is the capacity that comes from the ability of the teacher's work in a certain way in a certain setting (see Cheon et al., 2020). In the future, each person will be able to do what they want. If a teacher can deal with institutional constraints and pedagogical in their classroom and help students become more self-reliant, this dimension is called this (Choi & Mao, 2021; Shen et al., 2020).

Going from the point of view of a teacher educator, Cao et al., (2019), adds a new dimensional concept of educator's autonomy, which is called "teacher-learner autonomy," emphasized that education is a formation of the developmental profession must be aimed in creating "educators autonomy." It means that instructors should be able to learn about jobs on their own, for example, by taking part in the processing of learning, setting goals, making course materials, or evaluating their work. The "pedagogy for autonomy" in teaching education is something that thinks about the same way that other researchers think about it. In this type of education, Instructors are enlightened about the educator's autonomy and given the tools to use it in their own professional

work. "Language instructors are more likely to succeed in developing student autonomy if their education has encouraged them to be independent," according to Shen, et al., (2020).

The notion of Educators' autonomy will be prospected using the elements since the motives of this learning is to assess the autonomy of instructors who have previously attended Inner Circle training in their teaching practice. We'll look at the two sub-conceptualization of structured educator's autonomy (general and curricular autonomy) connected to the other two interconnected elements (teacher-learner autonomy and Individual). By doing so, we recognized the cultural influences on educators' autonomy are intimately linked and that imposing a westbound-oriented idea of autonomy on a non-westbound setting should be avoided. However, we agree with Cao et al. (2019) that components of personal-directed professionalism engagement and progression and educator-learner autonomy may be adapted to a range of educational situations.

The significance of investigating teacher autonomy in reality and in connection to teacher education

Considering the brief relevance of teacher autonomy, which has received much attention in second language instruction in recent years (see Lan, 2020, 2010; Huang et al., 2019). Sewage (2018). Teacher autonomy is valued in post-techniques pedagogy, which argues for a budge away from conventional teaching methodologies and toward a contextual, context-sensitive approach. Furthermore, teacher autonomy influences other aspects of professional teaching, such as instructor stress, control of professionalism, empowerment, and job satisfaction. Autonomy constraints, such as a lack of professionalism control and a feeling of impotence, has been proven to raise educators' stress, aggravated, uneasiness, and self-reliance, as well as their fulfillment and preference to stay in the occupational of work (see Hamilton & Finley, 2019; Boa et al., 2018). Given these realities, they were examining educator's autonomy in practicing the beneficial for apprehensions educators' professional lives and assisting in recognition of demotivating factors that may impact educators' commitment to their responsibilities, particularly for TESOL teachers who have been experiencing the consequential context changes as they were transitional from Internal Circle learner environmental to their learning techniques factors.

Current empirical study has revealed how teacher education schemes may establish a self-reliance learning environment on its educator-learners under circumstances of teacher autonomy. (Guo et al., 2019), which is considered critical for the development of teaching autonomy. While this body of literature is large, most of it has not examined the influence of educating English to Speakers of Other Languages teacher training on the teaching autonomy of its teacher-learners. According to Nguyen&Walkinshaw (2018), research on English language instructors' teaching autonomy in relation to instructor education activities was supervised in situations where the teacher did not transform in the designation of instruction learnings. It is clear that further study is needed to fill up this void in the academic literature. The ongoing dispute about the usefulness of language instructor education necessitates an observation of instructor autonomy, which provides insight on the extent to which teacher education influences returning teachers' teaching practices, especially their autonomy as instructors.

To put this into perspective, we set out to answer the following questions:

1. Concerning their autonomy (i.e., structural, individual

and teacher-learner), How do the TESOL educator from Inner-Circle nations see it and use it in the classroom?

2. What impact will

teacher's prior education to have on teacher autonomy?

Methods

Participants and Design

This study design is also known as successive illustration mixed methods. Took on these phases of two strategies because they acknowledge data gathering on instructors' teaching autonomy and theoretical statistics on a subset of educators' experiences. This allowed for more breadth and depth in the investigation. Some 45 full-time teachers from 12 government schools were included in the sample. They were all from programs in Ghana, Tanzania, Zambia, and Kenya that English is their Second Language. They took all the parts of the poll. With the ages bracket from 25 to 52 (M 30.1; SD 5.7), they had been teaching for 5 to 30 years (M 10; SD 5.3). The year 1996 is the earliest Program that started, and 2014 is the most recent Program.

