

Collective TESOL Teacher Educator Agency

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Abstract

TESOL teacher educators across different countries play a pivotal role in preparing and training English language teachers in diverse contexts. Teacher educators also navigate the sociocultural and sociopolitical factors that mediate their teaching as they strive to achieve their pedagogical goals and support other teachers. The complexity of their work has become more evident in recent years with a call for innovation and the rise of new opportunities with technology, including generative artificial intelligence and its impact on English language teaching and learning. From mitigating the unique challenges of multilingual contexts to driving equitable innovation, collective agency is the key to sustaining effective TESOL practice. With the goal of increasing the effectiveness of TESOL teacher education programs and teacher educators' work, we propose *collective TESOL teacher educator agency* that focuses on the collective decision-making process through mediating sociocultural factors and across relational aspects to achieve the goals of exploring new practices and research agendas in the field. *Collective TESOL teacher educator agency* is characterized by the complex, intricate, and dynamic nature of the network among TESOL teacher educators. Through the network of relations, *collective TESOL teacher educator agency* can expand and strengthen while also promoting the professional well-being of teacher educators. Our model of *collective TESOL teacher educator agency* is characterized by four key dimensions: (a) research and teaching, (b) glocalization, (c) advocacy, and (d) professional development. Future directions for research include collaborative projects to systematically analyze and reflect on teacher educator practices.

Keywords

Advocacy, collective teacher agency, professional development, teacher educator, technology

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1 Introduction

This community and collaboration are actually an important part of our development as language teacher educators. No matter which position or which level it is, I think collaboration can really help us not only become better language teacher educators but also reflect on our journey as language teacher educators. (Zhenjie)

And I was thinking not just a better language teacher educator but a happier language teacher educator. I know that sounds so simple, but it gave me joy, you know, to see you all and to reconnect. (Tamara)

[And I think]...being a language teacher educator is a lifelong learning process that is done alongside other language teachers. (Grace)

The excerpts above are examples of our reflections and conversations from a collaborative autoethnography research project we altogether undertook to systematically analyze how our positionalities have shaped our work as TESOL teacher educators (TEs) (Weng et al., 2026). The quotes illustrate our sense of empowerment and new insights gained by coming together to discuss the challenges, opportunities, celebrations, and questions that arose in our work and in the field. Inspired by our collaborative projects and informed by the existing literature, this article proposes *collective TESOL TE agency* and calls for an intentional, collective effort among TESOL TEs in this globalized world to explore unanswered questions, address systematic challenges, and bridge research and teaching.

TESOL TEs across different countries play a pivotal role in preparing and training TESOL teachers in diverse contexts (Yuan & Yang, 2022; Yuan et al., 2022). TEs are involved in a variety of responsibilities, such as teaching prospective English teachers, conducting research, and facilitating professional development (PD) sessions (Yuan & Lee, 2022; Yuan et al., 2022) in a diverse range of contexts (Johnson & Golombeck, 2020). In this article, we draw upon the definition of TEs as “practitioners who work with language teachers or TCs [teacher candidates] through formal and informal structures in order to prepare them to serve language learners” (Yazan, 2022, p. 2). TESOL TEs, in their own respective contexts, prepare future and current English language teachers while also navigating tensions, unanswered questions, and systemic challenges (Barahona et al., 2025; Barkhuizen, 2020). They encounter challenges at both local and global levels, from the ones that are specific to their own contexts to the ones that are in the field of TESOL. The complexity of their work has become more evident in recent years with a call for innovation (Barnawi & Ahmed, 2021; Pu & Wright, 2023) and the rise of new opportunities with technology including generative artificial intelligence (AI) and its impact on English language teaching and learning (Edmett, 2025; Kohnke & Zou, 2025; Pack & Maloney, 2024; Shalevska, 2023; Ulla & Teng, 2024).

While certain questions and challenges are observed across the field of TESOL, each TE navigates sociocultural and sociopolitical factors that mediate their teaching within their local contexts as they strive to achieve their pedagogical goals and support both pre- and in-service teachers (Johnson, 2006). For example, Barahona et al. (2025) underscore the effect of institutional pressures and systematic problems in creating a disconnect between TEs’ beliefs on effective pedagogical practices and their actual teaching. Likewise, Johnson (2006) argues, “Both the content and the activities of L2 teacher education must take into account the social, political, economic, and cultural histories that are located in the contexts where L2 teachers learn and teach” (p. 245). Hence, TESOL TEs are expected to have knowledge of research and practice in the field while also taking into consideration the complexities of their local contexts and current events.

