

Teacher Development in Technology-Enhanced Language Teaching: Book Review

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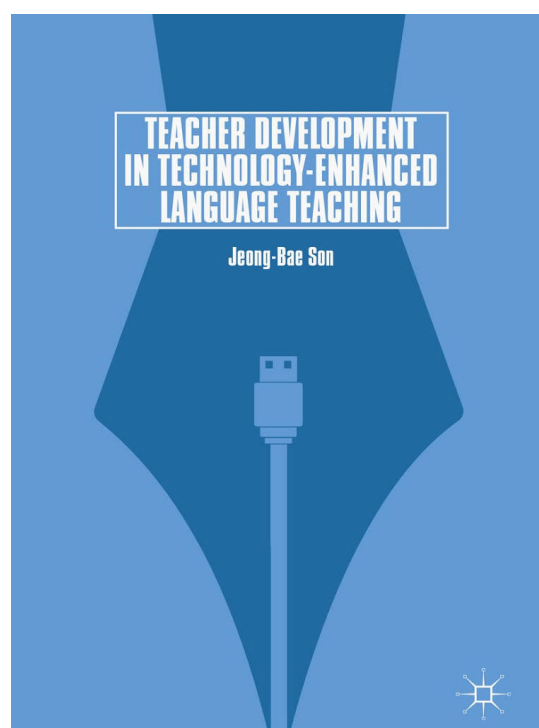
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Teacher development in technology enhanced language teaching, by J. B. Son, Palgrave Macmillan, 2018, 233 pp., US \$ 64.84 (Hardcover), ISBN 978-3-319-75710-0, (e-Book) ISBN 978-3-319-75711-7

«Teacher Development in Technology-Enhanced Language Teaching» by J. B. Son is a valuable resource for language teachers seeking to integrate technology into their classroom practices. Published by Palgrave Macmillan, the book delves into the challenges faced by language teachers when integrating technology and provides insights into overcoming these challenges through teacher development programs. Specifically focusing on language teacher development in computer-assisted language learning (CALL) environments, the book offers various approaches, tasks, and resources to guide language teachers in developing their skills and strategies for technology-enhanced language teaching (TELT). The author, J. B. Son,

offers a practical and accessible approach to teacher development and technology integration, making the book an essential read for language teachers aiming to enhance their TELT skills and strategies. By an «accessible approach,» it means that the author provides clear and easy-to-understand methods and strategies that are readily applicable to language teachers. This approach ensures that educators, even those with varying levels of technological expertise, can effectively implement technology into their teaching practices and enhance their TELT skills.

Moreover, «Teacher Development in Technology-Enhanced Language Teaching» serves as a valuable resource for individuals interested in learning about TELT and those who wish to teach this subject to teacher trainees. With the author's expertise in computer-assisted language learning (CALL) evident throughout, the book presents practical ideas and insights to effectively implement TELT in teacher education. The text not only caters to in-service and pre-service teachers, researchers, and post-graduate students but also serves anyone interested in mastering or honing their TELT skills. In a word, the book's well-organized and concise structure makes it an excellent reference for enhancing knowledge and skills in TELT. Thus, by effectively



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combining pedagogy and technology in language teaching, “Teacher Development in Technology-Enhanced Language Teaching” provides a comprehensive understanding of TELT, making it an indispensable resource for various individuals and groups interested in TELT development.

The book is divided into three sections, each of which provides a brief summary of the topics covered in the chapters. This serves as a helpful guide for readers who wish to selectively read specific chapters. Each chapter concludes with a summary, discussion questions, and a section dedicated to references and further reading. For readers seeking additional information on the subject, the final section of each chapter is a valuable resource. The book’s well-organized and reasonable structural design is a significant advantage, allowing readers to easily navigate the book and access the information they need. Ultimately, the book’s structure is a notable strength, making it a valuable resource for those interested in the subject matter.

Part 1 of this work is dedicated to addressing the concerns of language teachers in computer-assisted language learning (CALL) environments. It comprises four main chapters that delve into technology-enhanced language teaching (TELT). Chapter 1 provides an overview of the historical development of CALL and offers a comprehensive review of relevant literature. The chapter examines various aspects of CALL, including content, process, teacher training effectiveness, transfer of coursework to classroom practice, factors influencing technology integration, continuous professional development, and future directions. By exploring the historical evolution of CALL and reviewing the relevant literature, Chapter 1 provides a solid foundation for understanding the current state of TELT. The chapter highlights the importance of effective teacher training and the need to bridge the gap between theory and practice. It also underscores the significance of continuous professional development and the role of technology in shaping the future of language teaching. When it’s all said and done, Chapter 1 serves as a valuable resource for language teachers seeking to enhance their understanding of CALL and TELT. It provides a comprehensive overview of the field and offers insights into best practices for integrating technology into language teaching.

