



Transnational English Language Teaching: a Bibliographic List of Sarina Shugani Molina Pedagogic Ex5perience

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Abstract ;

Sarina Chugani Molina is an American university teacher, she has worked for a long time in Asia and Africa as a teacher of English language and she gets a great experience in the educational field. So she wrote her educational achievements in books, articles, conferences reports, and different publications proposing pertinent methods to make learning operation successful for both components of education process :the teacher and the student. A good number of these publications have been collected in order to demonstrate the new and great pedagogy applied in teaching English language inside and outside her country which let us understand an important thing, it's the investment overseas which becomes as a domination or another face of power.

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1. Introduction

The world has become really small and unified due to the information and communication technology which makes connection between its peoples very narrow, however the globalization or internalization have established laws in several areas such economy , science , policy, and culture, and clarity about language which is essential. We talk about the global education that educators are obliged to ensure. Therefore the English language is now the global or international language. It is in this context that we look for writings on the teaching of English in non-English speaking countries, in other words foreign countries. Among the writers who have worked extensively in this activity there is Dean Sarina Chugani Molina, an American university teacher who taught and wrote about English as a world language. So, what has Sarina Chugani Molina written about her pedagogical experience ? Where was this experience utilized? How does she evaluate it?

Study's hypothesis is: Since she has worked hard and for a long time, she must have a good number of educational works reflecting her experience.

The research sheet looks like a bibliographic list where we collect all of Sarina's writings on her teaching experience outside the United States of America her country of course, demonstrating her journey abroad to serve her native language, it's in a way a cultural as well as scientific investment bringing the English language to globalization.

First, we defined certain concepts which are key terms of this study then we talked about points which are fundamental about pedagogy and about teaching English, which justify the presence of each. Next, we present our bibliographic essay, which is carried out according to the APA ,these bibliographic notices are extracted from professional website of the author, and accompanied by a short summary. Finally we end this work with a conclusion in which we present our recommendations.

1. Language Definition

The word «language» is derived from the Latin word «lingue» which means

«produced with the tongue». «Language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture express themselves.» (Robert Henry Robins,

David Crystal, Britannica, 2023)

It is also defined as: « the road map of culture, it tells us where its people come from and where they are going. (Rita Mae Brown, 2022)

The English phonetician and language scholar Henry Sweet stated: language is the expression of ideas by means of speech - sounds combined into words,

words are combined into sentences, this combination answering to that of ideas into thoughts. Also the American linguists Bernard

Blosch and Georges I. Trager formulated this definition: « language is a system of arbitrary vocal symbols by means of which of social group cooperate. (Britannica,2023)

In conclusion, language is a system of conventional spoken manual (signed),or written symbols that humans use to express themselves and communicate with others.

3. Characteristics of Language

Language is characterized to be: learned, unique, for communication, arbitrary, ever-changing, made of habits, an acquired behavior, a system, based on cultural expressions, and vocal.

Language exists to be meaningful (semantic) and to share information in an objective way. It's function is also to:

- interpret emotions,feelings, desires, and moods of the subject.
- evoke a particular reaction in a listener.
- To establish or maintain social contact.

4. Functions of Language

Functions of language are influenced by various factors such as social context, cultural background and individual experiences actually, language becomes a tool of domination, this fact encourage its emergence through the world that is why we notice increasing creation organizations

and high schools investing in leadership formation.

5. Language Roles in a Linguistic field

- 1) **Communication:** language enables people to convey information, thoughts, and emotions to others.
- 2) **Expression of identity:** language allows individuals to express their cultural, social, and personal identities .
- 3) **Play: Language** can be used for playful purposes such as word games, jokes, and creative writing.
- 4) **Imaginative Expression:** Language helps people express their imagination through storytelling, poetry, and other forms of creative writing.
- 5) **Emotional Release:** Language provides an outlet for expressing and processing emotions.

The science of language is known as linguistics (Grammar, Phonetics and Phonology, Dialects, Semantic Jargon, Pidgins and Creoles, Nonverbal Language or sign language and Gesture Language, Para linguistics, Symbolic and Computer Language).

6. English Pedagogy Definition

a. The Meaning of Pedagogy

The word «Pedagogy» comes from the Greek word «paidagogo» which originally referred to an enslaved person who brought children to school The study of the methods and activities

of teaching. The term has since evolved to encompass a wide range of educational practices and theories» (Merriam-Webster, Bing Microsoft, 2022).