To examine how TEs navigate these sociocultural factors, a small but growing number of research studies have examined TEs’ agency, which has been identified as a central factor for TEs’ decision-making in translating theory into practice (Nazari et al., 2024). Studies (e.g., Nazari et al., 2024; Trent, 2013) have indicated context as a primary factor that influences TE agency. Moreover, recent studies

in the field (e.g., [Peercy et al., 2019](#)) have called for TESOL TEs to reflect on their scholarship and practice. With the continued global crises and technology advancements (e.g., distance learning, AI), we propose *collective TESOL TE agency* to discuss new possibilities, create opportunities for collaboration, and address challenges through collaboration in language teacher education. In the remainder of the paper, we first review existing studies on TESOL TE agency, discuss collective teacher agency and relevant research in language education, and propose *collective TESOL TE agency* based on the reviewed literature.

2 Teacher Educator Agency

In language education, studies on TE agency are scarce. Among the limited research, agency has been framed as a socioculturally mediated capacity, which is not merely based on individual free will, but an action-oriented process shaped by personal goals, contextual affordances and constraints, and interpersonal interactions. Studies (e.g., [Weng, 2025a](#); [Yazan, 2018](#)) have shown that TE agency involves intentional choices to align practices with professional values and pursue individual and/or social changes. Some other studies (e.g., [Nazari et al., 2024](#)) have adopted Priestly et al.'s (2015) ecological perspective to conceptualize agency. This ecological perspective of agency has been popular and widely adopted in research studies. Under this framework, agency encapsulates three elements: the iterative, projective, and practical-evaluative. These elements are related, respectively, to individuals' histories and backgrounds, their perspectives toward the future, and their involvement with the present world ([Fu & Weng, 2023](#); [Priestly et al., 2015](#)). From this perspective, agency is not considered an individual possession, but a relational phenomenon, embedded in "transactions of individuals with particular situations" ([Nazari et al., 2024](#), p. 3). In this study, we adopt the ecological approach to understand TE agency.

Relevant to the ecological understanding of TE agency is context. Context emerges as a primary factor influencing TE agency, with power dynamics and institutional structures often limiting agency. For example, [Nazari et al. \(2024\)](#) find that Iranian language TEs face constrained agency due to policymakers' arbitrary decisions, which force them to prioritize business over quality. Similarly, [Trent \(2013\)](#) notes that Hong Kong language TEs' agency is limited by school priorities, for instance, exam preparation, that marginalize innovative practices, such as task-based learning. Moreover, facing these limitations, language TEs as professionals exercise their agency to make strategic adjustments, push back against unfair practices, or redefine their roles, all of which reflect various forms of agency they take. To highlight, [Nazari et al. \(2024\)](#) point out one manifestation of agency: facilitated agency, which emerges from strong relationships among language TEs. They explain that language TEs take the initiative to build support networks which help boost their pedagogical influence and sense of self-efficacy, and renew their sense of purpose as well as their professional identity as advocates for high-quality education.

TE agency is also deeply intertwined with professional identity ([Banegas & Gerlach, 2021](#); [Trent, 2013](#); [Weng, 2025a](#); [Yazan, 2018](#)). TEs often negotiate conflicting identities, which shape their agency. For example, [Trent \(2013\)](#) documents how Hong Kong language TEs struggle to balance teacher identities valuing practice with TE identities valuing theory, leading to agentic choices to prioritize one role over the other. [Yazan \(2018\)](#) similarly describes tensions between his researcher identity and TE identity, resolving them by prioritizing candidates' learning. [Banegas and Gerlach's \(2021\)](#) study demonstrates identity as a pedagogical tool as they infused comprehensive sexuality education into courses to align their critical TE identities with social justice goals.

