



### **Second Language Teacher Professional Development Technological Innovations for Post-Emergency Teacher Education (2023)**

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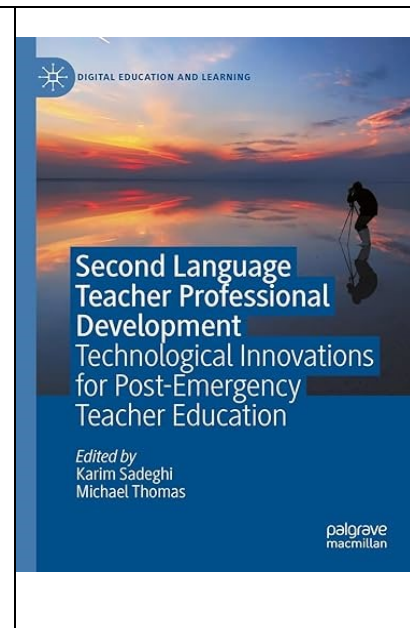
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In the field of English Language Teaching, technology has been used widely in language education and teacher training in various forms, such as MALL (Mobile Assisted Language Learning), CALL (Computer Assisted Language Learning), and TALL (Technology Assisted Language Learning). However, with the outbreak of the COVID-19 pandemic in March 2020, the need to immediate switch to remote teaching occurred. Since there was no immediate need for remote teaching before the pandemic, the urgent switch to distance education has caused havoc in the teaching field, especially in the field of teacher training programs as they had to adapt the previous face-to-face lessons to distance learning environments for the first time because of the community lockdowns and school closures imposed by governments. For this reason, in the field, the term Emergency Remote Education (ERT) appeared, meaning the unprecedented transition to distance learning.

The book titled *Second Language Teacher Development Technological Innovations for Post-Emergency Teacher Education* by Macmillan Publishers provides language teachers with difficulties encountered during the forced transition to distance learning experienced during the COVID-19, as well as post-pandemic lessons learned for the future of teacher training programs. The book is a practical guide for teacher trainers and educational stakeholders as it examines the practices and lessons learned during the abrupt transition to distance learning as well as the responses of teacher trainers, pre-service teachers worldwide to Emergency Remote Teaching (ERT), challenges faced and successful practices by the world's leading scholars in the field of Language Teaching. The book has 3 main parts, each part consisting of several units.

Part 1 consisting of 4 units is devoted to the practices of distance education worldwide, titled 'CALL Affordances in Teacher Education'. Starting with an introduction to the edition, Chapter 2 by Lontas deals with how COVID-19 altered the flow of the education process and considers this unforeseen transition to distance education as practical. Chapter 3, entitled 'Extended Blended Learning and the Roles of Technology to Meet Teacher Training Needs in the New Normal' mirrors the situation during the ERT in an Irish University, covering the

effects of distance learning both on students and teachers, as well as mapping out the challenges seen in teacher training courses, such as micro-teaching sessions had to be carried online, and digital illiteracy of students. The next chapter named ‘Technology-Enhanced Language Teacher Development During the COVID-19 Pandemic: Experiences of Southeast Asian English Language Teachers’ by Meniado spotlights the challenges encountered by South Asian language teachers on a regional basis, such as unstable internet connectivity, lack of required materials, and time. Besides, this chapter elucidates how Asian Language Teachers adapted themselves to the current crisis by participating in online trainings, workshops, webinars, and forums.

Part 2, titled ‘Reactions to CALL in Teacher Education during the Pandemic’ consisting of 6 units, addresses the reactions of language teacher educators’ to Emergency Remote Teaching during the COVID-19 pandemic. Chapter 5 by Burns, Matteson, Phease and West focuses on the responses of the teachers working in an institution named ELICOS in Australia to ERT as well as pointing out the successful practices applied such as inspirational videos, mini-tech workshops, the teachers were able to meet the challenges they met. Chapter 6 by Vander Viana is devoted to how the teaching of Corpus Linguistics (CL) is affected by the COVID-19 pandemic. Starting with the definition of Corpus Linguistics, the chapter focuses on the pedagogical, technology-related and interpersonal challenges faced during distance education. Chapter 7, by White, Muñoz, Gao and Yang explains the digital readiness of university level student Swedish teachers to an unprecedented pandemic in terms of digital competence. Starting with the definition of the term Digital Competence, this chapter shows the readiness of teachers towards digital competence together with the lessons for the Post COVID-19 world. Chapter 8, by Altamirano, explains the Technology-Mediated instructional design that was put into action during the COVID-19 pandemic in a public Mexican university. The results of the questionnaire, conducted at the end of each term, shows that a hybrid website and emergency made lessons as well as researcher-teachers’ arduous work, online education is proven to be effective. Chapter 9, by Li, maps out the needs of in-service English Language Teachers in China by addressing the four significant areas namely, technology competence, pedagogical knowledge, material evaluation and assessment. The data obtained through surveys and interviews show that the teachers were not ready for the swift move to online education and they had limited abilities in terms of the above-mentioned professional development areas. Chapter 10 titled ‘A Pandemic to Remember: Best Practices in an Online Language Acquisition Methods Course’ mainly focuses on the best practices, such as role playing, co-teaching employed by a mid-sized university lecturers to promote collaboration and cooperation among student-student and faculty-student in the imposed online learning environments.

Part 3, named Emergency Integration of Technology into Teacher Education Programmes, consists of 4 chapters. Chapter 11, written by Tarnanen, Aalto, Kauppinen and Hankala explains the practices they implemented to enhance their students' digital literacies to prepare them for the teaching process through an action research. Chapter 12, by Ene, discusses the use of an online material called WORLD 101 to teach English as a second language. This research is done through action research where student teachers selected, and learned how to use these materials in their courses. Chapter 13, by Dooly examines the crucial collaborative skills needed during distance learning environments, named ‘telecollaboration’ for novice teachers. Since online learning environments lack cooperation, this chapter provides invaluable strategies that novice teachers employ in their online sessions to increase student-student cooperation. Chapter 14 by Balaman explains the effectiveness of video-mediated practices in a language teacher education program in Turkey. Chapter 15, by Sadeghi and Thomas

concludes the chapters by examining the negative and positive implications of the COVID-19 pandemic on teacher education, as well as reflecting on the lessons learned for the future in terms of the digital readiness and practices employed during the COVID-19 pandemic in the field of English Language Teaching worldwide.

The book is a valuable resource for English Language Teaching professionals as it sheds light on the successful practices employed by teacher trainers during the COVID-19 pandemic as well as covering the responses to the swift move to distance education. In addition, the various successful practices worldwide will shed light on future research and practices for the effective implementation of CALL. To conclude, this book is an outstanding work and not only in-service teachers but also pre-service teachers will benefit from this practical guide. For this reason, in a world where educational technologies are developing constantly, this book, drawing on past experiences, will definitely shape the future of education.