Three participants from higher education contributed descriptive methods through surveys and classroom observations (hereafter University K). Institute was one of the main language centers in the Ministry of

Education and Training's NFL2020 plan. The group members were all instructors or instructors in the University's Department of English. But since they had such a wide range of job skills and training paths, the three were picked from a pool of teachers who volunteered to be contacted and observed so that qualitative depth could be fully utilized: With accreditation in TESOL from an institution and a doctorate in TESOL from a university, as well as more than 20 teaching experiences. Linh, 31, was a nine-year veteran of the classroom with a master's degree in TESOL in an institute. Before coming to Institution, Val, 26, had five years of experienced in teaching and had just finished a master's degree in TESOL at another institution.

Collection of Data in Data analysis and instruments

The educators' structural and self-autonomy were determined by the use of a questionnaire. The Teaching Autonomy Scale (TAS) was developed in conjunction with (Jacquemet, 2019). The Teaching Autonomy Scale examined two distinct facets of teacher autonomy: generalized autonomy and curricular autonomy. We modified a few things to make them more suitable for university teaching since Pearson and Hall's TAS was designed for elementary and secondary educators, whose teaching environments and students are somewhat different from those in higher education. Based on the second component of teacher autonomy, which defines instructors' ability to foster learner autonomy, a statement on 'Educator's control over Laettner's' norms behavior' was changed to 'instructor' flexibility to develop expected for learners educations.' To save time, crossing things that were identical in meaning but stated differently was also skipped. As a result, our revised TAS comprises 10 statements rather than the 17 in the instrument: four for curricular autonomy and 7th for generalize autonomy. Notions were assessed using a 5-point Likert scale, with the indication "strongly disagree" and 5 indications "strongly agree." These constructs have Cronbach's utility of 0.70 for curricula autonomy and 0.61 for generalized autonomy, which is regarded as satisfactory. The questionnaire was disseminated online using a snowball sampling approach via a university-based portal. A total of 45 valid replies were received. The findings were analyzed using SPSS 22.0 once the data was collected. The overall autonomy scores of the participants were computed by summing the points from all general and curricular autonomy questions. The average autonomy score was then calculated using basic statistics (mean standard deviation). The data was also standardized, evaluated for standard dispensation, and contrasted a Wilcoxon signed-ranking exam for non-normally distributed methods to check whether the instructors' perceived general and curricular autonomy differed statistically.

We conducted interviews to gather data on the 2nd and 3rd components of instructors' autonomy (proportions for self-reliance instruction and autonomy as instructor-learners), and the impact of foreign instructions on educational autonomy. The interrogation is formulated in response to the survey results. They concentrated on respondents' autonomous motivation in their exercises, their ability to apply autonomy under restrictions, and the importance of abroad TESOL exercises. The evaluation transcripts were collected. Interviews were undertaken to gather data on the 2nd and 3rd aspects of instructional leadership (the ability for self-reliance instruction and autonomy as an instructor), as the impact of foreign instructions on educate autonomy. The questionnaire items were devised in reaction to the survey data. They focused on the degree to which candidates recognized autonomy in their practicing of teaching, their ability to execute autonomy under restraints, and the effect of TESOL training overseas. The data from the interviews were duplicate word to word and classified into levels of qualitative content analysis. The segments related to instructor autonomy were discovered; important components were classified based on emerging thoughts and concerns; and the data from the three interviews were compared to identify comparable themes using the constant comparison technique described by Li et al., (2018). Furthermore, respondent validation is utilized to make sure the reliability of the interview. To verify that the analyzed data adequately represented their opinions, the important themes from the interviewee were summarized and emailed to every candidate along with the documentation. Selected and coded segments linked to teacher autonomy; relevant segments were categorized according to developing ideas and concerns, and the results were compared across the interviews conducted by Li et al (2018).

Members also checked the interview analysis to make sure it was true. The important themes from the three interviews were put together and given to the individual person, along with the transcription of their interviews, and make sure that the analysis of the reflected data in their views.

Over the course of four weeks, each of the three instructors had two learning classrooms monitoring sessions, each equating to three hours of instruction. The purpose of the observation was to compare and contrast the replies of instructors to the questionnaires and interviewees. First author acted as a sightseer throughout the surveying and recorded field notes, which elaborate on statement observations transcription. Educators who were observed were subsequently requested to engage in a retrospective. They had an interview session in which they had been told to think about their classrooms behavior at the exceptional occurrence. The observational

data were examined using what Danils E. et al. (2019) called critical instructional episodes, which were school rooms circumstances that proved or provocations the instructors' autonomy in the present experimentation or research. The retrospective interviews were assessed using the interview as mentioned above analysis approach. Table 1 comes up with a summary of the present work research approach.

