



**Book Review**

**International Perspectives on English Teacher Development  
From Initial Teacher Education to Highly Accomplished Professional**

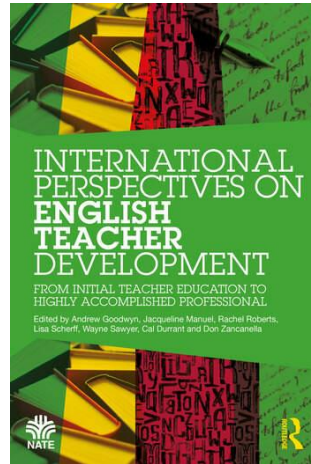
**Gamze Öztürk** 

MA., Ondokuz Mayıs University, Türkiye

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**International perspectives on English teacher development: From initial teacher education to highly accomplished professional**, Edited by Andrew Goodwyn, Jacqueline Manuel, Rachel Roberts, Lisa Scherff, Wayne Sawyer, Cal Durrant, Don Zancanella. Routledge, (2023). 334 pages. ISBN 9780367766917



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A substantial number of native English speakers are employed as English teachers at countless schools and language institutes around the world. This significant presence inevitably influences numerous students and stakeholders across the globe. It is important to show these educators clear paths to create a supportive community, boost their teaching spirit, and remind them they are not alone, while also equipping them with the best resources and insights available, considering their significant influence and the crucial role they play. This leads us to explore resources like the one detailed in this book review.

✉ **Corresponding Author:** gamzekuzu0@gmail.com

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The book titled “International Perspectives on English Teacher Development: From Initial Teacher Education to Highly Accomplished Professional” serves as a comprehensive guide for novice and experienced English language teachers (ELTs) in their journeys. The book, which has 22 chapters and four sections, examines the difficult concept of teacher identity in the context of ELT, tracing the difficult path from inexperienced student to experienced teacher. It would be right to say that many factors play a role in creating teacher identity. Teaching is a process of self-discovery, and our instruction is a composite of all the teachers we have encountered. Enhancing oneself in all areas is advantageous for the teacher, and this also affects their classroom pedagogy.

The opening section in the book explores the intrinsic motivations and resources that shape an ELT professional. The author's emphasis on self-discovery and the amalgamation of past teaching experiences resonates with established theories of teacher identity construction (Beijaard, 2000; Johnson et al., 2004). However, exploring this dynamic could benefit from incorporating critical perspectives on power relations and inequalities within educational systems that influence teacher development (Apple, 2000). Section 1 consists of five chapters, and the section opens with a question: “What makes an English teacher?” It has a compelling introductory chapter in which a general framework is drawn and managed to attract the reader’s attention. Some of these motivation sources are enthusiasm to teach something new, desire to make a difference in people’s lives and contribute to society, love of literature and others can be listed as follows: a wide range of texts, personal fulfillment of a dream, and trigger a lifetime desire for reading. A bold introduction has been made using very strong words, and providing a perfect bridge to the next section.

Section 2 consists of seven chapters and starts with Initial Teacher Education. This section that draws attention to the difference between theory (university level) and practice (school). There is a vexing relationship between the two. Section two tackles the often-fraught relationship between theoretical training and practical classroom experiences. Including of interns’ narratives highlighting the complexities of developing a formative identity adds valuable authenticity. However, the discussion would be strengthened by engaging with critical scholarship on the inherent tensions between pre-service preparation and the realities of diverse educational contexts (Cochran-Smith, 2004). As teacher identity is a developmental, social, and psychological process thanks to applied action research, many complexities are reviewed, and interns illustrate how their formative identity is a constant challenge. It has been discussed how they prepared for English teaching who are graduating from the fields of English Literature and English Teaching. It is highlighted that policymakers remain persistently resistant to reform.

Section 3 comprises five chapters and opens with Life as an English teacher. It is a section where the importance of lifelong reading habits is emphasized. It is important to facilitate authentic and innovative writing strategies and practices. In this way, critical literacy is likely to be achieved. The importance of lifelong learning for ELT professionals is emphasized in the third segment, which also promotes the development of creative and genuine writing techniques. The reference to the National Writing Project's (n.d.) success in shaping teacher identity as writers is noteworthy. However, a balanced analysis should also acknowledge the potential challenges and limitations of such initiatives in diverse educational

settings. National Writing Project's long and profound benefits are told. The project's success may lead to teachers realizing their identity as writers and demonstrating the positive flow-on effects for their students. In action research workshops, the Imaginarium model of teaching is described with the following items: integrated, immersive, intensive, inquiry-based, open, and democratic.

The final section, 4, consists of five chapters named Great Teacher of English. It is comprised of over 40 years of local, national, and international professional development initiatives. English teachers can benefit greatly from one another. Experienced English teachers are also the essence of reflective practitioners. Action research, interviews, and classroom observations have shown six forms of courage required for teachers. These are content courage, expertise courage, social/emotional courage, reputation courage, advocacy courage, and self-courage. It also focuses on the concept of courage in ELT, identifying six distinct forms (content, expertise, social/emotional, reputation, advocacy, and self). This framework offers a valuable lens for understanding the challenges and rewards of teaching. However, it would be beneficial to explore this concept through the lens of critical pedagogy (Freire, 1970), examining how teachers can enact courage to challenge inequities within educational systems.

Overall, the book offers valuable insights for ELT professionals, particularly its emphasis on self-reflection, lifelong learning, and the importance of building strong professional communities and can be added to the list of must-have resources in ELT. The reader-friendly organization and international scope further enhance its appeal. The book provides a valuable and comprehensive resource for ELT professionals, researchers, the teacher education community, and student teachers worldwide through its engaging narrative and extensive coverage.

### Disclosure Statement

No potential conflict of interest was reported by the authors

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