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The development of primary foreign language teaching materials: A new pathway for teacher professional development

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Abstract: This paper adopts a case study approach to explore the professional development of two foreign language teachers in a primary school English teaching materials writing project and their influencing factors. The data was collected through semi-structured interviews and coded and analyzed using Nvivo software. It was found that the professional development of foreign language teachers was reflected in the four main dimensions of professional knowledge, professional competence, ethical values, and teacher community. The influencing factors include individual, community and macro factors at three levels. This study sheds new light on teachers' professional development pathways.

Keywords: foreign language teacher; professional development; materials development; China; textbook compilation

1. Introduction

Foreign language teaching materials, as the primary conduit for educational content, are pivotal in equipping educators with essential resources. In recent years, their role in nurturing talent has become increasingly pronounced, prompting the state, particularly in China, to elevate the importance of textbook construction. This is evidenced by the establishment of the National Textbook Committee under the State Council and the Curriculum and Textbook Research Institute within the Ministry of Education. Moreover, a series of significant policies and documents, including the National Textbook Construction Plan for Universities and Primary and Secondary Schools (2019–2022), the Measures for the Administration of Primary and Secondary School Teaching Materials, the Measures for the Administration of Teaching Materials for Ordinary Schools of Higher Education, and the Measures for the Administration of Teaching Materials Selected by Schools from Overseas Countries, have been sequentially issued. These initiatives have substantially bolstered the standardization, professionalism, and scientific rigor of textbook development in China [1].

Furthermore, the evolution of foreign language education in the new era, coupled with comprehensive curriculum reforms, has imposed higher demands on the professional competencies of foreign language educators. The process of crafting foreign language teaching materials has emerged as a novel pathway for the professional growth of these teachers, thereby shaping a fresh trajectory in the research landscape of foreign language education in China. Against this backdrop, this paper aims to explore how the development of foreign language teaching materials, drawing from examples of basic foreign language textbook compilation, can catalyze the professional advancement of teachers.

1.1. Development of foreign language teaching materials

The narrow definition of foreign language teaching materials encompasses textbooks—and their ancillary products—crafted in alignment with foreign language curriculum standards [2] or tangible teaching needs. The creation of these materials forms the bedrock for their subsequent use and evaluation, with the underlying concepts, principles, and methods directly shaping the quality and efficacy of the materials [3]. Consequently, research into the development of foreign language teaching materials delves into the theories and practices underpinning their creation.

Scholarship on foreign language textbook development, both domestically and internationally, can be categorized into several key themes: the theories and principles of textbook development, analyses of the evolution and current state of textbook development, specific methodologies in textbook creation, and evaluations and content analyses of textbooks [2].

Domestic research on the theories and principles of textbook development spans from general principles—such as the foreign language teaching materials development and evaluation system with Chinese characteristics proposed by Zhuang [4]—to more specialized goals, principles, and methods tailored to different fields (e.g., ESP materials [5]), educational concepts (e.g., holistic education [6]), and formats (e.g., multimodal teaching materials [7]).

Internationally, theoretical research on textbook development centers on the construction of development models. For instance, Tomlinson presented a comprehensive theoretical framework for developing effective language learning materials. The framework is grounded in the principles of social cognition and transformative teaching and learning. He emphasized that materials should be learner-centered, meaningful, task-based, interactive, strategic, culturally aware, and reflective. He argued that materials development should consider learners' needs, interests, prior knowledge, and learning styles, and that the content should be relevant to their real lives to motivate learning. The inclusion of a variety of tasks encouraged learners to use language in context, while interaction among learners and with the teacher fostered a collaborative learning environment. Additionally, materials should help learners develop effective language learning strategies and cultural awareness and encourage reflection on their learning process. This theoretical framework provides a valuable lens through which to analyze the impact of materials development on teacher professional development, as it highlights the importance of considering learners' perspectives and fostering a reflective and collaborative approach to teaching and learning [8].

Studies on the evolution and current state of textbook development provide a snapshot of practical developments, including historical overviews and analyses of the present landscape. Wang and Ren for example, analyzed the trajectory of business English teaching materials over the 70 years since the founding of New China, identifying four distinct stages—initiation, growth, prosperity, and maturity—and noting a shift in focus from linguistic skills to the intersection of language, business, and culture [9].

Research on the practical aspects of textbook writing zeroes in on topic planning, addressing challenges and countermeasures, and realizing writing concepts or goals.