Table 1. Research Methodology Abstract

Question Research (QR)	Data instruments collection	Data analysis
1. Recognize autonomy of Teachers (instructor students autonomy, individual/structural autonomy, and so on)	Questionnaires'	Inferable and illustrative
	Interview	Probability
	School Rooms monitoring followed by reflective.	Content of exploration
	Interviews	Instructive Key episodes
2. In an international Program, how does the importance of an Educator's autonomy?	Interview	Content of exploration
	School Rooms monitoring followed by reflective.	Instructive Key episodes
	Interviews	

The researcher's role

Now we're going to talk about how the design and classifications of research can be prejudiced by the person who made it. When the first author did part of a mostly qualitative study, she could not completely "dissociate" herself from what the participants did and how they learned (Calafato, R. 2019). Subjectivity was kept to a minimum in the design by making interview and questionnaire items that were written neutrally and having members check each other's answers.

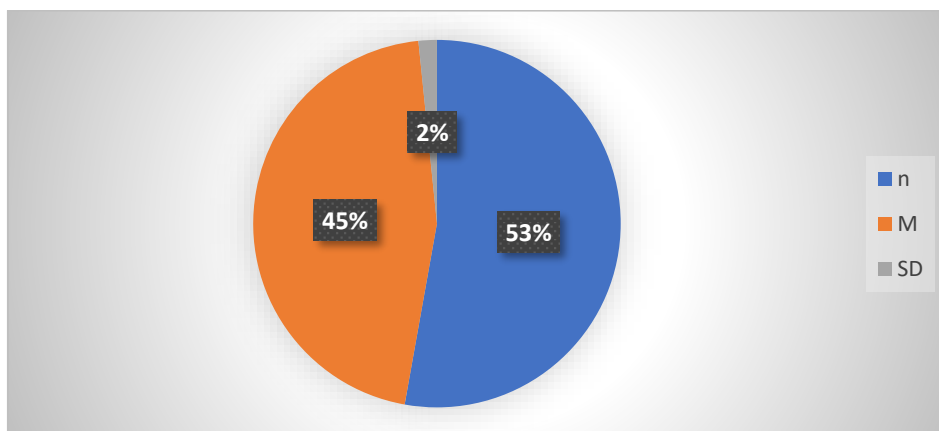
Results

The researchers conceptualized teacher autonomy in three ways, who based their findings on what instructors thought about these three facets. Findings on the structure of teaching practice (structural autonomy) are presented first, followed by instructors' ability to function within the limits of the curricular and general frameworks (self-reliance autonomy). One of the most obvious effects of past international training programs on the perception and practice of autonomous teachers was shown here. We also discuss the freedom instructors had as learners, and how much of that freedom they were permitted to exercise independently.

Structured autonomy of teachers

In terms of teaching autonomy, how did TESOL instructors evaluate themselves? Figure 1 shows descriptive data regarding the autonomy ratings of the polled instructors. With a mean score of 38.2, the participants thought highly of themselves.

Figure 1. The mean and standard deviation of teacher autonomy is shown.



Note that the highest possible score is 14 out of 50. (10 affirmation constant on a 5-point scale).

However, discrepancies appear when we divide the point downwards into the two sub-dominant of universal autonomy and curricular autonomy. Classroom activities, such as 'setting expectancy for students' learning' (M 4.00, SD 0.50), Allotted time management in a class' (M 4.20, SD 0.52), Activities of Education Learning (M 4.16, SD 0.60), and 'using space in the classroom' (M 4.16, SD 0.60), had the most scope for decision-making (Fig. 1). (M 4.04, SD 0.74). Regarding general autonomy, 'designing own assessment' ranks lowest (M 3.47, SD 0.81). Even yet, the average reported the ranking of most numbers that fall below the central value (2.0) of the 5-point scales for constructed, surpassing the instructors' self-ratings of curricular autonomy. 'Deciding teaching standards and methods' received the best score for curricular autonomy (M 2.02, SD 0.61).