Within Chapter 2, the author emphasizes the significance of various teacher roles in ensuring the successful implementation of computer-assisted language learning (CALL). These roles encompass being an observer, designer, implementer, evaluator, manager, and researcher. A comprehensive overview of the actions associated with each role is provided in Table 2.1, located on page 33. One of the strengths of this approach lies in the author’s provision of resources that assist teachers in translating these roles into practice. These resources include sample web activities, evaluation forms for software and websites, and a list of considerations when assuming these roles. They serve as invaluable tools for both CALL newcomers and educators seeking to enhance

their current practices. To sum up, this role-based approach highlights the multifaceted nature of teaching with technology, underscoring the significance of intentionality and strategic implementation. By embracing these diverse roles and utilizing the provided resources, teachers can augment their effectiveness and ultimately improve student learning outcomes.

In Chapter 3, the author provides a detailed description of the characteristics that distinguish novice and expert computer-assisted language learning (CALL) researchers. The chapter also outlines the competencies that language teachers should possess to effectively integrate technology into their teaching practices. Additionally, the appendices include digital literacy questionnaires that serve as valuable tools for self-reflection and assessment. This chapter is particularly useful for individuals with varying levels of expertise and roles in CALL teacher education. It encourages readers to reflect on their strengths and weaknesses and consider their place in the field of CALL. By providing a clear understanding of what it takes to be a successful CALL researcher, the chapter offers guidance to individuals seeking to improve their skills and knowledge in this area. To conclude, Chapter 3 serves as a valuable resource for anyone interested in CALL teacher education. It provides a comprehensive overview of the competencies required for effective technology integration and offers practical tools for self-assessment and improvement.

In Chapter 4, the author explores various approaches to language teacher development and introduces the ECCR (Exploration, Communication, Collaboration, and Reflection) model. The chapter emphasizes the importance of both formal and informal learning in the professional development of language teachers. The ECCR model provides a framework for language teachers to engage in meaningful and effective professional development. By encouraging exploration, communication, collaboration, and reflection, the model promotes a holistic approach to learning that can lead to significant improvements in teaching practices. The chapter also highlights the value of informal learning opportunities, such as online communities and social media, in supporting language teacher development. These informal channels can provide valuable resources and opportunities for collaboration and reflection. As a whole, Chapter 4 offers valuable insights into the approaches to language teacher development and emphasizes the importance of both formal and informal learning. The ECCR model provides a practical framework for language teachers to engage in meaningful professional development, while the discussion of informal learning opportunities highlights the importance of leveraging technology to support ongoing learning and growth.

Part 2 of this work is comprised of four chapters, each of which focuses on a specific approach to computer-assisted language learning (CALL) teacher learning. These ap-

proaches include the role-based approach, the language skill-based approach, the tool-based approach, and the activity-based approach. Each chapter provides a detailed exploration of the respective approach, highlighting its strengths and weaknesses and offering practical guidance for language teachers seeking to improve their CALL teaching practices. By examining these different approaches, the author provides a comprehensive overview of the various strategies and techniques that can be employed to enhance CALL teacher learning. Taking everything into account, Part 2 serves as a valuable resource for language teachers seeking to improve their CALL teaching practices. The four chapters offer a range of approaches and strategies that can be tailored to meet the unique needs and goals of individual teachers. Therefore, by providing practical guidance and insights into best practices, this section of the work offers a valuable contribution to the field of CALL teacher education.

Chapter 5 introduces the role-based approach to computer-assisted language learning (CALL) teacher education, which is based on the roles of CALL teachers discussed in Chapter 2. This chapter is divided into six sections, each corresponding to a specific role: observer, designer, implementer, evaluator, manager, and researcher. Each role involves a range of tasks that must be considered and performed to effectively integrate technology into language teaching practices. To illustrate the practical application of each role, the author provides an example learning task for each section. For the role of observers, the task involves observing a CALL classroom. For the role of designers, the task is to design a web activity. For the role of implementers, the task is to create a CALL lesson plan. For the role of evaluators, the task is to evaluate a language learning website. For the role of managers, the task is to organize CALL resources for a specific purpose. Finally, for the role of researchers, the task is to conduct action research to investigate CALL. By providing these practical examples, Chapter 5 offers valuable guidance for language teachers seeking to improve their CALL teaching practices. Besides, the role-based approach provides a comprehensive framework for understanding the various roles and responsibilities of CALL teachers, while the example learning tasks offer practical strategies for putting these roles into practice. Summing up, Chapter 5 serves as a valuable resource for language teachers seeking to enhance their CALL teaching practices. By providing practical guidance and insights into best practices, this chapter offers a valuable contribution to the field of CALL teacher education.