Jia and Xu, for instance, constructed a framework for writing discursive panels in foreign language textbooks based on the concept of discursive ability, using the New Era Core English Curriculum for Comprehensive English as a case study to explore discursive writing concepts and content design [10].

Textbook evaluation studies primarily aim to promote textbooks by systematically assessing the writing concepts and characteristics of specific sets. Xu and Zhong evaluated “University Experience English Listening and Speaking Tutorial,” guided by the 5th generation of textbook writing principles and learner input theories, highlighting features such as learner-centeredness, thematization, task-orientation, authenticity, diversification, stereoscopy, and personalization [11].

Domestic content analysis studies of textbooks examine various aspects, including graphic-text relationships [12], cultural representation [13], vocabulary analysis [14], and exercise design [15]. Beyond national textbooks, researchers like Guo [16] and Wang [17] have compared local cultural content in Chinese and Japanese English textbooks, drawing insights from Japanese practices to inform future Chinese English textbook development. Internationally, studies focus on the content and organization of teaching materials, with language knowledge—such as discourse auxiliaries [18] and the sequencing of grammatical points [19]—and cultural representation being prominent areas of research. For example, Shin, Eslami, and Chen [20] analyzed the cultural content of seven internationally distributed English textbooks, noting the prevalence of inner-circle culture but criticizing its superficial treatment, which fails to encourage deep student reflection.

1.2. Professional development for foreign language teachers

Foreign language teachers’ professional development primarily encompasses formal and informal learning experiences and processes that deepen teachers’ understanding and enhance their practical abilities [21]. Research on the professional development of foreign language teachers, both domestically and internationally, can be categorized into three main themes: the current state of teachers’ professional development, the motivations behind it, and the process and effectiveness of such development.

The analysis of the current state of teachers’ professional development focuses on teachers’ cognitive, emotional, and behavioral responses in teaching, research, and other areas, uncovering the challenges they face and potential solutions. For instance, Zhang [22] proposes two countermeasures for the professional development of foreign language teachers: macro-systemic support mechanisms, such as further training, renowned teacher forums, teaching teams, supervision, incentives, and developmental evaluations; and micro-quality enhancement methods, including ongoing self-study, acquiring knowledge of educational psychology, improving research skills, and seeking guidance from experienced educators.

Research on teachers’ development motivations often compares novice and experienced teachers. Experienced teachers, for example, are typically driven more by intrinsic motivation, maintain positive attitudes toward teaching [23], and a healthy psychological state can foster their development. However, some experienced teachers may also experience self-doubt [24]. The process and effectiveness of teachers’

professional development concentrate on their developmental history and psychological evolution in various environments. Gu and Gu [25], through in-depth interviews with two outstanding veteran English teachers, revealed that the growth of exceptional teachers is attributed to their passion for education, motivation, and positive interaction with their environment.

In summary, the majority of existing studies concentrate on the theoretical aspects of textbook writing in secondary and higher education, with fewer investigations into the practical process of writing and its value. Furthermore, there is a scarcity of research focusing on the relationship between textbook writing and teachers' professional development. Therefore, this paper aims to explore the role of textbook writing in promoting the professional development of teachers involved in the writing of basic English teaching materials for elementary schools, through the use of semi-structured interviews.

2. Research design

2.1. Research questions

1) What kind of professional development did the foreign language teachers gain from their involvement in the development of English language teaching materials for elementary school?

2) What are the main factors that contribute to the professional development of foreign language teachers?

2.2. Participants

In this study, the participants comprised two college foreign language teachers who were involved in the development of the textbook “English for Elementary Schools.” Their basic information is presented in **Table 1**. The selection of participants was guided by the principle of maximum differentiation, aiming to ensure a diverse representation in terms of job titles, fields of study, and roles within the textbook preparation team. This approach was taken to capture a wide range of perspectives and experiences related to textbook development and its impact on professional development.

Table 1. Basic information of participants.

Participant	Sex	Title	Research field	Role in textbook	Previous experience of textbook development
A	F	Professor	Education	Editor-in-chief	Yes
B	F	Associate professor	Applied linguistics	Editor-in-chief of the fascicle	Yes

2.3. Data collection and analysis

The data for this study were derived from semi-structured interviews conducted with two foreign language teachers, focusing on their experiences with the editing process, the insights they gained, and their suggestions for improvement. Each interview lasted between 20 and 30 min and was audio-recorded with the participants' consent. The recordings were subsequently transcribed, resulting in a total of 10,858 words of text. To analyze the interview data, Nvivo software was employed, and a

three-level coding process was implemented to systematically summarize and refine the content from the ground up.

