[Book Review]

Teacher Education in Computer-Assisted Language Learning: A Sociocultural and Linguistic Perspective

Jeremy White (jwhite@fc.ritsumei.ac.jp)
Ritsumeikan University, Japan
Daniel Mills (dmr11096@fc.ritsumei.ac.jp)
Ritsumeikan University, Japan

Title	Teacher Education in Computer-Assisted Language Learning: A Sociocultural and Linguistic Perspective
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The book titled *Teacher Education in Computer-Assisted Language Learning: A Sociocultural and Linguistic Perspective* presents the longitudinal research findings of an investigation into a model of computer-assisted language learning (CALL) teacher education called the Teacher Education in CALL (TECALL) program. The author states that, "this book is situated at the intersection of the study of second language learning teacher cognition research and the investigation of the integration of Interactive Whiteboard (IWB) technology into language education" (Schmid, 2017, p. 157). The TECALL program referred to in this book was conducted using a sociocultural approach to teacher education in second language learning. The research presented is based on situated learning, pre-/In-service collaboration, collaborative peer-assisted learning, and reflective practices. All of which are described in detail in part two of the book.

Part 1 Theoretical Framework and Research Design

The author states in chapter one that the aim of the research presented is to build a more in-depth analysis of sociocultural approaches to CALL teacher education using empirical data drawn from a longitudinal study. Chapters two and three of part one build an in-depth picture of the research project going and explain to the reader the concept of collaborative action research (CAR). The benefits for its use in language teacher research are discussed by focusing first on action research before highlighting that through collaboration with other teachers,

students, principals or even parents, professional development programs may profit from CALL teacher education. Part one is well laid out and would be helpful to both experienced CALL practitioners looking to gain a greater understanding of CAR as well as those with no understanding of it. The detail that the author provides when discussing the TECALL professional development program, the research design and process, the context and methodology all would significantly reduce the effort required by researchers to attempt to duplicate or modify the study for their own research.

Part 2 Evaluation of a Professional Development Program

In part two of the text, the author shares the analysis and results of her research organized into the four components of the TECALL program: 1) individual consultancy and expert mediation, 2) pre-/in-service collaboration, 3) video-stimulated reflection, and 4) peer-assisted collaborative research. The fourth chapter begins with an overview of the sociocultural approach that informed the author's methodology regarding individual consultancy and expert mediation. This section focuses on interactions that took place during teacher education activities between the author and two teachers. Chapter five describes how pre-/in-service teacher collaboration was used in the TECALL program. In-service teachers' narratives regarding the advantages of such a practice and recommendations to guide future collaboration are recorded and discussed. Chapter six highlights how video-stimulated reflection was utilized to enhance both the author's and one participant's practice as well as provide an opportunity for the reader of this book to contemplate on their personal journey as a language educator making use of ICT. Finally, this chapter shows how peer-collaborative interactions in faculty development workshops were used to facilitate cooperation and support among educators. Each chapter in part 2 concludes with a series of reflective questions.

Part 3 Summary, Implications and Final Recommendations

Part three of this book, chapter eight, provides a detailed and thoughtful reflection of the research while considering the impact and relevance it has had on this field of research. The author at first reminds the reader that there were two main purposes of the research. One, to investigate teachers' developmental paths as they acquired new competencies to use the IWB along with a variety of CALL tools in accordance with current theories of language pedagogy. Two, to trial a model of CALL teacher education based on a sociocultural approach. The author even presents the reader who has with an opportunity to further investigate this area of research in other published studies by the author. Then a detailed summary of the findings as they relate to each of the seven teachers involved in the study are presented, followed by a summary of the research focusing on pedagogical framework based on theoretical foundation, contextually embedded professional development, reflective practice, professional collaboration, and ongoing support for professional development. The author concludes the book by providing the reader with recommendations for further research which they may attempt in their own context.

Audience

This book has undoubtedly been authored for those educational professionals with an interest in CALL and more specifically TECALL. While it obviously does appeal to those groups, it is

written to be accessible to specialists in other fields and those just starting their research careers. The book itself is a reminder to all researchers of how to set up and analyze a successful study and provide those of us advising Masters and PhD students with a template we can share of how to plan, conduct and write up a successful research project.

Benefits

There are several benefits the author provides to readers of her work. For example, rather than just being an academic survey of the field, this text can serve as a practical guidebook for educators to improve their integration of CALL in their practice for educators. This is done through a series of reflective questions at the end of each chapter in part two. The reflective section is divided into three parts. The first, asks readers to analyze what they have read, the second asks readers to relate the chapter's findings to their practice, and the final part offers several hands-on activities to apply and reflect on their reading. Another major advantage is that the text is highly accessible to individuals without extensive experience in CALL or TECALL. For this reason, it can serve as a gateway text to these subjects that is not simply an overview, but a practical application of how someone could go about conducting research on these topics. Because the book focuses on one study, rather than a collection of research, it is easy for the reader to understand the process of how the study developed and can serve as a model for further research that explores questions raised in the findings or simply to replicate this research in other contexts.

Disadvantages

Despite the positive points mentioned above, there are several disadvantages to the text that must be discussed, such as the cost. For many educators/researchers without access to funds the current cost, at over $120 for the paperback edition, is preventative. Of course, this is an issue with academic publishing in general and not the fault of the author, but is an issue publishers need to be mindful of when setting prices. A further disadvantage would be that this book is only one study. An edited book in the field with several contributing authors discussing a range of topics in this field would give the reader an even broader understanding of TECALL. Therefore, the author might consider editing such a text in the future.

Conclusion

Lack of effective training has been identified as one of the major barriers to technology integration in education in general, and the field of CALL specifically. According to Anjos-Santos and Cristovão (2016) teachers need to participate in reflective and critical assessment of their teaching practice rather than simply learning about the role of ICT in language learning. The sociocultural model suggested by Schmid (2017) proposes several approaches such as experiential modeling, research-oriented teacher education and individual consultancy and expert mediation to overcome this issue.

Teacher Education in Computer-Assisted Language Learning: A Sociocultural and Linguistic Perspective gives readers a practical approach to dealing with the issue of teacher education in CALL. The text is well-laid out and easily accessible to both experts as well as academics/practitioners that are just beginning to explore the field. While its high cost and focus on one longitudinal study were identified as possible disadvantages, the book provides a

unique and much needed perspective to the study of CALL where it is common for the technology, rather than the teacher implementing it, to take center stage.

References

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