Chapter 6 focuses on the language skill-based approach to computer-assisted language learning (CALL) teacher education. This approach is centered around the four main language skills: reading, writing, listening, and speaking, as well as additional areas such as pronunciation, vocabulary, grammar, and culture. The chapter provides practical guidance on how to implement this approach through a series of tasks. These tasks include teaching reading with a word cloud, teaching writing with a wiki, and teaching culture with

authentic videos. By providing these examples, the author offers valuable insights into how technology can be used to enhance language teaching across a range of skill areas. In essence, Chapter 6 serves as a valuable resource for language teachers seeking to improve their CALL teaching practices. By focusing on the language skill-based approach and providing practical examples of how to implement this approach, the chapter offers a comprehensive framework for understanding how technology can be used to enhance language teaching across a range of skill areas.

Chapter 7, entitled “Tool-Based Approach,” is a comprehensive guide for language teachers on how to use a variety of online tools based on Son’s (2010) Online Tools for Language Teaching (OTLT) framework. The OTLT framework consists of 12 categories of online tools, including learning/content management systems, communication tools, live and virtual worlds, social networking and bookmarking tools, blogs and wikis, presentation tools, resource sharing tools, website creation tools, web exercise creation tools, web share engines, dictionaries and concordancers, and utilities. The chapter is divided into 12 sections, each corresponding to one of the 12 categories in the OTLT framework. Each section provides practical guidance on how to use the online tools effectively, with a corresponding task that demonstrates the tool’s application. These tasks include creating quizzes in a learning management system, interacting with learners in an online discussion forum, collaborating on a virtual whiteboard, engaging learners through a social networking service, writing a blog, creating a video slideshow using a presentation tool, sharing a file through a file hosting service, creating a website using a website builder, creating web exercises using an authoring tool, developing strategies for searching the internet, finding word meanings and associations in an online graphical dictionary, and building a cloud database for collaboration. By providing practical guidance on how to use a range of online tools, Chapter 7 offers valuable insights into how technology can be used to enhance language teaching practices. The chapter provides a comprehensive framework for understanding the various online tools available to language teachers and offers practical strategies for using these tools effectively. By and large, Chapter 7 serves as a valuable resource for language teachers seeking to improve their CALL teaching practices, offering practical guidance and insights into best practices in the field of CALL teacher education.

Chapter 8 focuses on the activity-based approach to computer-assisted language learning (CALL) teacher education. This approach is centered around a series of to-the-point tasks that encourage language teachers to practice collaboration, communication, concordancing, creation, exploration, games, mapping, presentation, reflection, simulation, storytelling, surveys, tests, and tutorials. The chapter provides practical guidance on how to implement this approach through a series of tasks that are designed to enhance language teaching practices. These tasks include collaborating

on a group project, communicating with learners through a messaging app, using a concordancer to analyze language use, creating a digital story, exploring a virtual world, playing a language learning game, creating a mind map, giving a presentation using a presentation tool, reflecting on teaching practices through a blog, simulating a real-life situation, creating a language learning survey, designing a language test, and creating a tutorial for learners. By providing practical guidance on how to use a range of activities, Chapter 8 offers valuable insights into how technology can be used to enhance language teaching practices. The chapter provides a comprehensive framework for understanding the various activities available to language teachers and offers practical strategies for using these activities effectively. Generally speaking, Chapter 8 serves as a valuable resource for language teachers seeking to improve their CALL teaching practices. Overall, also, by providing practical guidance and insights into best practices, this chapter offers a valuable contribution to the field of CALL teacher education.

Part 3 of this work comprises three chapters that offer context-specific ideas and selected computer-assisted language learning (CALL)-related resources for language teachers. These chapters provide practical guidance on how to implement CALL teaching practices in specific contexts, such as teaching English as a foreign language, teaching in a blended learning environment, and teaching in a mobile learning environment. The chapters also offer a range of selected resources, including websites, apps, and software, that can be used to enhance language teaching practices in these contexts. In the grand scheme of things, Part 3 serves as a valuable resource for language teachers seeking to improve their CALL teaching practices in specific contexts.