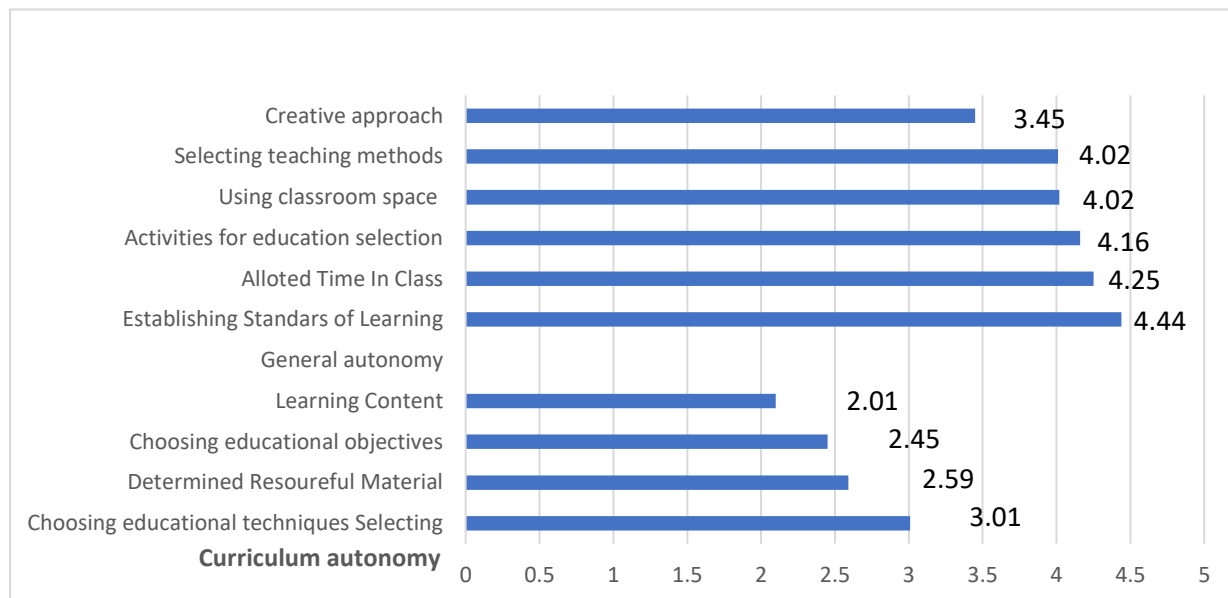


Figure 2: Level of autonomy of teachers by concept (N 14 45).

And the data were not distributed normally; Wilcoxon signed a ranking exam was applied to see whether the differentiation was statistically significant. The findings showed that instructors rated themselves for a higher generalized autonomy than syllabus or curriculum autonomy, indicating that they thought they had limited autonomy in making and implementing curriculum-related choices but more flexibility in deciding on day-to-day classroom matters. Using the interview and observation data, the following sections will look at on how the uneven dispensation of autonomy expressed itself on different elements of the teaching practice participants.

Autonomy in a selection of educational resources and content

'Deciding learning material and objectives' have the lower ratings of all areas of teaching autonomy (M 1.15, SD 0.65 and M 2.45, SD 0.68, corresponding). This finding aligned with the observed and interviewed teachers' teaching practices. All indicated professors of similar courses were bound by the same syllabus, which specified course goals, course material, and anticipated learning results to guarantee fairness and consistency in course delivery. Notably, curriculum design was frequently delegated to a limited group of senior instructors with minimal autonomy in developing, planning, and executing curricula: 'The syllabus outlines were created by professors who were formerly my instruction, and they have taught the courses so many times that following them has become an unwritten norm.' (Linh).

The same instructors polled said they had relatively little freedom to choose their own resources (M 1.60, SD 0.65). The testimonies of three interviews explain textbook selection in great detail: An experienced instructor, usually the director of a department's teaching division, would choose textbooks from various commercially available English learning resources. As a result of the lack of interaction with the instructors in charge of the courses throughout the selection process, the materials chosen were often incompatible with learning and teaching needs. Another thorn in Thanh's side is MOET's conclusion to use the (CEFR) Common European Framework of Reference as a measuring of expertise in the English language at the Institutions Level, which resulted in jarring, sweeping changes to curriculum, syllabi, assessment, and teaching materials thrice in a year. These findings are consistent with those of Bai, L. (2018), who described a misalignment in between of the content of a BA English program, accompanying learning materials, and the demands of students. According to Bai (2018), the mismatch is due to instructors' inadequate ability to make curriculum-related judgments and

choose learning resources. In Nguyen & Walkinshaw, similar limits on syllabus design were identified (2018). However, teachers of English in Hong Kong were studied at the secondary rather than postsecondary level.

MOET has made a handbook series which is used at every level.' she lamented the disconnect between the theory she taught her students about textbook selection and evaluation and what they would have to deal with as secondary-level English teachers: In the formal school system, many of them that are likely to be teachers. The absence of curricular autonomy infuriated Hoai, who created teachings technique seminars for her department's trainee English educators. In the traditional classroom, the majority of them are likely to be teachers. MOET has made a handbook sequence which is used at every level.' she said. 'They will not be allowed to opt-out,' says the author (Hoai). The results of Romanowski et al (2018) on material selection constraints in secondary schools are reflected in her issue. It also relates to the difficulties of language acquisition (Taguchi, N.) (2018). and the difficulties of a cohesive approach to curriculum and resources. Hoai's lack of control over course content and materials mirrored her pupils' constraints in their future teaching professions.

