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Most teachers, but not all, consider that at some time during their teaching careers they will need to learn something new, brush-up on something known, or just take time out to reflect on where they are as a language teacher. That said, a colleague once pointed out to me that there are three types of teachers who stay in English teaching. The first type gets bored and quits teaching soon after they start; that is a good result for the students, because they will not be subjected to such a teacher (and we all remember some of our own teachers who bored us so that we probably lost interest in their subjects). This leads me to the second type of teacher, who is bored but keeps teaching: continues doing the same activities in the classroom with no reflection or change. (They may also have an illusion of job happiness.) Unfortunately, we still have many teachers like this in our classrooms today, but, hopefully, we can get through to them—if they are in the language classroom—with the contents of this book. The third type of teacher includes those who realize that they can become genuine educators by reflecting on their actions, and who may change what they do in the classroom based on the results of this reflection. This type of teacher believes and grows toward true inner peace as they continuously pursue their professional development and exchange ideas with other teachers and administrators. Type three teachers are truly professional and are doing the best job possible, always knowing that they will never know it all. Believe it or not, this book is directed at all three types of teachers, because I believe that all teachers have an interest in their students’ learning and thus their own development as teachers.
This book, *Language Teacher Professional Development*, the final in a sequence of 22 other books (see summary of each in Chapter 6) in TESOL’s English Language Teacher Development (ELTD) series, reviews how teachers can reflect on their career professional development. I have been privileged and honored to be the series editor and have had the opportunity to work with all the wonderful authors and Carol Edwards in TESOL publications throughout the production of all of these very useful books. From this ELTD series, we can literally see from the various titles of each book that the knowledge base of TESOL has greatly expanded in the past years. We have also come to realize that the field of TESOL has become complex and it becomes clearer that, in order to keep up with all the changes and developments that are inevitable as a field grows, teachers will need to continue to learn and develop beyond their training and education courses. As Richards and Farrell (2005) have previously noted, the need for teachers to keep updated is not a reflection of being trained or educated inadequately, but a reflection of a profession that is continually reinventing itself and expanding its knowledge base. So this final book in the ELTD series outlines and discusses the need for continual professional development for TESOL teachers as well as how they can do it. I hope that all TESOL teachers gain valuable insight about themselves as teachers and also about the complexity of TESOL as a field, as this is clearly shown through the contents of all 23 books (including this one) in the ELTD series.

**Reflective Break**

What does “professional development” mean to you?