3 Collective Teacher Agency

In language education, studies have predominantly focused on teachers' individual agency, compared with existing research on *collective* teacher agency. The former refers to an individual effort in

exercising agency, prioritizing personal needs, values, and aspirations. The latter indicates reaching out for collaboration or support from colleagues, parents, students, and other social networks (Tao et al., 2020). Exercising individual agency could offer certain flexibility, personal alignment, and self-efficacy. However, individual agency has limited impact on systemic and structural barriers, and can be easily constrained by external factors, such as a lack of resources and risks of self-isolation (Weng, 2025a, 2025b). In contrast, collective agency emphasizes shared interests, goals, and identities and prioritizes shared outcomes benefiting the group (Huang, 2021; Miller & Gkonou, 2018; Weng, 2024, 2025b). Collective agency might slow down decision-making and suppress individual voices. Yet collective agency can instead challenge systemic inequity, enhance emotional support and resilience, and promote resource sharing among teacher groups. Although both individual and collective agency have pros and cons, scholars have argued that professional agency should be examined collectively; particularly social relations and interactions are seen as important in current language education (Tao et al., 2020).

Limited studies (Bowen et al., 2021; Huang, 2021; Miller & Gkonou, 2018; Tao & Zhao, 2025; Tao et al., 2020) have investigated collective agency among language teachers. The manifested collective agency is reflected in solving shared problems, particularly in high-stakes or uncertain contexts (e.g., Tao & Zhao, 2025; Tao et al., 2020) and importantly in providing emotional support across individual, subgroup, and group levels (e.g., Tao et al., 2020). Teachers exercise collective agency to solve shared problems. For instance, teachers specializing in different languages, such as English, French, and Japanese, collectively overcame linguistic boundaries by sharing complementary expertise (Tao & Zhao, 2025). Tao and Zhao (2025) also found teachers collaborating to integrate AI into interpretation teaching, drawing on collective knowledge of technology and pedagogy. For emotional support, individual teachers offered comfort as office neighbors, shared snacks and checked in on each other's moods amid publication pressure. Subgroups used digital tools like WeChat groups to provide encouragement. At the group level, the team's positive atmosphere fostered a supportive feeling, with members using friendly venting to release stress (Tao et al., 2020).

4 Collective TESOL Teacher Educator Agency

Previous discussions on TE agency and collective teacher agency establish that not only is TE agency inherently relational and contextual but also collective agency offers distinct advantages over individual efforts. Nonetheless, neither body of literature has specifically examined how these insights apply to TESOL TEs. Thus, this section synthesizes these foundations to propose *collective TESOL TE agency*. We argue that exploring collective agency among TESOL TEs is crucial for addressing unique challenges in TESOL contexts, advancing equitable practices, and sustaining TEs' professional growth. TESOL contexts are inherently complex, and TESOL TEs face distinct and layered challenges that individual agency alone cannot always resolve. Instead, collective TE agency can create greater impact in responding to different stressors. For example, TESOL contexts serve multilingual learners and teachers, requiring expertise in cross-cultural communication, translanguaging, and context-specific pedagogy (Cervatiuc, 2022). Further, TESOL TEs often navigate conflicts between policy mandates and personal values and goals, such as English-only policies and student-centered translanguaging or research output demands and teaching quality (Yuan et al., 2022), oftentimes leading to burnout and anxiety. Collective agency among TESOL TEs allows them to resist oppressive policies together, share resources, conduct joint research to solve practical problems, and provide emotional support to each other.

Moreover, collective agency can fuel collaborative innovation needed to keep practices relevant. A persistent challenge in TESOL is the gap between theory and practice. For instance, in TESOL teacher education, what is taught in teacher education programs is not always readily applicable for TESOL TCs when they transition to actual teaching settings (Tigert & Peercy, 2018). This gap between theory and practice has raised questions about the effectiveness of TESOL teacher education programs, and there is

an urgent need for TESOL TEs to address the issue. It is more difficult with individual agency alone to address this challenge as it is a more structural issue in which the TESOL teacher education programs are separated from TESOL TCs' actual teaching contexts. In this case, collective agency among TESOL TEs, local mentor teachers, and TESOL TCs might be more likely to narrow the gap through interactional dialogues and innovative practices.