Despite on the constraints, Hoai and Thanh were able to carve out places for curricular autonomy (Nguyen & Walkinshaw) (2018). For example, by using self-selected resources to augment the specified textbook content. Thanh said that for the first half of a lesson, she followed the prescribed syllabus and textbook to departmental content with guaranteed compliance standards to reassure students that she was not straying too far from the prescribed curriculum. She then presented self-sourced items that she determined were appropriate to the kids' language abilities and interests. On the other hand, Linh was more hesitant to depart from the prescribed curriculum.

How might I approach an instructor who creates a coursed curriculum then tells her, 'I believe you should adjust this and that? In beliefs, we need a concept called 'harmonist,' and believe by working that we will have an impact on the harmony between myself and my professors or coworkers. Furthermore, I could not choose course material, thus what I wanted was beyond my abilities. This was also an impediment to the application of new information and abilities.

Surprisingly, after returning from training abroad, the respondents battled with this loss of freedom much more than before. Thanh questioned her prior apathetic attitude toward constraints in content and materials selection after the course. She now found them irritating, especially since they were ingrained in the educational system and difficult to modify.

You have to become used to how the [education] system works once you're in it. This may not be an issue if you constantly remain in that System, but it gets more difficult if you've stepped out and learned something new, as I have, and then returned. The situation isn't the other way around...

According to Linh's reflections on her time in the United States as a student, she found that teachers in US programs had a great deal of freedom to design their own courses based on the needs of their students, choose their resources, and make changes to their lesson plans in response to student feedback. Exercising in Inter-Circle TESOL activities made participants aware of the gulf in autonomy in the middle of Anglophone training settings and their local context, leading to a feeling of "disillusionment" (cf. Rodrigues et al., 2019) with the latter. As a result of this stark disparity, Linh concluded that 'I don't believe instructors in our culture have much more autonomy'.

Designing course assessments with autonomy

According to the interview data, the evaluation questions, which were identical across classrooms, were a major reason for the instructors' reluctance to change required instructional tools. This may explain why respondents to the survey gave such a poor grade to their ability to create their assessment assignments (At 2.50, the ranks of this item are lower in all items general autonomy measured). According to interviewees, assessment assignments at the end of the semester (mainly closed-book exams, formal) are reportedly collected in a "test bank" sent to the whole regiment. Every instructor may create their own customized in a class assessments, although most did so to acquaint pupils with the CEFR examination structure. Students' exam results concerned the interviewers, who believed in the results reflecting in their efficacy as an instructor. 'I don't like my pupils' marks to be worse than those in other courses because they are unfamiliar with the exam formats,' Thanh said. In addition, I want to ensure that my class and others' assessments are consistent.

In the crucial pedagogical experience down (from consideration records gathered in an articulate course) indicates, this constraint in evaluation kinds influenced Linh's teaching practice:

The instructor divides the students into pairs and assigns each pair a photo description assignment similar to one on the type of training on CEFR levels final examinations report. The instructor then gives one and all duo an image and a few prompt questions. After one minute of preparation, the partners have a discussion based on the supplied image, which represents numerous activities for a summer vacation in a beach town. They talk about it and come up with three things that they want to conduct as a group. The pupils seem to be comfortable with the work and speak for almost three minutes. The instructor acknowledges the pupils on their strengths and corrects their word choices and pronunciations at the conclusion of each presentation. When the students finish the assessment worksheet, they are given a 1 to 5 scale that measures their fluency, accuracy, word choice, and interaction. They are graded on this scale from 1 to 5.

This section emphasizes Linh's instructional decision-making as a result of external evaluation techniques. Linh had lately instituted this sort of exam-oriented exercise in her speaking class to make her learners better for oral tests. Still, she was fully familiar that it piqued either their interest or their motivation. 'I am extremely skeptical in the children would have to explain images that often when they use English in real-world circumstances,' she said, questioning the validity of the exercise, which was formed on a Common European Framework of Reference level communicating a problem. So, although Linh had considerable in-class assessment autonomy, she preferred to use it to prepare for official tests rather than to examine her own students' individual language abilities. In this case, its outcomes of a classroom discussion as well as the people who took portion in it' poor ratings for assessment, show that assessment limitations may have a detrimental influence on their teaching approach (McKenzie, R. M., et al., 2019). Despite believing that they had control in assigning assessment test assignments, the contributor focused their own best on maintaining consistency with other instructors so that their pupils would not be disadvantaged.

Individual freedom and the influence of international training for teachers

Even though they were constrained in their ability to make curriculum-related decisions, instructors saw the classroom as a place where they could exercise more control over their teaching methods. When it comes to classroom concerns like being able to establish assumptions for students' learning (M 4.00, SD 0.50), managing class time (M 4.20, SD 0.52), and choosing the best learning activities (M 4.16, SD 0.60), the greatest perceived autonomy ratings were associated to classroom freedoms. As a result of their foreign training, the respondents found it rewarding to construct their teaching methods. When Thanh implemented a peer-evaluation method for certain in-class assessment items, for example, those who took part in her class were much more crucial about how they learned and how well his/her peers did. In her TESOL studies in Australia, she developed a better understanding of evaluating students.