Pedagogy is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning (Merriam-Webster, BingMicrosoft, 2023).

It is often described as the act of teaching and it involves shaping the actions, judgments, and teaching strategies of teachers by taking into consideration theories of learning, understandings students and their needs, and the backgrounds and interests of individual students (Wikipedia,2022) Pedagogy also means the method and practice of teaching (learning Classes Online,2022)

b. English Pedagogy Definition

Pedagogy of English or teaching of English language what aims at is to enable students to understand, speak, read, and write the language, i.e. understand English when spoken, speak it fluently and accurately with correct pronunciation stress intonation and pause patterns, write correct English with proper spelling punctuation grammar and style.

7. The Best Principles of Pedagogy

- 1) **Starting with speaking not writing:** language is primarily a spoken skill, writing and reading should come after learning to speak.
- 2) **Making language learning interesting:** by using various methods and lifelike OK situations use audio, video, aids charts
- 3) **The principle of correlation with life:** in this way learning can be transferred to real life situations.
- 4) **Principle of motivation:** the teacher must motivate the students to learn English by

praise, prize, grades, audio-visual aids, picture chart.

- 5) **Teach in an integrated manner: the four language skills** (LSRW: listening, speaking, reading and writing) should teach in an integrated manner, so listening and reading are receptive, speaking and writing are productive skills.
- 6) **Principle of purpose:** the purpose should be decided at an early stage in order to design a suitable course.
- 7) **Principle of the natural process:** talking to the students in the target language and arranging a group discussion (interactive situation)
- 8) **Principle of habit-formation:** habit of a listening, reading

storybooks ,newspapers and magazines , habit of going library ,using correct grammar ,correct pronunciation and habit of repeating.

- 9) **Principle of practice:** practice and habits formation are an acquired competence. So great stress should be laid on practice

10)

Proceed from the concrete to the abstract: the student can learn more effectively when he sees and handle objects, he picks up knowledge through various senses, it enabled the child to understand the abstract part of the knowledge thus the audio-visual aids are greatest for teaching, they show a concrete thing first and the abstract thinks follows afterward with ease.

- 11) **Principle of a passive and active vocabulary:** it's the most objective of teaching English to increase students' vocabulary

12) The Importance of Teaching English

We cannot ignore the importance of English Language as a vital communication tool for the knowledge economy, it seems therefore that education systems' interest in the teaching of English language is not misplaced if they are to engage in «an international communication

» even English is preferred language for global business notes. Also will maintain and grow its dominance, moving from «a mark of the elite» in years past to «a basic skill needed for the entire workforce, in the same way that literacy has been transformed in the last two centuries from an elite privilege into a basic requirement for informed citizenship» (Clarke, 2012)

Add to this, education ministries see the teaching of English as a priority curriculum matter.

The importance of English in India is that it is the official language of administration and the court. It is also the Language of international trade and industry and the window on the modern world. Some reasons for learning English include that it offers freedom to explore creativity and enables learning thinking and participation.

a. Nature of English Language

Receptive, heterogeneous, systematic; unique, dynamic, creative, productive, symbolic, modifiable, grammatical, and the most important point is that it is the global and international language.

b. Reasons for Learning English

English offers the freedom to explore, fosters creativity, enables learning, develop thinking, promotes participation. Business language, also to master technology information and communication, this last helps establishing digital economy with a

solid relationship between nations and less politic conflicts.

8. Some Techniques of Teaching language

- 1) Showing pictures or using audio-visual aids.
- 2) Showing real objects or models.
- 3) Miming or performing an action.
- 4) By framing illustrative sentences.
- 5) By associating with other words.
- 6) Identifying the lexical set.
- 7) Breaking words into component units.
- 8) Crossword puzzles, word games, giving equivalents in the mother tongue. However, it is necessary to proceed to other areas which accentuate and succeed the teaching English such:

- **Teaching Poetry** (Coleridge defines it as: the best words in their best order, the rhythmical creation of thoughts).
- **Teaching vocabulary or lexicon** in order to enlarge words storing.
- **Teaching the Prose** straight forward discourse. The Prose is the powerful medium ideas, facts, laws, and principles. Therefore, it appeals to the head of mind.
- **Teaching of Grammar**: grammar is set of formal patterns in which the words of language are arranged in order to convey meanings. It gives the students ability to speak and write correctly and enables them to use formal language patterns properly for describing a thing (Nelson France, Underclasswoman, 2022).
- **Teaching of Composition** (oral and written): The Composition is the expression

of thoughts, feelings, ideas, observations, and experiences in written form. An essay, a story, a letter, a poem, and a description are some of the forms of composition.