Chapter 9 offers practical recommendations for teacher development activities through four example scenarios that cater to a wide readership, including university lecturers, teacher trainers, novice teachers, and experienced teachers. The chapter provides corresponding suggestions and activity methods for each group of teachers in different situations, allowing readers to easily find and read the parts that are relevant to their needs and improve their teaching practices accordingly. By offering practical recommendations for teacher development activities, Chapter 9 also provides valuable insights into how language teachers can enhance their professional development. The chapter's focus on different scenarios and corresponding suggestions ensures that readers can find relevant information and apply it to their specific teaching contexts. On the whole, Chapter 9 serves as a valuable resource for language teachers seeking to improve their teaching practices through professional development activities. The chapter's practical recommendations and focus on different scenarios offer a comprehensive framework for understanding how to enhance language teaching practices in various contexts.

Chapter 10 serves as the bibliography for this work, containing a total of 168 studies related to teacher-related issues and content. While some entries were published before 2009, the majority of the studies were published between 2009 and 2017 in major computer-assisted language learning (CALL)-oriented journals, including ReCALL, Computer Assisted Language Learning, and Language Learning & Technology. The bibliography includes a diverse range of studies, such as "Teachers' perceptions about the use of computers in EFL teaching and learning" by Aydin (2013), published in *Computer Assisted Language Learning*, and "Video-stimulated reflection as a professional development tool in interactive whiteboard research" by Schmid (2011), published in *ReCALL*. Additionally, the book "Online Language Teacher Education: TESOL Perspectives," edited by England (2012) and published by Routledge, is also included in the bibliography. By providing a comprehensive bibliography, Chapter 10 offers a valuable resource for language teachers seeking to explore the latest research and best practices in the field of CALL teacher education. The inclusion of studies from major CALL-oriented journals ensures that the bibliography is up-to-date and relevant to current teaching practices.

Chapter 11 provides a comprehensive list of computer-assisted language learning (CALL) resources, including professional organizations, academic journals, websites, mobile apps, example apps for learning English, Online Tools for Language Teaching (OTLT), and Online Activities for Language Learning (OALL). The chapter lists a substantial number of professional organizations and academic journals related to CALL, applied linguistics, and TESOL, along with their corresponding links. Additionally, the chapter includes the names of mobile apps and details of some software. Furthermore, Chapter 11 provides specific names of online tools and activities corresponding to Chapters 7 and 8 of the book, along with their corresponding links. The chapter presents a substantial amount of information in a graphical manner, making it easier for readers to navigate and access the resources. When all is said and done, Chapter 11 serves as a valuable resource for language teachers seeking to enhance their CALL teaching practices. The chapter's comprehensive list of resources and graphical presentation offer practical guidance and insights into best practices in the field of CALL teacher education.

At the end of the book, five appendices are presented to provide additional resources for language teachers. Appendix 1 provides a list of relevant tasks from Part II of the book. Appendices 2 and 3 review language learning websites and apps, respectively. Appendices 4 and 5 include digital literacy questionnaires for language teachers and learners, respectively. These appendices cater to the diverse requirements of various readers, providing practical guidance for improving the use of technology in language teaching and promoting the development of language teachers. While the language teaching approaches and tasks presented

in the book may not be suitable for all classroom environments, they offer valuable insights into how technology can be used to enhance language teaching practices. Classroom practitioners can benefit from browsing through the tasks and considering how they can be adapted to their own teaching contexts. In brief, this book is a valuable resource for language teachers, researchers, and teacher educators seeking to enhance their understanding of technology-enhanced language teaching. It provides a comprehensive overview of the field and includes valuable information on approaches and methods related to CALL. Therefore, it is highly recommended for those involved in second-language learning.

The book is a valuable resource for integrating technology into language learning and teaching, offering practical guidance based on current research. It is beneficial for both ELT researchers and practitioners. Part 2 provides specific tasks to help language teachers develop practical skills for implementing technology-enhanced language teaching (TELT) effectively. Part 3 includes useful scenarios and resources,

making it a valuable reference for TELT. However, the book has limited coverage of mobile-assisted language learning (MALL), which is becoming increasingly important in ELT. While MALL tools are briefly mentioned under the CALL framework, language teachers, the book's primary target readership, should be equipped with knowledge and skills to use MALL tools effectively. Including MALL-oriented tasks in Part 2 would strengthen the book's content. Overall, it can be said that the book is well-organized and offers rich content, making it a valuable resource for ELT practitioners and researchers. It provides practical guidance and insights into best practices in TELT and can be considered a must-have resource in the field of ELT.

DECLARATION OF COMPETING INTEREST

None declared.

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