Educators as well thought that students should be able to work on their own. The following are the characteristics of what Hoai instructed in a research methods class on how to make things.

Students are required to make an exercise application in which they evaluate and modify a textbook they just read. According to pre-assigned criteria for textbook review, six groups of five students debate and critique an English textbook utilized in the formal education system (e.g. Appropriate, cultural beliefs, methods, instructions, topics, syllabus, and so on). For class activities, students are expected to bring textbook in English, which the instructor makes clear in advance. Its pedagogical flaws are the focus of her discussion with them. If and how a certain textbook can be improved are the teacher's next questions to each group after they've delivered their evaluations. She urges them to exercise more objectivity in their assessment as a constant reminder. Both classifications can pinpoint several flaws in the workbook they assessed and provide ideas for how to improve them; thus, this method seems to be successful.

Students were given the responsibility of procuring supplies for class activities in this episode, which demonstrated an emphasis on both student autonomy and critical thinking (about of source of the quality materials). Hoai was a strong proponent of these qualities in her classroom, emphasizing the significance of encouraging students to use their own judgment and initiative. TESOL, the Program she attended in the United States, had a significant impact on her approach.

In this way, the United States MA program has certainly affected my instruction style. Although critical thinking is not emphasized in the educational System, classroom instructors may make some tiny adjustments by encouraging pupils to think critically and raising their awareness of the subject matter.

Classroom teaching seems to be more autonomous than curricular decisions based on participants' high self-rating of autonomy, their interviews, and extracts from their instructional practice. Teacher education programs have a stronger track record of demonstrating how students put their newly acquired knowledge and abilities to

use in the classroom. This finding echoes prior studies on the application of comprehension and abilities obtained from education teachers (e.g., Nguyen & Walkinshaw, 2018; Martins et al., 2019), where instructors who have returned were eager to put their new skill-set into practice despite institutional restrictions.

Self-determination as teacher-learners for the participants

The respondents reflected on how their foreign teacher education programs' focus on self-direction had shaped them into self-directed learners. During their training programs, Hoai and Linh were permitted to pick and choose the classes they wanted to take from a variety of electives, as well as the subjects for their assignments. In participants, Thanh's cohort was permitted to choose on their own for evaluation dates items, and assessing methods such as self- and peer-evaluation were heavily emphasized throughout the class. Another aspect in developing autonomy was the teaching style of faculty members: When one of Thanh's teachers directed their learners as "colleagues," he was admitting that they both worked in the same professions, so had the same amendment and expertise. It seemed to me that we were all in a developmental workshop of professional participants, preferably just studying a syllabus,' she said. 'Input was much appreciated' However, it would be unseasonable to comment on whether or not members in the program were intentionally directed toward teaching autonomy as an "objective in its own right" in light of these characteristics in the ICFEP (Inner-Circle teacher education programs) (Vuong, 2019).

A glaring flaw in many of the training programs for teachers was the lack of discussion of the pedagogical, social, and economic restrictions that teachers would face once they returned to their communities. As a symbolic elephant in the room, trainees wanted to address the challenges they would face while using their newfound knowledge in the classroom and devise a strategy for overcoming those challenges. Neither of these came to light.

Discussion

This article discussed the leads in findings emerging in a data concerning the guiding questions in Section 3.3: (1) Educators' restriction when professions autonomy exercised; (2) their proportions for adaptation and elicit when autonomy exercised; and (3) the effect of teacher education program in shaping their teacher autonomy in the Inner Circle Education. At last, the consequences for TESOL professional development's many stakeholders are discussed.

Limits on teachers being able to do what they want

The findings of this study show that the teachers who took part in it many of problems trying to exercise the structuralism and individualism characteristics of their effectiveness as teachers (see Section 3.2). (Nguyen & Walkinshaw, 2018). When it comes to their teaching structure, the educators are constrained with coursework constraints aspects of their work. They were found in a syllabus that lists teaching resources and course objectives. If it's true, it will be because tertiary institutions are often very well-structured and top-down. For example, the MOET makes and approves curricula, not individual universities (Azhar F., 2019). (2018). TESOL teachers from Thailand, Singapore, and other Asian countries have high expectations when returning home from training in other countries. This is in line with previous research on teacher autonomy (see Nguyen and Walkinshaw, 2018, Boa et al., 2018). (Hamilton & Finley 2019). It was also important to them that their practice matched the curricular and pedagogical standards set up by their departments and larger institutions, which were meant to keep teachers on a single course from being different. People who write about education say that standardized environments "decontextualize knowledge," which means that teachers have to teach the same things simultaneously and at the same pace. This means that educators don't have any real flexibility in one's professional freedom.