9. Language Skills

- 1) **Listening** : involves the information of proper auditory images of phonemic components such as the use of vowel and consonant sounds ,stress, accent, pitch, pause, juncture, intonation, and the rhythm of language.
- 2) **Speaking** involves the articulation of the components referred to above and the development of communicative competence at the product level .some techniques speaking skills:
 - Asking the learners to say the model dialogue.
 - Asking the class to converse with each other.
 - Making use of information -gap activities.
 - Using role-play, simulation, dramatization, communication games, guessing games.
 - Using substitution table; discrimination exercises ,substitution drills , conversation drills, pictures - cues, indirect questions, correction techniques .
 - Using pair work and group work techniques.
- 3) **Reading Skills**: Learning to read is a language skill and essential part of language teaching at every level, its purpose is to understand the meaning of words, grammar, and sentence.By reading,we give thought and sound value to the printed or the written page. It involves comprehension, and recognition of

the symbols and there are two types of reading: reading aloud, silent reading. Its aims are: to enhance knowledge for the language being read, to critique a writer's idea or writing style for enjoyment and to gain information to verify existing knowledge.

- 4) Here are some teaching reading techniques:
- 5) The Alphabetic method
- 6) The Phonic method
- 7) The Word method or the book and say method.
- 8) The Phrase method
- 9) The Sentence method.
- 10) **Writting Skill**: students learn to write words and sentences after knowing how to read them. Writting skill is an effective tool for communication, and it's one of the important skills to be developed in a language. It helps students develop imaginative and critical thinking abilities. Students arrive to know: to make letters of the right shape and size , to have the right spacing between letters , words , and lines , to use capital letters and marks of punctuation correctly , to have fluent hand movement from left to right.writing is communicating with words ,it's a very important component of our life .
- 11) In conclusion, listening and speaking go hand in hand also reading and writing go together .
- 12) *Methods of Teaching English*
- 13) The same steps and methods used in Pedagogy of language teaching but opting resources in the teaching operation as: pictures , flashcards , charts, Models , Blackboards ,Radio, Television ,

14) Language lab, Multimedia , Internet , Newspaper articles , English clubs , Databases as Eric , PSYCINFO, PSYCARTICLES.

15) Testing and Evaluation Step

16) Of course , teachers need to test the performance of their students because this measure gives useful information to both the teacher and the students .there are three types of tests in English :

17) Objective-type tests

18) Short-answer type tests All for these objectives:

19) Cognitive domain(knowing)

20) Affective domain (feeling)

21) Psycho-motor domain (doing)

22) The Best Places to Teach English Overseas

23) There are eight areas where English language is well known and well learned:

24) South Korea, Japan, the Middle East, Thailand, China, India, Taiwan, South Africa.

25) Algeria now focuses on this language at all the level education also has stepped up its efforts to catch up the delay caused by the domination of the French language in most sectors especially the education one. However, this last element rest the favorite and most strategic panel to change generations and social, economic system.

5. The bibliographic list of Sarina'works

1) Dr.Sarina Chugani Molina Doctor Sarina Chugani Molina serves as Associate professor and Associate Dean in the School of Leadership and Education Sciences at the University of San Diego. She has over twenty five years (25) experience working as

an English language teacher and teacher educative in multiple settings from international schools abroad to private schools ,community colleges , community-based programs, and institutes of higher education in the United States.she has worked with immigrants ,migrants refugee-background, international students. Her passion is supporting girl education in India ,particularly children from rural communities.

Her research works include her interests about:

1. Critical language students and language pedagogy utilizing a post colonial lens;
2. Transnational language teacheridentity
3. English language teacher development and feedback practice through responsive mediation drawing on constructive -developmental and sociocultural theoretical lenses;
4. Contemplative , mindful ,andconscious education grounds in spiritually and indigenous wisdom traditions.

