
Book Reviews

Dhanavel, S.P. (Ed.), *Continuing Professional Development of English Language Teachers: Perspectives and Practices from India*. Springer, 2022, 293 pp., EUR 139.99 (Hardcover). ISBN 978-981-19-5068-1 (hbk) ISBN 978-981-19-5069-8 (ebk)

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This book focuses on various aspects related to the professional development of English teachers in the Indian context, and it is a resource book for teachers who look for effective ways to make teaching and learning an enjoyable experience. It is an appreciable attempt made by the editor since the book records the experiences and challenges faced by Indian teachers who teach English to learners of different social and linguistic backgrounds. Moreover, there is a shortage of English language teaching books that expose the teaching practices of the Indian English language teaching context, as most of the books focus on the Western perspective and the challenges faced by the teachers of Western countries. This book extends a helping hand to the teachers to execute their responsibility of making their learners acquire English language proficiency for job opportunities.

The book has sixteen chapters under four different parts such as a) the context and culture of continuing professional development (CPD), b) the theory and practice of professional development, c) technology in professional development, and d) personal narratives of professional development. It is clear that Part 1 is about CPD in general and culture as an inherent element of CPD and the importance of teacher motivation in professional development; Part 2 is devoted to discussing the theory and practice of CPD; Part 3 is meant for a productive discussion on the use of technology to improve professional skills; and Part 4 is about the personal narratives of successful teachers.

In the first part of the book, the introduction chapter provides a brief view of CPD, its significance in English language teacher education and an overview of the book, which gives background knowledge to the readers for understanding different innovative ideas related to teaching presented in other chapters. The two more chapters in Part 1 discuss

how factors such as culture, teacher motivation, and teachers' ideas and beliefs play a key role in the teaching profession. Amol Padwad views that Indian belief systems are firmly ingrained in customs, and therefore, it is crucial to comprehend and appreciate Indian culture while evolving any CPD programme in India. Krishna K. Dixit, in his chapter, explains how teacher motivation is essential for professional development.

Considering the significance of the theoretical perspective of CPD, six chapters have been listed in the second major division of the book Part 2 that deal with aspects like teacher cognition, reflective practice, teacher self-development, and teacher research, which gives the necessary theoretical knowledge to the readers. Arvind Sivaramakrishnan has presented a solid conceptual basis for CPD by analyzing it in the setting of global education and drawing on his personal experience as a teacher in England, Germany, and India. While speaking about the reflective practice, Ravinarayan Chakrakodi points out that teacher trainers and educators can learn valuable lessons by reflecting on the pivotal events in their training courses. His constructive suggestion is based on his experience incorporating a reflection component with questions to guide them as the coordinator of a large-scale "train the trainer" programme for primary school teachers in Karnataka. Kankata Padmini Shankar confirms that university teachers view CPD favourably and actively pursue their personal and professional growth, ultimately resulting in positive student learning outcomes. Hari Padma Rani believes that teachers can improve their teaching quality by using self-assessment as a process of self-analysis rather than judgment. Lakshmana Rao Pinninti advocates teacher research and proposes a 3R approach, focusing on reflecting, recording and reporting. S.P. Dhanavel reiterates that studies on teacher cognition help identify teachers' mental actions and classroom interactions. This understanding helps build pre-service and in-service teacher education programmes that improve student learning.

In the twenty-first century, technology is inevitable, and teachers need to use it to enhance learning outcomes. Part 3 of the book has three chapters, which is inadequate compared with the total number of chapters devoted to other aspects of professional development. Another limitation is that there is no dedicated chapter on using AI technologies, which could have been added to appease enthusiastic educators about incorporating technology into their teaching. However, the three chapters give much input regarding technology in language teaching. David Jeyabalan

and Caroline Cynthia explore ICT tools for language teaching and professional development. Savithri highlights popular e-resources and offers authentic resources for teacher development. Similarly, Kshema Jose advocates using Web 2.0 tools to create Open Educational Resources (OERs) for teacher development while discussing e-resources.

Part-4 of the book is about the personal narratives of professional development. It includes five chapters contributed by experienced faculty, which depict how they have developed their teaching skills and knowledge through their involvement and dedication in various academic activities. Deepti Gupta recalls her mentors and her CPD experiences and acknowledges the informal mentorship network of experienced professionals and beginner teachers that has helped the Indian education system succeed. The following personal narrative of Ramanujam Parthasarathy explains his journey from beginner to master ELT practitioner, which may inspire those who want to become teachers. In his narrative, Kesava Rao admits that he used to learn from day one of his teaching till his retirement. His faith in the joy of learning and a practical approach to ELT are crucial to acquiring teaching and classroom management skills. Raja Vishwanathan, in his narrative, reveals that he fostered an association with his students by allowing them to communicate in their native tongues, which allowed them to draw on their life experiences as a means of acquiring the English language. His main tactic is to consider the requirements of his students and look into ways to make learning easier for them. Kumaran views lifelong learning as essential for teachers and believes teachers must update their knowledge because the current generation of learners uses technology extensively.

To sum up, the book is a resource for teachers and researchers who want to gain vast knowledge about the importance of continuing professional development, the use of technology in professional development, the theoretical perspective of CPD, and the personal narratives of expert teachers. It will transform readers' perspectives about teaching and learner requirements.

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