

Professionalizing Your English Language Teaching

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Professionalizing your English language teaching

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BOOK REVIEW

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Professionalizing your English language teaching, edited by Christine Coombe, Neil J. Anderson, and Lauren Stephenson, Switzerland, Springer, 2020, 435 pp., € 53,49 (eBook), ISBN 978-3-030-34761-1; € 64,99 (hardcover), ISBN 978-3-030-34762-8

In order to meet diverse language learners' needs and institutional expectations, language teachers need to enhance their professionalism. Being a language teacher does not simply deal about having the right teaching qualifications and good academic standing, but it needs sustained commitment to being innovative and transformative in the classroom and schools assisting both students and colleagues to achieve their goals. In other words, language teachers should harness their professional agency and identity. The book by Christine Coombe et al. tried to echo this calling. The book contains scholarly works by English language educators and scholars from a number of countries in different parts of the world, focusing on English language teacher professionalism. It comprises thirty-six chapters which are divided into ten parts.

If you are not English teachers professional literate or aware in your practice already, and would like to enhance your competence in this area, the book authored by 56 authors is an all-encompassing text that will help you gain the necessary acquaintance (or skill) with the English teacher's vocation, as well as create connected, positive beliefs and attitudes. In the opening chapter, part I focuses on the definition of professionalism which is covered in chapter 1, 2, and 3. It particularly discusses insights from historical and empirical perspectives, its relation to psychology on English Language Teaching (ELT), and its origin to socio political and economic contexts. Teacher Self-Care and Wellbeing is examined in Part II which is drawn in chapter 4, 5, and 6. This part is dealing with emotional management that should be read by every teacher in progressing their professionalism, especially about stress management, releasing stress in the workplace, and emotional intelligence. This is the most interesting part in this book which has a significant role in teachers' professionalism. The topic in this part is also still getting much less attention than the other aspects in English language teaching and learning, especially on teacher performance (Demaray, 2020).

A discussion on the relation between skills of organizational and productivity with teacher's professionalism is provided in Part III. This part contains 3 chapters, they are chapter 7, 8, and 9. It illustrates some strategies for productivity and efficiency, a shifting of paradigm related to how to be balanced between professional and non-professional life, and the significance of personal and professional strategic planning. Part IV specifically discusses the position of communication skills in teacher professionalism. It definitely has a role in enhancing professionalism. The explanation of significant tool in leadership productivity, the effective non-native English-speaking teachers (NNESTs) based on the level of language proficiency needs and its suggestions and some tools for managing conflict are provided in chapter 10, 11, and 12.

In addition, the use of technology in professionalism and its significant aspects are explored in Part V. It talks about the foundational skills and abilities development, the significance of owning an online profile on social media, and some teachers' roles and dimensions which can guide teachers on applying their roles in the online learning environment. In Part VI, leadership matters become an interesting topic which were written by Stephenson & Hiasat in chapter 16 and 17. It underlines the significance of mentoring and coaching for English language teachers and the benefit of giving back to the profession and describing the framework in preparing for teaching and learning.

Part VII presents the role of Individual and Collective Professional Learning (CPL). It is divided into two discussions. Chapter 20 to 24 explores the individual professional learning, they are the importance of Reflective Practice (RP) for professional practices, a principled Continuous Professional Development (CPD) can develop individual teachers' work with the institution, developing lifelong learning plans, how the professional teachers can grow and develop by completing the complex task in a conference organization, and ELT association can help the English teachers to develop their knowledge and create network colleagues of the ELT profession. Meanwhile, the role of research and how the process of doing research for English language teachers' professionalism are discussed in Part VIII. It is in line with Cheng & Li's statement (2020) that teachers simultaneously take a dual role as practitioner and researcher. This part is incredibly important because it is enlightening on how to conduct research for teacher professionalism in language teaching. Besides, teachers can conduct collaborative research with different institutions and at the university level. It also analyses how contextualization in the research has relevant literature(s) and setting(s) of the study. Then it looks into the research impact for the researchers which is useful into the new knowledge and how it is measured and reported.

The publication area is specifically discussed in Part IX. This part highlighted that the skills of presentation become crucial for expressing the knowledge and it is able to enhance their knowledge. Additionally, the professional teachers can make a contribution in their knowledge through sharing and publishing. It also stressed that through writing professional materials, teachers can develop their creativity in teaching and learning. In Part X, professional career development is explored in the last five chapters. It provides good strategies for job searching, developing cultural horizons worldwide which have good impact, navigating their promotion and tenure process, giving back their talent, knowledge, and time to students, and preparing for retirement.

While the volume may not mainly focus on the context of Asia Pacific, some chapters were authored by scholars from this region with the region's specific perspectives. For instance, in Chapter 10, Murphey and Knight who are originally from Japan; in Chapter 12, Murray who is from Australia; Chapter 16, Stephenson is also from Australia; Chapter 28, Nguyen & Renandya are from New Zealand and Singapore; Chapter 30, Littlejohn & Reinders from Brunei and Thailand; and Chapter 36 Reinders & Lewis from Thailand and New Zealand. Additionally, although the contexts of the chapters are dominated with non-Asia Pacific contexts, implications from those chapters may be applied in the region's contexts. A chapter by Eslami which talks about English Language Proficiency Enhancement within the US context may be applied to countries like Singapore whose curriculum is similar to the US.

These chapters cover a wide range of topics and provide hope for English teacher professional development in these difficult times on Covid-19 pandemic. One of the book's merits is that it covers a wide range of countries, ages and stages of working life, and situations. Another virtue is that this book serves as a great resource for current English teachers' professional advances, leading the reader to learn more about them and find appropriate reading. This book provides practitioners with simple access to various advanced English teacher's professional improvements. There are not a lot of good professional development books for English teachers out there. This is by far the most comprehensive resource we've encountered for contemporary English teacher professional developments. We heartily suggest this book to all English teachers who want to improve their skills. However, one aspect of this book that could be a minor shortcoming is that it does not contain a concluding chapter by the editors or an epilogue to "close the scene" and describe the implications and/or contributions/gaps for later research in English language teacher professionalism. Overall, this is a very helpful guide for students or pre-service teachers, teachers, teacher educators, and policy makers.

To conclude, this book provides various aspects of a teacher's professional development. The authors have successfully made connections among chapters in the book. Each section offers a positive effect for teachers' profession. The topics of the book reveal the various aspects of how to be professional teachers in English language teaching. For this reason, English teachers can consider the aspects both in conducting the teaching and learning process and other points

which support them to be professional English teachers. This book's content on teacher professionalism issues is applicable to the Asia Pacific region as well as other regions. However, the volume would have been more comprehensive in covering some supporting features of the teacher's professionalism if the editors add the information of the use of media innovation in the teaching process.

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