Initially, the audio recordings were transcribed into text and imported into Nvivo. The first level of coding involved extracting the essence of the original interview text, which led to the creation of free nodes such as “studying the compulsory education curriculum standard repeatedly,” “systematically examining other foreign textbooks,” and “realizing one of my dreams.” Following this, a second level of coding was undertaken, where these free nodes were analyzed and categorized [26]. This step involved summarizing the first-level nodes based on their associations, resulting in the formation of tree nodes representing superordinate concepts within Nvivo, such as “studying national programmatic documents,” “examining existing teaching materials,” and “personal career aspirations.”

Finally, the third level of coding, known as coregistration, was performed [26]. This entailed analyzing the conceptual categories and selecting a “core category” that served as the overarching concept guiding all other categories. For instance, “teacher knowledge development,” “teacher competency development,” and “teacher ethical development” were identified as key categories, providing a comprehensive framework for understanding the impact of textbook editing on teacher professional development.

3. Results and discussion

Interviews revealed that the professional development of the study participants centered on the four dimensions of knowledge, competence, ethos, and community gained from participating in the process of developing educational materials.

3.1. Development of teachers’ professional knowledge

Teachers’ professional knowledge was enhanced across several domains, including familiarity with national-level programmatic documents, understanding of foreign language teaching theories, and insights into children’s education.

Firstly, the process of developing teaching materials significantly heightened foreign language teachers’ awareness and engagement with national-level programmatic documents. Following the issuance of the English Curriculum Standards for Compulsory Education (2022), the revision of “English for Primary Schools” was initiated to align with the new standards and meet the Ministry of Education’s requirements. The new curriculum standard, a pivotal national document, sets the thematic foundation for teaching materials, making a thorough understanding of the Compulsory Education English Curriculum Standards (2022) essential for maintaining the correct direction of the materials. Compared to the 2011 standards, the updated version places greater emphasis on the humanistic nature of the curriculum, the objectives of the three academic segments, and a holistic “teaching-learning-assessment” academic quality evaluation system [27]. The writing team meticulously studied and analyzed the new standards and other national documents, and also attended lectures from the curriculum standards group to deepen their understanding of the practical implications. Teacher A noted, we had repeatedly studied the

compulsory education curriculum standards and attended lectures by all the teachers in the standardization team to develop this textbook.

Secondly, the experience of developing textbooks bolstered foreign language teachers', particularly front-line elementary school teachers', theoretical knowledge of foreign language teaching. The process not only reinforced their existing knowledge of second language acquisition but also addressed the lack of systematic theoretical learning among frontline teachers. Initially, these teachers struggled with their theoretical shortcomings, but through the practice of writing, they actively acquired theoretical knowledge, grasping concepts such as "knowledge construction," "competence construction," and "emotion attitude construction," and built a conceptual framework for writing materials. Teacher A reflected, it was challenging for teachers to manage the development of teaching materials, but gradually they learned about the construction of knowledge, power, emotion and attitude, and could see step by step how the materials developed from these concepts.

Lastly, the textbook development process deepened foreign language teachers', especially university researchers', understanding of children's education and strengthened their systemic grasp of English education. While university researchers had some exposure to primary language education, their theoretical frameworks were primarily rooted in second-language acquisition, lacking a comprehensive understanding of children's learning processes and principles. During the development, the team invested considerable time and energy into studying children's psychology and acquisition, integrating more child-friendly learning theories into the textbook. Teacher A highlighted, there was a lot of learning about children's acquisition and this was a significant focus for the entire group. Teacher B added, the development of the elementary school textbook has given me a better understanding of children's language development and inspired me to systematically study the interface between primary and secondary education. This textbook development process not only provided foreign language teachers with a holistic view of their students' English education but also prompted university researchers to ponder deeply on language proficiency development, thereby broadening their research scope and translating theoretical knowledge into practices that enhance English education.

3.2. Development of teachers' professional competence

In practice, foreign language teachers have not only acquired the skills to develop teaching materials but also, at a pivotal moment in technological advancement, have mastered the ability to leverage artificial intelligence through their involvement in textbook development.