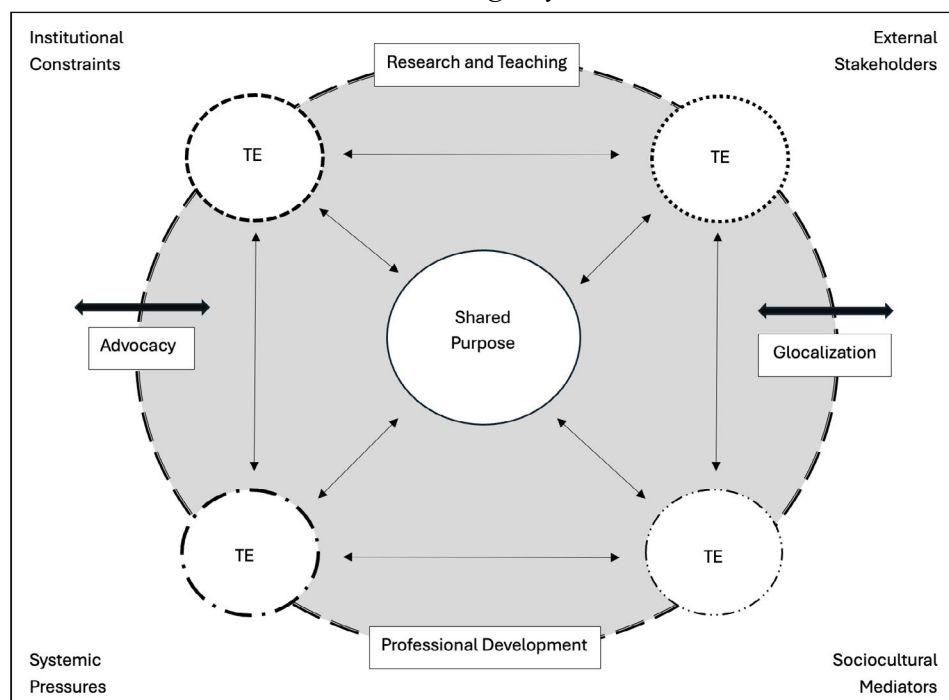
Globalization and the advent of technologies like AI also present unprecedented challenges to the field of TESOL, including skills gaps (Edmett et al., 2024). TESOL practices must evolve with global trends like translanguaging (Semiante & Tian, 2020), English medium instruction (Pecorari & Malmström, 2018), and digital literacy (Darvin & Hafner, 2022). TESOL TEs often have diverse specializations and training (Yuan et al., 2022); therefore, they are not all equipped with the needed knowledge and skills to prepare TESOL TCs in the constantly changing education landscape. Without collaboration, it is infeasible for them to stay familiar with rapidly emerging pedagogies that their TCs need. Collective agency enables TESOL TEs to rely on each other's expertise to enhance teaching efficiency. Globalization and technological advancement also mean TESOL TEs will have the opportunity to teach virtual courses to pre- and in-service teachers from all over the world (e.g., Weng, 2025a). As TEs interact with a student population with different learning needs, collective TE agency offers ways for TESOL TEs to engage in collective dialogue about learners' needs to design courses with input from colleagues having different expertise.

Further, collective agency can support TESOL TEs' professional identity construction and sustain their professional identity development (e.g., Weng, 2025a). TESOL TEs, particularly early-career TEs, often experience imposter syndrome, defined as "feeling like a fraud among equally skilled colleagues and the denial of one's accomplishments" (Abdelaal, 2020, p. 62). Collective agency provides emotional support and validation, through which they can further develop their independence. For example, in Weng's (2025a) study, as a novice TE with no prior experience training in-service teachers, the author relied on collaboration with two colleagues to address knowledge gaps and emotional insecurities. The collective agency involved negotiation and mutual emotional and intellectual support, laying the foundation for the author's TE identity.

From mitigating the unique challenges of multilingual contexts to driving equitable innovation, collective agency is the key to sustaining effective TESOL practice. As discussed, TESOL TEs cannot address the field's complexities alone. Collective action is essential for supporting TEs and keeping TESOL relevant and effective in a globalized world. Hence, we propose *collective TESOL TE agency* that focuses on the collective decision-making process through mediating sociocultural factors and across the relational aspects to achieve the goals of exploring new practices and research agenda in the field (Figure 1).