She has authored several books on working with multilingual users of English based sociocultural salient pedagogical practice , textbooks on English language teaching ,and co-authored books on the politics of English Language Education and Social Inequality and Family ,School, Community Engagement and Partnerships with colleagues. She is currently working on two books entitled,The Critically Conscious Educator:Humanizing English language education through a pedagogy ofLove and the conscious educator: Rediscovering the purpose of education through the lens of wisdom traditions.

She has published numerous articles in the areas of language education, lesson study, action research, and teacher development from constructive- developmental, socio-cultural, ecological and critical perspectives. She also serves as a reviewer for several academic journals and publishers.

She has designed and developed online and onsite teacher education programs and provides seminars and training for teachers and students in China, India, Kenya, Japan, Singapore, Thailand and the United States.

The author's works are listed on website faculty: <https://sandiego.academia.edu> where it is mentioned her 48 papers and has 78 followers, 26 following, 2143 views and 4 co-authors.

It has become important for educators to prepare students to understand global perspectives and engage with people from countries and cultures around the world. although there are no questions to the importance of global education to meet the demands of flat world. The rise of English as a global language has changed the foundations of how the language is taught and learned consequently a new sociolinguistic landscape of the 21st century is established and the demand for English proficiency increase day after day.

So, among many works treating this subject and done by **Sarina Chugani** and **Molina**, which depicts her experience in teaching English locally and in different countries that are colonized by English. These works are presented in descending chronological order as follows:

1) Kalyanpur, M., Boruah, P., Molina, S. C. & Shenoy, S. (2023, April 13-16). English language education and students from low-income backgrounds in the Indian context: Service or disservice? Chicago: Annual Education research Association Conference, 2023

2) Kalyanpur, M., Boruah, P., Molina, S. C. and Shenoy, S. (2023). English language education and education for all: Social inequality schooling challenges in the Indian context. London: Routledge

3) Molina, S. C. (2023, March 22 - 24). Decolonizing the English language classroom: A guide to self-reflexive classrooms. international TESOL Convention and English language Expo. Portland, OR

4) Molina, S. C. (2023). The Role of teachers in nurturing empathy in students: global education conference. Bangalore

2022 Boruah, Padmini B., Molina, S. C. (2022). Languages contestations and the illusions around English in India's three language formula, Routledge, 2022

5) Boruah, Padmini B., Molina, S. C. (2022). Languages, linguistic and equity, Routledge, 2022

6) Jimenez-Luque, A. and Molina, S. C. (2022, October). Transforming cultural artifacts in higher education: unfolding wisdom from DEI and decolonial initiatives. International Leadership Association.

7) Molina, S. C. (2022, October). Critical self reflective practices to reduce harm in the English language classroom: Florida SSTESOL Conference

8) Molina, S.C., Boruah, Padmini, B. (2022). English medium private school, Routledge, 2022

9) Molina, S.C., Boruah, Padmini, B. (2022). English language teachers and teacher education, 2022, Routledge eBooks

10) Molina, S.C. (2022). English language education and the case against neutrality, Routledge, 2022

11) Molina, S.C., Boruah, Padmini (2022). the Politics of English language education and social inequality, Routledge, 2022

12) Molina, S.C. (2022). language teachers CATESOL Journal Specialist Themed Issue: Anti-racist perspectives, Practices and Policies in TESOL, 33

13) Molina, S.C. (2022). Reducing colonial harm in language teaching : a guide to critical self -reflective practices for

This paper treats the historical and institutional racism in the United States of America which also applies to the field of English language education.

14) Molina, S.C. (2022). Reimagining diversity, equity, and inclusion in English language education : CATESOL Conference, California

15) Molina, S.C. (2022, July). The role of spirituality and indigenous wisdom in addressing global challenges : A way forward : global conference on uniting religions through spiritual wisdom, Bangalore, India

16) Packer, Emily, Molina, S.C. (2022). Japan lesson study to improve instruction

practice : TESOL conference . California 2021

17) Molina, S.C. (2021). Examining global Englishes and the decolonization of English language teaching in a post-colonial context . In: A.F. Selvis and B. Yazan (Eds). Language teacher education for global Englishes : a practical resource book (pp256-264). Routledge.

Based on one objective which is becoming equipped with the knowledge, skills and dispositions for a competent teacher of English, a group of teachers, her candidates develop or design an online Business English curriculum for students in local community college or university sectors in Kenya.