Were participants also forced for following practices in the assessment over which they have no control, resulting in an obstructive backflow effect in which professors placed an undue emphasis on contented that targeting incoming examination items (e.g., Linh's said Teachers' endeavors in incorporating practice test exercises in their teaching sessions)? This finding backs up Mackenzie et al. (2019) claim that assessment can influence autonomy in both directions: Students' self-regulation, personality, and significantly greater functioning are encouraged when the evaluation approach allows for these activities, whereas these abilities are weakened when the assessment method places a large emphasis on other people's judgments. Professionals' independence is undermined when members are required to adhere to assessment methods that they have been acquainted with.

The current research also addresses the problem of professional trust (Ali et al., 2021). Developing course syllabi and selecting instructional materials was delegated to more than experienced faculty, leaving less

experienced and younger experienced faculty with or nothing output or, more importantly, invested in their decision-making process. This technique is widely regarded as erroneous (Hamilton & Finley, 2019). Assisting early-career teachers in developing their professional judgment is thought critical for boosting their confidence and competency as a teacher. The insufficiency of professional trust observed, in this case, is most likely a function of the local sociocultural context participants, where experience have traditionally been used to determine professionalism status; however, this type of progression sought through regulations like as the project necessitates reform to ensure that teachers' important is solely based on their professionalism.

One example of institutional restrictions is how modifications in the country's foreign English teaching policies influenced the members' training in an indirect way. Participants expressed the NFL2020 Program and MOET's use of the CEFR as an assessment criterion as a workgroup but not as part of the structural procedure. Participants who worked on the ground surface of such legislation were concerned about how it would affect how assets were selected and evaluated. They were unconcerned about the renovation's advantages. When they interviewed university English instructors, they performed the same thing as teachers in Boonsuk et al., (2021). They stated that the advantages of implementing the new competence framework were overwhelmed by the reality of their jobs, like the disparity amongst students' actual skill levels and the requirements they are required to extend, and the unavailability of CEFR-based learning and assessment materials. This one is based on Boa et al., (2018), who declares that instructor independence is credible to be impacted by external pressures that might affect teachers' professional independence at the school level. These pressures are manifested in this research as macro-level educational practices that ignore institutional, educational, or social-economic phenomena in the area and curriculum objectives (Nguyen et al., 2017). Most language-in-education choices are made without consulting or involving the population (Nguyen et al., 2017). Zeynali et al., as well as others, contributed to this effort (2019). This data also discovered that several of the candidate's culturalism beliefs might have intercepted them from fully expressing their teaching autonomy. Linh, for example, was adamant about not deviating from the established teaching approaches. She said that she would not deviate from tradition because of the cultural significance of maintaining marital harmony. Her concern of upsetting her senior colleagues and the existing teaching structure, as well as her resolve to pursue a peaceful settlement, may have prevented her from exercising greater control over her teaching. Yang and Kuo (2020) studied Australian-trained English instructors. Although training in an Inner Circle context, they discovered that they retained cultural tendencies such as not asking questions or speaking up in class. A few of these cultural traits might have impacted and restricted the educator's effectiveness in Yang & Kuo's research.

Teachers' adaptability and flexibility in expressing self-determination

The findings of Nguyen & Walkinshaw's (2018) research of Hong Kong English instructors and Hamilton & Finley's (2019) study of Malaysian English teachers are similar. The teachers' good self-generalized (classroom-based) independence, according to Nguyen & Walkinshaw (2018), proved their ability to work inside the restrictions of developed governing arrangements, providing "spaces for instructional leadership." Participants in this research also created environments that attempted to increase learner and teacher independence, as seen by Hoai and Thanh's strive to foster critical self - concept and self in their learners. Instructional autonomy encouraged students to be more self-reliant in the course, which supports Shen et al., (2020). The assertion is that self-directed learning is an important factor of instructional leadership.

The effect of educator's training programs on participant autonomy as an educators

Here, we look at how the participants' TESOL teacher education programs helped them become more self-reliant as teachers. The ability of teachers to bridge the gap between what they want and what they can do in their classrooms is dependent on their freedom and ability to try new approaches, methods, and processes that they learned during their training, according to Nguyen and Walkinshaw (2018). This means that instructor education is essential for teachers' sense of professional autonomy. It's important that this study points out two main methods that respondents' perceptions and actions of autonomy were affected by their training abroad (see Section 3.2). They were able to try out new instructional strategies, methodologies, and approaches during their learning, making them more creative and independent in their jobs and giving them more control over their own lives (Nguyen & Walkinshaw, 2018). People who went to school were able to think critically about their structural autonomy's limitations and the constraints in the place where they lived. As a result, it also showed that training in English-speaking countries didn't match the reality wherein those who worked.