In Figure 1, the small circles with different borders denote TESOL TEs with varying positionalities, identities, linguistic/cultural backgrounds, roles, titles, and positions in their local contexts. Based on the ecological perspective (Priestly et al., 2015), the iterational aspect (past experience) is embedded in TEs' positionalities. TEs' prior teaching, research, and marginalization experiences (e.g., nonnative English speaker educator histories) influence how they negotiate, resist, and collaborate through the network arrows. TESOL TEs also draw upon their practical-evaluative aspects (present experience) in their interaction with other TEs in differing contexts (Priestly et al., 2015). At the core, a shared purpose is what brings together the TESOL TEs from diverse backgrounds, which is the driving force, the mechanism through which collective TESOL TE agency emerges. The outer circle marks the deliberate coming together of TESOL TEs around the shared purpose. The borders of the circles all have dashed-lines to indicate the permeable nature of agency, which is always in flux and evolving.

Figure 1
Collective TESOL Teacher Educator Agency



The bidirectional arrows to the center represent the exchange of resources, negotiation of meaning, and mutual influence through a shared purpose among TEs. The arrows among TEs can represent ongoing interaction, emotional support, and relationship building (e.g., mentorship), reflecting the complex, intricate, and dynamic nature of the network among the TESOL TEs. The bidirectional arrows can also indicate tension and resistance, including ideological disagreements, clashes between global TESOL mandates and local educational realities, as well as pushback against inequitable institutional structures. In other words, as TESOL TEs engage with one another, this network of relations can generate both friction and growth as ideas, practices, and identities are continually negotiated. This interaction renders the model more socioculturally realistic, rejecting an oversimplified vision of uniformly aligned TEs. The practical-evaluative aspect of the ecological perspective (Priestly et al., 2015) is captured by the bidirectional arrows connecting the TEs. In-the-moment collaborative dialogue, joint action research, and negotiation of institutional constraints constitute the present, lived practice of collective agency across research-teaching, professional development, advocacy, and globalization.

The enactive collective TESOL TE agency could be influenced by external institutional constraints, systemic pressures, sociocultural mediators, and outside stakeholder input (e.g., local teachers, TCs, school administrators, national education policy bodies). For example, the institutional constraints (e.g., heavy teaching loads) can filter inward across the boundary to influence TE interactions, while collective TESOL TE agency outputs (i.e., advocacy, globalization, professional development, research and teaching) flow outward across the boundary to impact schools, pre-service training, and global TESOL discourse. In other words, external context is not separate from the model but constantly mediates the collective agency system via two-way cross-boundary exchange. Particularly, local teachers and TCs are positioned as critical external stakeholders or relational partners outside the collective core and interact with the core TE network via bidirectional connective lines but remain peripheral partners rather than core collective members. At the same time, the projective aspect of the ecological perspective (Priestly et al., 2015) is anchored in the four dimensions of the model, both the inputs and outputs of collective TESOL TE agency. Forward-looking collective goals, such as dismantling native English-speaker (NES)/nonnative English-speaker (NNES) dichotomies, equitable pre-service teacher training, and contextually

responsive global TESOL policy, guide all present relational exchanges between TEs and drive the expansion or strengthening of the collective agency network over time.

It is essential to note that true collective agency among TESOL TEs is not a causal or generic professional network that only involves loose information exchange. The bidirectional arrow dynamics discussed above require shared intentionality and joint coordinated action, which is the defining threshold. Every line of connection carries a mutual commitment to co-designed, collective efforts toward shared goals, rather than one-off isolated knowledge sharing.

4.1 Four dimensions of the model

The four key dimensions of *collective TESOL teacher educator agency*—research and teaching, glocalization, advocacy, and professional development—serve both as inputs and outputs. TEs bring experiences and expertise from these domains into the collective space, where they are examined through dialogue, reflection, and joint action. In turn, these interactions reshape the four dimensions, generating new practices, understandings, and forms of collective agency.