Firstly, textbook writing skills encompass the ability to distill language and design imagery. Given that elementary school textbooks must be both foundational and educational, writers are tasked with conveying profound humanistic values through simple and clear language—a significant challenge to their target language proficiency. To enhance their text distillation skills, teachers consult extensive relevant literature and foreign professional websites. Teacher B explained, in elementary school textbooks, due to vocabulary and grammar constraints, we must convey the diverse aspects of humanistic education, reflect core socialist values, and

align with children's cognitive and emotional development using limited language expressions. We conduct extensive literature reviews, frequently visiting popular websites like Cambridge, BBC, and InfoQ, which offer a wealth of content for primary and secondary education.

Moreover, amidst the rapid development of artificial intelligence (AI), the writing team has embraced technological trends, utilizing AI to streamline repetitive tasks such as proofreading, revising, and reviewing textbooks. This not only enhances the efficiency and quality of their work but also equips them with contemporary skills in AI usage. Teacher B noted, with the advent of GPT, I've started using GPT and other AIs extensively to assist with language structure simplification and vocabulary selection. The integration of technology into elementary school English textbooks marks a significant milestone; this is the first time I've relied so heavily on AI, whether for proofreading, revision, or reediting. It's been immensely helpful, and I've acquired new skills in the process.

Additionally, Teacher B felt that the use of sketchbook drawings in textbook development honed her drawing and teaching skills, facilitating better communication of the content and spirit of the text with the drawing team. The most challenging aspect of developing primary English teaching materials is the need for both text and pictures. When writing a story or a set of dialogues, you must envision a clear and vibrant scene, which requires detailed drawings. Communicating with the drawing team to ensure they understand our vision is crucial. For my two fourth-grade books, I sketched every picture in every unit, including character images and layout, to convey my ideas clearly. This holistic approach to textbook development not only enhances the quality of the materials but also fosters comprehensive skill development among foreign language teachers.

3.3. Development of teachers' ethos

The development of teaching materials has also profoundly influenced teachers' moral values. Firstly, it has deepened teachers' understanding and attitudes towards education and moral values. The English Curriculum Standards for Compulsory Education (2022) clearly emphasize the ideology of moral cultivation and human nurturing, mandating that teaching materials reflect these values in content selection and curriculum design. This includes integrating the core values of Chinese exceptionalism, a sense of the community of human destiny, and educating on patriotism, revolutionary traditions, Chinese virtues, democracy, and law. The writing team has seamlessly blended human education with language education in the textbooks, ensuring that moral education is promoted throughout the series, thereby heightening their awareness of its importance in basic education.

Secondly, through the collection and curation of a vast array of materials with Chinese characteristics, the team has enriched teachers' understanding of Chinese culture, thereby bolstering their patriotism and sense of social responsibility in promoting Chinese culture. Finally, the process of developing teaching materials has enhanced teachers' sense of self-efficacy and enabled them to realize their professional aspirations. For these teachers, it is not merely a journey of professional growth but

also a symbol of honor and prestige. Consequently, textbook development represents a lifelong professional pursuit for many.

Teacher A said, the greatest reward of this project is the fulfillment of one of my personal dreams. I have previously conducted research in children's foreign languages, but this project is holistic. It transcends mere textbook development to encompass parenting. We are dedicated to understanding how to support children in learning a foreign language, particularly at the elementary level. Our goal is to ensure that more children find the learning process enjoyable and accessible through our materials, gaining cross-cultural knowledge and mental development. Ultimately, the key is to master the essential vocabulary, syntax, and lexicon of elementary school English and to apply them effectively. This reflection underscores the multifaceted impact of textbook development on teachers' professional and personal growth.

3.4. Development of teachers' community

Beyond enhancing teachers' professional knowledge, competence, and moral values, the development of teaching materials has also fostered a collaborative community among educators. During the textbook writing process, differing interpretations of writing principles, frameworks, and challenges led to lively debates within the team. Through a blend of online and offline communication, combined with the practical insights of experienced frontline teachers, these differences were harmonized into a consensus. The exchange of ideas and language facilitated a symbiotic relationship between college and elementary school teachers, creating a community characterized by mutual cooperation and complementary strengths. College teachers gained valuable insights from the pedagogical experiences of their elementary school counterparts, while elementary school teachers stayed abreast of research trends in higher education, updating their teaching methods and enhancing the scientific rigor of basic education, thereby bridging the gap between different educational levels. As Teacher B remarked, our discussions often revolve around moving away from traditional grammar-based teaching. I believe that instructional design centered on meaning construction is inherently a process of conflict, integration, and compromise. My experience has undoubtedly contributed to this dynamic and the evolution of our teaching materials.

