



Reviewed work:

*Teacher Development in Technology-Enhanced Language Teaching*. (2018). Jeong-Bae Son. Cham, Switzerland: Palgrave Macmillan. Pp. 233. ISBN 9783319757100. \$79.99

Reviewed by  
Ceyhun Yükselir  
Osmaniye Korkut Ata University  
Turkey

<https://www.palgrave.com>

*Teacher Development in Technology-Enhanced Language Teaching* is a book that aims to provide in-service and pre-service language teachers with practices, knowledge and resources in computer-assisted language learning (CALL), enable them to gain in-depth insights about CALL and develop their skills and strategies for technology-enhanced language teaching (TELT). This volume also presents the author's experiences about CALL and proposes ideas and suggestions about language teacher training and development by referring to key terms of CALL. This volume has been published by Palgrave Macmillan and intends to reach academicians, researchers, teacher educators, pre-service and in-service teachers and postgraduate students who would like to improve themselves in CALL and its applications. It also intends to present technology-enhanced language teaching together with practical options and a wide range of succinct examples in teacher education and development.

The book consists of three main parts with 11 chapters in total. Each chapter in this volume ends with discussion questions and further readings. Part I provides information about language teacher education in CALL environments with four chapters. It also presents a model of CALL teacher development/teacher education. "Chapter 1: Technology and Language Teacher Education" focuses on technology and language teacher education by reviewing the related literature about CALL. This chapter also touches upon main topics and themes, such as factors affecting technology integration, and continuing professional development (CPD) in CALL and

its effectiveness in teacher training. “Chapter 2: Teachers’ Roles in the CALL Classroom” describes the components of the CALL classroom, the roles of teachers as observers, designers, implementers, evaluators, managers and researchers. The teacher in the classroom is not just a teacher, but someone who adapts various roles and facilitates the interaction in the class through these roles. The author proposes that the learner, the teacher, and the computer are the three components that work as a team and support the process of language learning, which is placed at the center of this paradigm. “Chapter 3: Teachers’ Competencies in CALL” addresses the issues about CALL competencies and concepts that are the prerequisites for the CALL-competent teachers. In this chapter, the author addresses a study on the characteristics of CALL experts and emphasizes the importance of engagement in CALL research, experience with CALL applications in language learning and teaching, familiarity with technologies, and interest in current CALL research developments. In “Chapter 4: CALL Teacher Development”, the book presents a CALL teacher development model with four important elements: exploration, communication, collaboration and reflection (ECCR). This ECCR model covers the aspects of teacher education in CALL both within formal and informal learning. Through this model, the author believes that teachers will develop their competency in TELT and their ability to gain personal confidence and professional development.

Part II aims to introduce role-based, language skill-based, tool-based, and activity-based approaches and tasks in CALL with four chapters. Role-based approach mentioned in this chapter presents the roles of teachers as an observer, designer, implementer, evaluator, manager and researcher. The second approach, language skill-based, addresses the issues in language skills (i.e., reading, writing, listening and speaking) along with language areas such as pronunciation, vocabulary, grammar and culture. The next approach, titled tool-based approach, gives guidance in using online tools developed by the author himself in 2010. The last approach, activity-based approach, presents fourteen online activities based on the author’s own book published in 2017. Each chapter uses a set of examples to form a concrete and understandable framework and illustrate TELT in the CALL environments. This part is highly valuable for presenting the tasks with examples and giving suggestions for follow-up activities and further readings. Last but not least, throughout Part II, the author recommends online tools to be adopted by classroom teachers with reminders that these tools can be subject to change for various reasons.

Part III focuses on selected resources and readings for CALL teachers. It is composed of three chapters. “Chapter 9: Some Scenarios for Teacher Development” describes four scenarios which are compatible with the approaches mentioned in Part II. This chapter presents the reality that one single approach is sometimes not enough to manage the teaching process due to various needs and interests of teachers. “Chapter 10: A Bibliography of CALL: Teachers” presents a collection of references about CALL research and applications, with a specific focus on teacher-based issues. The final chapter deals with “Teacher Development Resources”. This concluding chapter presents professional organizations, academic journals, websites and online activities which enable teachers to develop in the CALL context.