First, TESOL TEs can strive together to bridge research and teaching (Farrell, 2024; Tigert & Percy, 2018) by collaboratively engaging in scholarly inquiry that directly informs their pedagogy. Through collaborative research on their own teaching practices, TESOL TEs enact agency while contributing broader knowledge rooted in their local realities. They can examine their teaching practices together through many different research methodologies, such as narrative inquiry, case study, autoethnography, and action research. One illustrative example is collaborative self-study, an inquiry-based, action-oriented approach designed to foster collective teacher reflection and improve practice by better aligning intentions with actions (Dinkelman, 2003; Loughran, 2007). For instance, an edited collection featuring 13 self-study inquiries conducted by language TEs across culturally and linguistically diverse contexts (Sharkey & Percy, 2018) demonstrates how contributors employed multiple research methods to investigate teaching practices, explore personal and professional identity development, reflect on pedagogical changes, evaluate instructional effectiveness, question underlying assumptions, and develop a more nuanced understanding of preservice teachers' experiences (Roose, 2019). The frequently used data sources included reflective journaling, video recordings of teaching, interviews, and teaching artifacts, along with less conventional sources such as collages, poetry, and photography to further examine TEs' work (Sharkey & Percy, 2018). The TEs collaborated within shared teaching contexts and across national borders through online communities, serving as critical friends who offered one another support and alternative perspectives. By incorporating collaborative inquiry into their own teaching, TESOL TEs can strengthen their professional agency through collective, reflective practices that bridge research and practice.

Second, collective TESOL TE agency promotes glocalization (Tsang, 2019), thus transferring and translating the global agenda in the field into each TE's local context. The proposed model acknowledges the shared agenda of TESOL TEs as leaders in the field (e.g., De Costa & Ustuk, 2023). The agenda items range far beyond the goal of teaching English language in the globalizing society and extending to the key issues in the field, including the detachment from multilingual and multicultural contexts (see London TESOL Research Forum, 2026). Moreover, with the recent advancements in technology such as the AI, TESOL TEs face new pedagogical and ethical questions (Pack & Maloney, 2024; Ulla & Teng, 2024). By coming together, TESOL TEs can discuss these questions as they exchange the knowledge from their expertise and set forth new directions for the field. At the same time, each teaching context is characterized by their unique student demographics, educational policies, resources, and sociopolitical ideologies. To apply the recommendations from the global agenda, TESOL TEs can translate them to their own respective contexts as leaders and educators who are familiar with both the global and local contexts. TEs can also share the experiences and findings from their contexts to other international TEs so that the voices of educators from diverse contexts can be represented in the field.

Third, TESOL TEs can together advocate for themselves, their students, other TESOL teachers, and the field, in their local contexts and globally. TEs can stand up and voice out for social justice and against systematic inequities. Across the world, English teachers face the NES/NNES dichotomy regardless of their English proficiency, training, and expertise. At the same time, English learners encounter challenges due to educational policies and are marginalized in the contexts where English monolingualism is a norm, and research has shown the advocacy work of English teachers standing up for their students (e.g., [Harrison & McIlwain, 2020](#); [Linville, 2016, 2020](#); [Norman & Eslami, 2022](#); [Ridley et al., 2019](#)). TESOL TEs can voice out the injustice that English teachers and students face both locally and globally. Taking a step further, TESOL TEs can work towards developing advocacy-oriented professional identities ([Warren et al., 2025](#)).

Lastly, collective TESOL TE agency positions TEs as active agents in designing PD opportunities for themselves, in-service TESOL teachers, and TCs. For their own development, TEs can leverage collective agency to construct professional identity and sustain growth through emotional support and collaborative negotiation with colleagues, particularly when navigating early-career challenges such as imposter syndrome ([Weng, 2025a](#)). By drawing on collective expertise, they can enhance their pedagogical capabilities and remain current with emerging trends like AI integration and translanguaging (e.g., [Tao & Zhao, 2025](#)). Further, conducting collaborative research could be another form of PD opportunities for TESOL TEs, in which they can explore a shared issue to draw upon collective effort and expertise to advance the field and inform their pedagogical practices (e.g., [Peercy et al., 2019](#)). For in-service TESOL teachers, TEs can collectively tailor PD designs to address the diverse needs in global virtual settings and can learn from other teachers to broaden their own teaching practices. For TCs, TEs can utilize collective agency to bridge the theory-practice gap by promoting interactional dialogues and innovative practices among university-based educators, local mentor teachers, and TCs. By fostering these support networks, TEs can enhance the quality and relevance of PD opportunities for all stakeholders.