In this section, we examine how the TESOL instructor training programs the participants attended assisted them are becoming more self-reliant instructors will. Thus according to Nguyen and Walkinshaw, teachers' capacity to bridge the gap between what they desire and how much they can achieve in their classrooms is contingent on their independence and ability to test new ideas, techniques, and procedures that they learned during training

(2018). For teachers to feel like qualified professionals, teacher education is crucial. There are two key ways that respondents' beliefs and autonomy behaviors were influenced by their overseas training, which this research emphasizes (see Section 3.2). In their learning, they experimented with a wide range of educational methods and techniques, which allowed them to become more creative and self-directed in their work and offered them increased control over their life (Nguyen & Walkinshaw, 2018). Because of their education, better equipped schooled people can evaluate the boundaries of their structural autonomy and the restrictions they face in their daily lives. So it was clear that English-speaking country training was not in sync with the realities of individuals who worked.

Next, the discussion of these challenges, the following section provides possible solutions for TESOL trainers and those engaged.

Indications for TESOL educators training programs and stakeholders

TESOL professional development has obvious implications for a variety of parties, including: (1) providers and designers of Inter Circle Teaching English as a Second language (TESOL) programs; and (2) local stakeholders like macro and meso level making decisions affect the everyday practices of TESOL teachers, such as educational institutions, and policymakers. Here, we examine these issues.

TESOL teachers should include pedagogy for autonomy into their training programs (see Section 3.2). Through joint-negotiation methods, such as those used in language classes, we may help students become more self-aware (Shen, et al., 2020; Vuong 2019). A paradigm change among teacher educators is critical to the success of such an undertaking. In order to go from a one-way, linguistic exchange of knowledge into a multidirectional, cooperatively built one, the duty of a classroom teacher is to improve participants' autonomy while also depending on individual adjustments and skills. Internal, The Expanded Circle's educators will benefit from increased empowerment if TESOL training courses consider several of the pedagogic and institutional barriers that teacher-trainees face after leaving the classroom. Trainee instructors from diverse nations should cooperate on possible answers as part of the course content and/or assessment.

Notably, producers of education regulation and mainstream supervisors have an influence on TESOL instructors' professional autonomy, according to the current findings. To begin, the expanded knowledge and abilities of Inner-Circled-trained TESOL instructors would be best used if teachers were given more control in responsibilities such as curriculum structure and resourceful production. When it comes to paying for or seeking foreign assistance to transfer English language instructors abroad on special training, one of the key motivations is to help their institute and their learners, for whom the multilingual professions push the nation's economic growth. Additionally, their education contributes to the NFL2020 project's aims, which include: Teaching English as a second or foreign language is made possible thanks to the dedication and expertise of native English speakers. As a result, rather than allocating work exclusively on the basis of seniority, as is frequently, it makes sense to put their training to the best possible use when they return to the local institution. As Ismayilova and Klassen (2019) point out, trust is crucial in this situation: relatively younger professionals may collaborate well with older colleagues if there is a belief of reciprocal confidence in one other competency for expertise as Teachers. Furthermore, macro-level regulators may give particular organizations greater leeway regarding pedagogies at the Program, degree, and classroom levels. A decrease in the reliance on standardized evaluation systems (e.g., IELTS) as the highest educational standards may also be beneficial.

Concluding remarks

To study explores the expertise of TESOL who return to teach in their home communities, with a focus on teacher autonomy. It elucidates the contextual, cultural, structural, and personal restrictions on their expertise and irradiates their fight is to find places in such restrictions for specialist liberty and autonomy promotion for themselves rather than for their students, both of whom they teach. During their abroad teacher education programs, they helped educators become more independent by giving them skills and experience. They also brought into question instructors' preconceived views of autonomy, which led to unpleasant analogies among both relatively autonomous overseas educational facilities and often more rigid and constrained local teaching environments. English language teachers who work in similar countries focus on this study. It looks at both their professional experiences and how macro- and meso-level interested parties affect their career progression and sense of autonomy.

They were ended by pointing up several methods. (1), the study's generalizability is limited by the tiny quantitative sample, which may affect the internal equilibrium of questions. (2), the equalization example consisted of participants from a single institution. Their experiences may not be indicative of those of other

returning professors. Future studies might benefit from a bigger sample size and interviews/observations with people from various organizations, preferably private and public. Might investigate educators' autonomy after graduation the different situations in Southeast Asia and abroad, the comparative research was leading on this key problem in language teacher education.

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