Moreover, the development of teaching materials, as a comprehensive project encompassing writing, feedback, revision, trial teaching, and evaluation, has honed the communication and coordination skills of the team members. Teacher A highlighted this aspect, stating, teaching material development is a systematic endeavor that extends beyond writing to include trial teaching, pre-writing evaluation, reflection on existing materials, and comprehensive evaluation. It requires dialogue with frontline teachers, researchers, publishers, and schools, making it a holistic process. In this regard, the chief editor of the textbook resembles a general manager, tasked with coordinating all facets of the project to address and resolve various issues. This collaborative and systematic approach not only enhances the quality of the teaching materials but also strengthens the professional community of educators.

3.5. Discussion

This study, employing a qualitative methodology, delved into the professional development of two foreign language teachers engaged in a basic English textbook development project. It revealed that the teachers not only acquired professional theoretical knowledge and enhanced their competencies through the textbook writing process but also contributed to the cultivation of ethical sentiments and the formation of a supportive teacher community. This multifaceted development suggests that textbook writing serves as a powerful situated learning environment where theoretical knowledge, practical skills, and professional identity are synergistically developed. This aligns with Tomlinson's [28] assertion that collaborative textbook development is an exemplary pathway for participants to gain both theoretical and practical insights.

The teachers engaged in targeted, in-depth study of the new curriculum, foreign language theories, and children's education, applying this theoretical knowledge to guide their writing practice. This reciprocal process where theory informs practice and practice reshapes theoretical understanding exemplifies the dialectical relationship between knowledge acquisition and knowledge application in teacher development. This process aided elementary school teachers in overcoming their theoretical shortcomings and deepening their understanding of language learning and teaching theories, while also enabling university teachers and researchers to delve deeper into children's education, broadening and deepening their research scope. Currently, the issues in the construction of the teacher education discipline mainly revolve around the insufficient accumulation of specialized knowledge unique to this field, the lack of core courses focused on solving problems within the domain, and the limited efforts in transforming the accumulated professional knowledge into curriculum content [29]. These systemic challenges highlight why experiential learning opportunities like textbook development are crucial for bridging the gap between academic knowledge and classroom practice. Consequently, textbook development emerges as a novel avenue for teachers to expand their professional knowledge.

Moreover, the teachers improved their textbook writing skills, including the ability to condense content and design illustrations. This skill development went beyond technical competence, fostering metacognitive awareness of how language learning materials should be structured to facilitate meaningful learning. Amid technological advancements, they also developed AI skills through the textbook development process. However, this raises important questions about the role of technology in teacher professionalism—while AI tools enhanced efficiency, the teachers' pedagogical expertise remained central to ensuring the materials' educational value. Significantly, the development of teaching materials heightened the teachers' awareness of the role of textbooks in promoting moral education, deepening their understanding of Chinese culture and enhancing their sense of social responsibility and patriotism. This suggests that material development can be a transformative experience that reshapes teachers' professional identity and sense of purpose.

The role of textbook editor accorded the teachers higher social recognition and prestige within the academic community, providing a broader platform for realizing their professional aspirations. This status transformation underscores how

participation in high-stakes educational projects can redefine teachers' professional trajectories and self-concept. The textbook development process also strengthened the sense of community among teachers from primary, secondary, and tertiary levels, fostering cross-border cooperation and leveraging complementary strengths. What makes this community particularly noteworthy is its ability to sustain professional dialogue across institutional hierarchies, creating a rare space for equitable knowledge exchange in China's typically hierarchical educational system.

Teachers' professional development is influenced by a combination of internal and external factors. This study highlights that teachers' ideals, beliefs, professional aspirations, and sense of social responsibility serve as endogenous motivators for continuous learning. Their past experiences and reflective practices form the foundation for their professional growth, underscoring the need to cultivate positive identity and personality traits, and to embrace self-regulated, active learning through continuous reflection. The study's findings suggest that reflective practice in collaborative projects may be more impactful than in isolation, as it benefits from multiple perspectives and collective critique.