5 Professional Development for TESOL Teacher Educators

Collective TESOL TE agency with four key dimensions can be practiced and enacted through PD opportunities. Collaboration, with an emphasis on “continuous teacher learning,” has become a key aspect of PD in TESOL in recent years ([Crandall & Christison, 2016](#), p. 18). Through PD opportunities *on* and *for* collective TESOL TE agency, TESOL TEs can have spaces to come together around shared interests and goals to collaboratively address the complex problems in the field especially in times when society is rapidly changing. TEs can prioritize shared outcomes ([Huang, 2021](#)) and discuss how an innovative practice can be applied differently in each context. For example, the initial excerpts from our reflective conversations reveal the process of TESOL TEs engaging in collective effort to enact our agency and, simultaneously, become more agentic individually in our own contexts.

PDs with a focus on collective TESOL TE agency can offer spaces for TESOL TEs to engage in a conversation that brings them together at a global level with a shared goal. PD facilitators can model collaboration and provide spaces for TESOL TEs to reflect on their career and professional trajectories of enacting agency as TEs. In addition to this, PDs with different foci, interests, and emerging questions can be offered for TEs to share ideas, develop innovative teaching practices and mentoring plans, and collectively make efforts to bring forth motion. These spaces can also promote professional well-being by fostering communities of practice ([Wenger, 1998](#)).

PDs for collective TESOL TE agency reflect the communal aspect of agency, empowerment of individual TE agency in TEs’ own contexts, and promotion of global-level collaboration to enact collective TE agency at a larger scale. However, collective TESOL TE agency also poses some constraints. For instance, in these PDs, the shared purpose and goals may be prioritized over each

individual TE's goals and needs. Instead, PDs on collective TESOL TE agency can set forth collaborative effort to navigate new questions and challenges that continue to arise in the field. These groups of PDs can be ongoing or temporary, and TESOL TEs may be part of several different PDs. Across all these groups, collective TESOL TE agency is enacted through the complex and dynamic network of interconnectedness among TEs. Through these experiences, TESOL TEs can enact their agency not only at a larger level with other TEs but also individually as they work in their own professional settings, thus transcending the contexts while also bridging between global and local realities.

6 Conclusion and Research Implications

In today's globalizing world with rapid changes and innovations in technology, TESOL TEs face new challenges and unanswered questions in their work of advising and mentoring pre- and in-service TESOL teachers in their respective contexts. We call for a space for TESOL TEs to join the efforts to collectively enact their agency by coming together with shared goals and purposes. Through PDs, TESOL TEs can bridge the gap between research and teaching, advocate for themselves and others in the field, glocalize the ideas into their own contexts, and discuss with other TEs new topics.

Future research studies can examine collective TESOL TE agency through different methodologies. For example, collaborative autoethnography can be employed for TESOL TEs to reflect on their agency and practices both in their local contexts and in the field of TESOL (Han et al., 2020; Kim et al., 2025). More importantly, collaborative autoethnography as a methodology includes dialogue among participants to enrich perspectives, ask questions, and share reflective comments. Collaborative autoethnography research has been employed among TESOL practitioners (e.g., Selvi et al., 2022; Yazan et al., 2023). With a focus on collective TESOL TE agency, TEs can reflect on their agency and the sociocultural factors that mediate their decision-making.

In a similar vein of research, TEs can also employ collaborative self-study to examine TE identity (e.g., Chang et al., 2016; Kennedy & De Costa, 2023; Sharkey & Peercy, 2018; Tordreau et al., 2022). TEs can engage in a reflective self-study to examine their teaching and mentoring practices with a focus on the shared commitments to pedagogies (see Buchanan & Mooney, 2023) and uncover the intricacies of their own practices. Furthermore, another mode of inquiry for TEs to reflect on their practices is collaborative action research, through which TEs can evaluate together research experiences and actions (Pine, 2009). By systematically analyzing their practices in respective contexts and collaboratively reflecting on their work, TEs can engage in reflective practices, empower each other, enact collective TESOL TE agency, and transform the field globally.

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