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English Teacher Professional Development: New Perspectives and Practices

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From The Editor

Achmad Munaja Ghufron

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As the world continues to evolve and the ability to adapt increasingly influences the effectiveness and efficiency of learning, English Teacher Professional Development (TPD) has become an essential, indeed indispensable, component of professional practice for English language educators, including both lecturers and teachers. Its purpose is not merely to address gaps in professional competence, but also to ensure that educators' professional practice remains relevant to the demands and developments of the times. As just one of many examples, the shift in the teacher's role from that of a source of knowledge within the teacher-centred approach, which was constrained by the limitations of the past, to that of a facilitator within the student-centred approach, supported by the various advances of the modern era, particularly in technology, has prompted English TPD designers to develop TPD programmes based on new paradigms. This book presents new perspectives and practices in English TPD, drawing on the expertise of practitioners, including TPD programme designers and English language educators, with extensive professional experience. It is intended to serve as a reference for the development and implementation of TPD that is relevant to the current educational landscape in 2026 and remains adaptable to the demands of the future.

Structurally, this book comprises 27 chapters written by 27 different authors, each bringing a distinct professional and

institutional background. The contributors represent a wide range of educational contexts, from lecturers at public universities, public Islamic universities, private universities, and private Islamic universities to teachers in secondary schools. This diversity enriches the book by offering a broad range of perspectives and practices. It is hoped that readers will therefore encounter not merely perspectives and practices that reflect their own professional backgrounds, but also new and potentially unfamiliar approaches contributed by authors from a diverse range of educational contexts. With a consistent structure adopted throughout each chapter, comprising (1) Rationale, (2) Implementation, and (3) Reflection, this book facilitates readers' understanding of the content presented in each chapter. Each chapter begins by establishing its conceptual foundation in the *Rationale* section, followed by a discussion of its practical application or implementation in the *Implementation* section, and concludes with the author's personal reflections and/or a reaffirmation of their position on the issues discussed in the *Reflection* section. This consistent structure also enables readers to compare and contrast the diverse perspectives and practices in TPD presented across the chapters more easily.

In terms of its content, this book presents English TPD as a multidimensional process that extends beyond conventional training and encompasses teachers' professional knowledge, identity, agency, reflection, and capacity for sustained growth. The foundational dimensions of this perspective are addressed through discussions of professional development across teaching, research, and community service (Chapter 1), twenty-first-century teacher competence (Chapter 4), teacher self-efficacy (Chapter 5), professional development in higher education (Chapter 7), professional capital amid educational reform (Chapter 9), professional judgment (Chapter 19), and strategies for becoming professional and innovative English

teachers (Chapter 26). Several chapters further emphasize that professional growth is not confined to teachers' formal training years, as reflected in discussions of professional development before professional practice and the role of reflection (Chapter 14), academic qualification improvement as a pathway to reflective professional learning (Chapter 27), and online informal learning for improving teachers' language proficiency (Chapter 10). The volume also treats research engagement as a form of professional development (Chapter 13), thereby positioning teachers as contributors to knowledge rather than merely recipients of training. Similarly, book chapter writing itself is examined as a developmental endeavour through which EFL teachers can transform professional experience into scholarly knowledge (Chapter 3). Taken together, these chapters establish a broad conceptual foundation in which English TPD is understood as an ongoing process of professional learning, reflection, knowledge construction, and transformation rather than a collection of isolated training activities.

A second major strand of the volume concerns digital and technology-mediated professional development, reflecting the increasingly important role of technology in reshaping both teachers' professional learning and their classroom practices. This strand includes digital professional development for EFL teachers (Chapter 2), technology-based TPD for addressing the digital gap (Chapter 11), artificial intelligence and English teachers' professional development (Chapter 16), essential digital tools for educator growth (Chapter 20), and the use of the British Council's TeachingEnglish platform for unlocking teachers' latent potential (Chapter 22). The volume also connects teachers' digital development with the needs and characteristics of contemporary learners, particularly through professional development for digital reading activities designed for Gen Z students (Chapter 15) and TPD for promoting critical literacy in the digital age (Chapter 17).

Rather than treating technology simply as a collection of tools to be mastered, these chapters foreground the need for teachers to develop the professional capacity to make informed pedagogical decisions about technology and emerging digital environments. The collection consequently recognizes that technological change can create new professional demands while also opening alternative pathways for teachers' continuous learning. This perspective is complemented by attention to broader future-oriented competencies, including sustainable development (Chapter 18), suggesting that contemporary TPD must prepare teachers not only to adopt new technologies but also to respond critically to changing educational priorities.

A third strand highlights the importance of context, culture, diversity, collaboration, and sustainable professional communities in shaping meaningful TPD. Cultural and contextual responsiveness is explored through professional development for multicultural instruction and cultural awareness (Chapter 8), preparation for linguistic and cultural diversity (Chapter 12), fostering intergenerational dialogue across diverse educational contexts (Chapter 23), and integrating local wisdom into English language teaching (Chapter 25). Other chapters demonstrate how TPD can be tailored to particular professional and educational contexts, including collaborative professional development for Maritime English instruction (Chapter 6), professional growth among female ELT teachers in relation to motherhood (Chapter 21), and professional development strategies for lecturers working in higher education (Chapter 7). The volume further moves from individual development toward collective professional growth, particularly through the transformation of training into sustainable communities of practice for Indonesian EFL teachers (Chapter 24). This emphasis suggests that effective TPD cannot be separated from the social, cultural, institutional, and personal conditions within which teachers work and

develop. Ultimately, the chapters collectively portray English TPD as a dynamic ecosystem in which individual competence, reflective practice, digital transformation, cultural responsiveness, research engagement, contextual awareness, and professional community building interact to support teachers' continuing growth.

This book offers a comprehensive and systematically structured resource for the development of English TPD programmes. At the same time, it provides a valuable reference for readers to deepen their knowledge within their own professional contexts while broadening their understanding through perspectives drawn from diverse backgrounds. Its consistent structure also enables readers to grasp the essence of each chapter, as well as the overarching contribution of the book as a whole, without being hindered by inconsistencies in chapter organisation.

Editor Bio



Achmad Munaja Ghuftron is an educator with 11 years of experience teaching English across a wide range of educational institutions, from kindergarten to higher education. He has a multidisciplinary academic background, holding a Bachelor's degree in Teaching English as a Foreign Language from IAIN Salatiga (now UIN Salatiga) and a Master's degree in Educational Management from Universitas Negeri Yogyakarta. He currently serves as an Academic Manager at SMP Islam Internasional Al Abidin Kota Magelang. In addition, with a commitment to providing high-quality education informed by leading curricula from around the world, he is currently developing an intercultural kindergarten curriculum inspired by educational practices from leading international curricula, which has already been implemented at two institutions: TK Mubarak Salatiga and RA Muslimat NU Ngadiharjo. He is highly open to opportunities for collaboration and partnership in the field of education.

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