The “Appendices” part is made up of four sections, starting with learning tasks mentioned in Part II, language learning website review form, language learning app review form and digital literacy questionnaire both for language learners and teachers.

The book possesses several strengths that create a difference in technology-enhanced language teaching from the others. First, the author proposes a model in TELT, which is called ECCR. It also states that ECCR is not just for language teachers, it is also conducive to enhance online teacher development. Second, the chapter/part organization of the book goes from general issues to specific ones or from theory to practice, which is easy for the reader to follow or to find relevant resources. Third, this book provides ready-to-use questionnaires about digital technology in the appendices and a huge collection of bibliography about CALL. Finally, the book offers four scenarios in line with the approaches and tasks mentioned in Part II, which is highly appreciated for making the practical suggestions more practical and succinct.

However, the book also has some weaknesses. First, the book cover is not too appealing by showing just a USB cable sign. As this book is about technology, CALL, and digital literacy, the cover can be more dynamic and attractive for the readers. In relation to this, the inside of the book is also not visual and colorful. The writing style could be more explanatory with the help of colorful and relevant visuals, such as notes in bubbles on the left or right side of the relevant text. The second possible drawback is that the book does not offer any access code for the readers to gain access to certain online tools developed by the author himself, which is not a must, but it could be complementary. A book about technology-enhanced language teaching should provide at least a period of access to these certain online tools for the readers in order for them to consolidate the knowledge and skills they learn from the book.

In conclusion, *Teacher Development in Technology-Enhanced Language Teaching* is rich in content regarding CALL and language teacher education, ranging from teacher training and teachers' roles in CALL to approaches or tasks, and selected resources with a bibliography about CALL. It is also noteworthy that the inclusion of the author's experiences makes the book more practical and ready-to-use with its specific examples in the ECCR model. What distinguishes the book from other technology-based language teacher books is its effort to fill the gap between theory and practice, which is highly helpful for CALL readers and its implementers.

### **About the Reviewer**

Ceyhun Yükselir, Ph.D, is an assistant professor in the Department of English Language and Literature, Osmaniye Korkut Ata University, Turkey. He holds MA and PhD degrees in English Language Teaching (ELT) at Atatürk University, Turkey. His fields of research are teacher education, teaching language skills, technology in EFL teaching/learning and applied linguistics with ELT focus. E-mail: [ceyhunyukselir@osmaniye.edu.tr](mailto:ceyhunyukselir@osmaniye.edu.tr); [ceyhunyukselir@gmail.com](mailto:ceyhunyukselir@gmail.com)

Innovations in learning technologies for English language teaching. Edited by Gary Motteram. ISBN 978-0-86355-713-2 © British Council 2013 Brand and Design/C607 10 Spring Gardens London SW1A 2BN, UK [www.britishcouncil.org](http://www.britishcouncil.org). Teachers who spent their lives managing with a textbook, a tape recorder and a blackboard are now adept at using PowerPoint to present grammar, playing podcasts to practise listening skills, pulling texts off the world wide web to introduce reading skills and perhaps most ground-breaking of all “empowering students by giving them access to a wide range of web-based tools that.” Arnã³ Maciã , E (2012) The Role of Technology in Teaching Languages for Specific Purposes Courses. Language teaching is one such field where technology has taken over and improved the ways of learning. Take for example, the English language. Teaching is considered one of the best jobs and with the development in technology, these have also become one of the most interesting jobs. Online teaching jobs today are gaining fame and people with an added advantage of e-courses certification are an edge above the rest. The efforts of teachers and technology combined to improve the quality of education and learning attempts to emphasize a number of advantages. Though the use of e-learning is growing in language teaching, there are still certain drawbacks attached to it. Advancement in E-learning extends further possibilities of learning going beyond traditional way of teaching. Jeong-Bae Son is Associate Professor in Applied Linguistics & TESOL at the University of Southern Queensland, Australia. His areas of specialisation are computer-assisted language learning and language teacher education. He is the President of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL) and Editor of the APACALL Book Series. Show all. Reviews. “Teacher Development in Technology-Enhanced Language Teaching is an excellent source, not only for learning about technology-enhanced language teaching (TELT) but also for teaching this popular subject to teacher tr