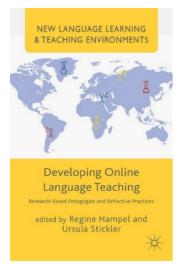# BOOK REVIEW

DEVELOPING ONLINE LANGUAGE TEACHING

Research-Based Pedagogies and Reflective Practices

Edited by Regine Hampel and Ursula Stickler

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Developing Online Language Teaching - Research-Based Pedagogies and Reflective Practices is one of the book series of *New Language Learning and Teaching Environments*. The book is edited by Regine Hampel, professor of open and distance language learning at the Open University, UK, and Ursula Stickler, senior lecturer in the department of languages at the Open University, UK. As a researcher in distance education area, and a coordinator for online foreign language course, I was delighted to find the authors sharing their actual practices, the best practices they are aspiring to, and their perceived training needs. The book fundamentally focuses on the impact of technology on learning and teaching inside and outside the language classroom. It also presents readers with an outline of online language teaching and learning, integrating technology and pedagogy as well as theory and practice. The book has been written to meet the need of language teachers who are keen to engage in online teaching and learning context, teacher trainers in search of resources that they can use with their trainees to develop their online teaching skills, and researchers in language pedagogy as well as theory and practice. The book consists of eleven chapters. Each chapter discusses the integration the information and communication technologies ICT components into online or blended language teaching.

The editors, Regine Hampel and Ursula Stickler, begins with an overview of the book and clarification of the theoretical rationale, sociocultural and social-constructivist ideas. Hampel and Stickler discusses how sociocultural and social-constructivist ideas and ICT guide the authors in this book.

Chapter 2 and 3 focus on the needs and challenges of language teachers' (full-time, part-time, and freelance) in terms of training in Europe context. Whereas in chapter 2 the authors examines the full-time teachers across Europe, the focus of chapter 3 is on part-time and freelance language teachers. The authors starts by acquiring about language teachers' situation with respect to the ICT integration into their teaching. After the needs and attitudes of the teachers' towards ICT found out, the results revealed that full-time language teachers need high quality, appropriate and ongoing training whereas part-time and freelance teachers need fully paid job and integrated continuing professional development (CPD). As the editors stated, in chapter 2 and 3 every language educator, teacher trainer or trainee teacher will find their dilemmas and challenges reflected to some extent.

Even though the book focus on supporting the language teaching professionals and researchers who are keen to engage in online teaching and learning, chapter 4 aims to bridge language teachers and learners. The chapter also addresses the question of what learners expect from their online language teacher. The learners' views help the language teachers to create successful online learning environment.

In Chapter 5, the authors highlight the importance of the teaching skills that online teachers need in order to generate the required online teaching. Besides, the authors mainly argue technological and pedagogical knowledge and skills which are crucial for computer assisted language earning (CALL). Within this context, matching pedagogies and technologies, developing social cohesion and fostering communication, and enhancing creativity online subjects are also discussed.

The authors of chapter 6 introduce free online resources for self-training and integrating online resources into language classes. This chapter allows language teachers to select the most suitable resources for their own training. I especially liked this chapter because it is like a travel guide. It mainly presents typology of free online training resources, self-training modules and online workshops, massive open online courses (MOOCs), directories of online tools, and online communities of practice.

Chapter 7 covers open educational resources (OERs) and open educational practices (OEPs) for language teachers. The authors describe these terms in general and give some examples of how OEPs can be incorporated into teaching and professional development of language teachers. Also online spaces in which OERs can be found and shared are outlined.

In chapter 8, the authors introduces communities of practice to support and nurture the language teachers. The chapter defines and explores three different communities of practice for language teachers and examine some of the key elements of these communities impact on the success of a community of practice. In addition, the chapter provides initial considerations and guidelines for the establishment of successful online communities of practice.

In chapter 9, the authors present suggestions for self-reflective research of the online language teacher. After examining a number of pedagogical approaches to online teaching, various methodologies such as participatory research, action research, ethnography, and discourse analysis are suggested to investigate the online teaching by practitioners themselves.

Chapter 10 shows the importance of shaping training to teachers needs and of learning collaboratively. The chapter also describes the Developing Online Teaching Skills (DOTS) project, whose aim was to develop self-training activities for language teachers, supported by the European Centre for Modern Languages (ECML). In addition, practical suggestions on how teachers can use the freely available DOTS resources are also presented.

In the final chapter, the authors serve proofs for DOTS project and the approach it is based on, in Turkey context. The DOTS materials and research instruments has been used to train a number of Turkish teachers of English in the use of ICT tools in their own context. The authors present their findings and the challenges encountered. Based on the authors' findings, most of the language teachers had positive views about the effectiveness of DOTS materials and tools.

This book should be required reading for all language teachers, and teacher trainers not only those who teach online. Language teachers and teacher trainers, who are interested in developing online language teaching and those who are making or wants to make research will benefit from actual practices, theoretical discussions, and the practical observations that the authors of *Developing Online Language Teaching - Research-Based Pedagogies and Reflective Practices* offer.

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