1) Molina, S.C. (2021). Growing emerging researchers in a TESOL teacher education program: implications for feedback practice. CATESOL journal, 32(1)

2) Molina, S.C. (2020). I'm from foreign: reconstructing transnational identity construction in the journey of becoming an ESOL educator: transnational identities pedagogy and practices in English language teaching, Bristol : Multilingual Matters, 2020

She synthesizes all of her experience as a transnational identity and transnational language teacher with ESOL education.

3) Molina, S.C. (2020). Creating authentic contents for transnational language learning and teaching in TESOL Teacher education: online ECT for Kenyan youth. routledge,

4) Molina, S.C. (2020, March). Culturally

responsive pedagogy. **Marist Brothers International School , Kobe, Japan.**

- 5) Molina, S.C. (2016). **The complexity of providing feedback when teachers and students speak different varieties of English in transnational language teaching context.** In: Journal of teaching and teacher education, n°1, 2016

This study documents the ways in which American English teachers approached teaching English on line to students in Nairobi, Kenya and revealed the complexities of teaching and providing feedback in such transnational contexts, where teachers and students spoke different varieties of English.

- 6) Molina, S.C (2016). **English language teaching in China: teacher agency in response to curricular innovations.** Routledge, 2016

- 7) Molina, S.C (2016). **Transnational English language teaching opportunities for teacher learning and development.** In: ETLD, vol.18, 2015

She talked about her experience as an educator looking for ways in which to provide educational opportunities for students particularly for those who are unable to receive education due to a variety of social and contextual factors. TESOL Teacher education program. In 2012, she meets the founder of Kito International, a non profit organization in Nairobi (Kenya) her partners' become, they develop an on- line business English program to support their entrepreneurial goals become operational in 2013.

- 8) Molina, S.C (2015). **Mediating teacher**

learning through dialogical learning spaces integrated in a practicum experience. In: Journal of teaching and teacher education, n°1, 2015

The program TESOL (teaching English to speakers of other languages) offer teachers preparation in teaching English in both national and international arenas, these preparation programs vary from offering certification to graduate level degree also there is a tremendous variety of possible placement and courses

- 1) Molina, S.C (2013). **Defining global education : Policy futures in education;** SAGE publications

This study explores some of the way in which teachers, students and principals define the notion of clarity around language and instructional objectives for students when they learn what they intend.

- 2) Molina, S.C (2013). **Lost in translation: strategies Japanese language learners use in communicating culturally specific L1 expressions in English .** In: The Catesol Journal

L1 as first language and L2 as second language, this last is language learned by Japanese in the US. the study suggests the importance of helping L2 learners develop this bicultural capability to convey rich cultural meanings of L1 specific expression in L2 based communication.

Through these scientific works that the author has realized we observe that teaching English refer to huge and smart program ex. TESOL in relation to the

globalization of it, teacher training manuals continue to focus on static representations of English and constrained representative of future use of the language so the studies also outlines how curricular change is part of a larger movement in applied linguistics that extends beyond TESOL.

A big number of online platform to teach and learn English activating on social media such Facebook, Instagram, telegram and YouTube, we cite as an example “**Teach Away**” on its Facebook page, this is a good model of leadership in teaching - learning activity.

15. Conclusion

This study is about teaching and learning English as a global language unifying the world and facilitate communication between them in different domains: scientific, economic and cultural, for this purpose tremendous programs have been conceived, then emerging world's people is totally done whatever is the situation.

The purpose sought through this paper is to demonstrate that a wise plan is plotted and pedagogic strategy is applied which conclude the successful of emergence of this language across the world and at the end it's a very important point to cite the necessity of developing an entrepreneurial mind as an ambitious act and behavior. In terms of teaching English in just one hundred (100) years we have seen the primary purpose of English language education move from teaching it primarily as an academic subject to teaching it for communication with first language(L1) speakers, and to teaching it for use predominantly with other users of English(Rose,2018).

English is a prestige language in many countries and it has become a pre-requisite to career success in many companies that use English proficiency as a benchmark in their promotion ladders.

Three recommendations are suggested:

- 1) Implement challenging curriculum with high expectations: a curriculum should include not only basic skills and basic thinking, but also higher level thinking. Teachers should challenge on the content being taught and establish high expectations for them.
- 2) Design standard academic content and make it more accessible the language of the teaching materials should be authentic and culturally relevant.
- 3) Support Meta-cognitive strategies and specific learning strategies.

16. Bibliography's study

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