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Schmid – Teacher Education in Computer-Assisted Language Learning: A Sociocultural and Linguistic Perspective, Bloomsbury, London (2017). xi + 186pp.

Using digital technologies offers new opportunities for language learning and teaching but it can also pose challenges for teacher training, particularly in the area of computer-assisted language learning (CALL). As a lecturer responsible for leading teacher training programs in higher education, my work has involved enabling trainee teachers to develop and apply effectively the necessary digital teaching skills required in a language classroom. Eulim Cutrim Schmid's book is a stimulating contribution to this field as it reports on the development and evaluation of a teacher education program (TECALL) based on in-depth longitudinal case studies of in-service FL teachers at different levels of digital literacy and teaching experience. As educators, it is important for us to acknowledge the need to equip teachers with an overall understanding of CALL methodology apart from mere technical training in the field. This further stresses the need for education programs to focus teacher training on developing key competencies for integrating technology. However, as Schmid states, it is often the case that trainee teachers lack the skills of using technology critically, creatively and effectively and programs need to introduce a "sound theoretical basis" (p. 171). Therefore, this book constitutes an original attempt to address the need to design and implement teacher training programs that adhere to the social and education context of the teachers.

Emphasis here is on investigating the pre and in-service language teachers' cognitions from a sociocultural perspective. Drawing on data from a professional development program the book investigates key competencies for using Interactive Whiteboards (IWBs) (Hubbard and Levy, 2006). It also proposes and evaluates a new model for CALL teacher education that involved "situated learning", peer-assisted collaboration and reflective practice and which could potentially be adopted by institutions, teacher trainers and policy makers in a systematic way (p. 34). The author contextualizes the study by mentioning that the teachers were involved in collaborative action research (CAR) in order to reflect on their practices while teaching at schools in Germany. Therefore, the book also examines ICT professional development and the use of video-stimulated reflection (VSR) as one of the key activities included in CALL teacher education. It also presents specific professional development activities as examples.

The book chapters are a combination of theoretical and empirically based information. A good introduction to research on CALL teacher education is offered. Then, the author focuses on the development of CALL-related competencies and on outlining key sociocultural approaches to CALL teacher education. The book also situates CAR in other contexts and stresses the importance of cultivating a collaboration between researchers and practicing teachers to facilitate structured reflection. In particular, teacher cognition is discussed by outlining research in the field and by stressing the ways in which teacher beliefs and practices can affect the design of effective CALL development programs.

The second part of the book focuses on evaluating the TECALL teacher training program by reflecting on the scaffolding tools that were employed to provide expert mediation. By adopting an interaction analysis between the author and the teachers (i.e. individual consultancy), the VSRs reveal some of the challenges of dialogic pedagogy which include offering opportunities to teachers to voice their conceptual understandings and considering socio-emotional elements that affect teacher education (p. 85). It is also particularly helpful to see the questions that Schmid employed to prompt the teachers to focus on aspects of their practice.

Following from the discussion of individual consultancy, Schmid continues by evaluating pre-/in-service collaboration and its importance when designing and implementing CALL-based

activities. In general, the author discussed the teachers' views on the advantages of collaboration and identified action research as a successful way of engaging teachers in self-analysis and critical dialogue that eventually facilitates the integration of technology into curriculum activities. The crucial role of genuine collaboration was also stressed which was occasionally hindered by misconceptions between novice and expert language teachers regarding their role in the training program.

Another noteworthy moment is the evaluation of VSR as a teacher professional development tool in teacher training. Schmid found that this tool enabled her as a trainer to follow the participant teachers' progress toward transformative practice during the training. Although the author notes that the teachers faced difficulties in identifying a focus when analyzing video-recorded lessons, this process in turn revealed the need for developing tasks that "support the process of self-reflection during VSR" (p. 127).

The suggestion that data analyses and findings from this study could contribute to employing peer-assisted collaborative learning in CALL teacher education was a promising future direction that was discussed. A list of professional development workshops were outlined in the book aiming at enabling participant teachers to co-construct knowledge with their in-service peers. However, it should be noted that the author's discussion of CALL tools that teachers employed during the training has certain limitations as it does not extend to tools other than IWBs. A broader discussion of tools could have potentially offered interesting suggestions for practitioners in the field.

However, the work reported is still original and thought-provoking because it explores a sociocultural approach to teacher CALL education. This was also followed by the evaluation of different components of the program with concrete suggestions about reflective questions that teacher trainers could transfer in their programs or hands on activities for trainee teachers. The book has also demonstrated to researchers and curriculum designers in the field like me that there are ways of assessing and bridging the gap between teacher practices / beliefs and their specific work context.

On the whole, I feel that the book would be of interest to a large group of teacher trainers, CALL and language pedagogy researchers, syllabus and material developers that seek to develop knowledge in the design, implementation and evaluation of CALL teacher education programs. Within the current teacher training policies, the author proposes the development of an original sociocultural framework that could be used as an effective approach to enhancing teacher CALL training.

References

Hubbard, P. & Levy, M. (2006). *Teacher Education in CALL*, Amsterdam: John Benjamins.

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