At the learning community level, the materials development community exhibited characteristics of an effective professional learning community as outlined by Stoll et al. [30], including shared values and vision, collective responsibility, reflective professional inquiry, collaboration, and facilitation of group and individual learning. What distinguished this community was its dual focus on product (textbook quality) and process (professional growth), suggesting that outcome-oriented collaborations can simultaneously serve as powerful professional development contexts. The community members shared a common value of promoting moral education, focusing on developing students' learning abilities and laying the foundation for lifelong learning. They also shared a collective responsibility for the quality of the teaching materials, engaging in a cycle of writing, feedback, and revision to produce a unified knowledge product. This iterative process mirrors action research cycles, highlighting how material development can embody the principles of reflective practice and continuous improvement.

In addition to individual and community-level factors, the macro level also played a crucial role in promoting teachers' professional development. The teachers benefited from the support of the community, including the local government, schools at all levels, and publishers. This multi-level support system reflects China's unique capacity to mobilize educational resources through policy coordination, though it also raises questions about the sustainability of such top-down initiatives. Furthermore, the textbook development team's successful application for the Central University Fund Project of Chongqing University and the Platform for Research and Practice on Integrated Foreign Language Education in Schools and Universities provided a broader platform for professional development, which was essential for realizing both individual and collective learning goals. This also confirms Zhao's viewpoint: the teacher community plays a key role in promoting knowledge sharing among teachers. By fostering a culture of knowledge sharing and creating an environment of equal communication and learning, the teacher community can unite efforts, inspire experienced teachers to actively share their individual expertise, and provide exemplary guidance for novice teachers [31]. The success of this community suggests

that institutional support systems that recognize and reward collaborative knowledge production may be particularly effective in fostering teacher development. Meanwhile, the positive interactions within the community can also effectively stimulate other teachers' willingness to share knowledge, collectively driving professional development [31]. Additionally, this aligns with the findings: the community has a significant impact on teachers' ethics, research, teaching, and emotional dimensions [32,33]. These multidimensional impacts highlight how professional communities can address the whole teacher—not just their cognitive development but also their affective and moral growth.

4. Conclusion

This study aimed to explore the professional growth of two foreign language teachers within an elementary school English teaching materials program. The research objectives were to examine the factors influencing their professional development, the outcomes of their participation in the textbook development process, and the implications of this experience for teacher professional growth.

The study found that the two teachers experienced significant enhancements in their professional knowledge, competence, ethical values, and community engagement as a result of their participation in the textbook development program. Their development was shaped by a combination of individual, community, and macro-level factors. At the individual level, the teachers' past experiences, reflective practices, and professional aspirations played a crucial role in their growth. They were motivated by their ideals, beliefs, and sense of social responsibility, which served as endogenous motivators for continuous learning.

At the community level, the textbook development process fostered a sense of community among teachers from primary, secondary, and tertiary levels. This cross-border cooperation allowed for the leveraging of complementary strengths and the creation of a rare space for equitable knowledge exchange in China's typically hierarchical educational system. The community exhibited characteristics of an effective professional learning community, including shared values and vision, collective responsibility, reflective professional inquiry, collaboration, and facilitation of group and individual learning.

At the macro level, the teachers benefited from the support of the community, including the local government, schools at all levels, and publishers. This multi-level support system reflected China's unique capacity to mobilize educational resources through policy coordination. The textbook development team's successful application for the Central University Fund Project of Chongqing University and the Platform for Research and Practice on Integrated Foreign Language Education in Schools and Universities provided a broader platform for professional development.

Despite the study's limitations in theoretical depth and sample size, it underscores the potential of textbook writing in teacher professional development. The study suggests that textbook writing can serve as a practical platform for university teachers to apply theories, gain insights from research, trial teaching, and training. This collaboration not only deepens understanding of classroom theories but also fosters the development of locally oriented foreign language education theories.

Furthermore, the study highlights the importance of institutional support systems that recognize and reward collaborative knowledge production in fostering teacher development. The positive interactions within the community can effectively stimulate other teachers' willingness to share knowledge, collectively driving professional development.

In conclusion, this study provides valuable insights into the professional growth of foreign language teachers within an elementary school English teaching materials program. It emphasizes the role of individual, community, and macro-level factors in shaping teachers' professional development. However, the study's limitations in theoretical depth and sample size suggest the need for further exploration. Future research could investigate the long-term effects of textbook writing on teacher professional development, explore the impact of different types of textbook development projects, and examine the role of technology in facilitating teacher collaboration and knowledge sharing.

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