


BOOK REVIEW

Preparing Teachers for a Changing World: Contemporary Issues in EFL Education

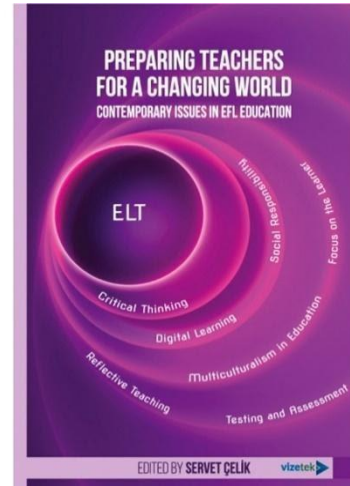
Author/s: Servet ÇELİK
Publisher: Vizetek
Pp: vii-166
ISBN: 978-605-7523-23-5

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Doi: [10.51726/jlr.889667](https://doi.org/10.51726/jlr.889667)



In a changing world, a new era is started to be ushered bringing about a shift from traditional education to a modern one in many fields including English Language Teaching (ELT). To this end, practitioners from all levels of educational systems are required to catch up with the necessities of their time. Focusing on contemporary trends and issues in ELT, the book provides an up-to-date comprehensive view over instructional approaches and methodologies along with philosophical aspects of language education. Composed of 10 Chapters created with the contributions of 10 Turkish experts in English language education, the book is geared towards primarily undergraduate students, in-service teachers, and teacher trainers.

In the editor's introductory part, following the significance of the book's scope, a brief presentation of Chapters takes place. Chapters are offered respectively in the wake of a quick acknowledgements part. In each Chapter, pre-reading questions are used as a warm-up for the issued section.

Focusing on basically teacher training, in Chapter 1, Global Issues in ELT, indispensability of social justice issues from teaching is highlighted by stressing the significance of Socially Responsible Teaching (SRC) and Global Issues in Language Education (GILE) with their facilitative effects on critical pedagogy and the way we approach language education. The author presents the ways how global issues reflect on teaching by introducing samples for teaching young learners. The relationship between 4Cs (critical thinking, communication, collaboration, creativity) of the 21st century and GILE is pointed out by suggesting approaches such as Content-Based Instruction (CBI) and Content and

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Submitted: 13.06.2021

Accepted: 31.12.2021

<https://doi.org/10.51726/jlr.889667>



Language Integrated Learning (CLIL) to integrate global issues into language classrooms asserting the philosophical aspect behind. A sample lesson plan is offered as an example covering the prerequisites for a qualified contemporary lesson by including a global issue at the end of the Chapter.

Chapter 2, Culturally Responsive Education and EFL Classroom, intends to provide information about culturally responsive education and its constituents in the classroom. The reasons behind global mobility, including the Syrian Conflict, which affects Turkey due to its 'open-door' policy, and the qualifications of culturally responsible educators to empower a safe environment from a wide range of ethnic backgrounds are explained in a detailed way by the author. Prerequisites for a culturally inclusive classroom are tied down considering six aspects: the physical environment, classroom management, classroom interactions, instructional approach, cultural adjustment, and connecting school and home. As a wrap-up of the Chapter, the author assigns readers to create an actionable plan for a culturally responsive classroom environment to show readers the practical aspect of a culturally inclusive classroom.

Considering the pedagogical side of language education, Chapter 3, EFL Programs, Curricula Textbooks and Instructional Materials, a theoretical framework is introduced by giving curriculum design models from the earliest to the latest. Following the framework, the authors presents components of the curriculum stressing the relationship between theory and practice. Improvements in foreign language education are reviewed in Turkey context, and a series of curriculum reforms and innovations, whose dates are 1997, 2005, 2013, and 2017, are presented in a detailed way asserting the requirements with reasons behind these periodic revisions of the foreign language curriculum. The relationship between The Common European Framework of Reference for Languages (CEFR) and the last introduced curriculum in Turkey is examined thoroughly highlighting the dynamic nature of curriculum development and supported by reflection questions at the end of the Chapter.

Cultivating Critical Thinking Skills in the EFL Classroom is presented as the 4th Chapter in the book. In the Chapter, the author extensively presents critical thinking promoting strategies, the role of teachers in the process following the history of critical thinking skills inferring prominent figures in the field. After an extensive introduction of the skill, integration of critical thinking into language classrooms is put forward by giving a brief literature review of the studies which support the possibility of developing critical thinking skill in language classrooms touching upon critical thinking enhancing activities. The requirement of critical thinking skills to be a globally competent individual is highlighted by dwelling upon the relationship between critical thinking in foreign language education and the information age. Following the adaptation of Socratic Questioning Method in EFL classrooms, Blooms's taxonomy is also introduced to provide better insights into higher-order thinking skills. At the end of the Chapter, the challenges for teachers are presented by attracting attention to the long-term commitments' positive effects on learners' critical thinking skills enhancement.

Chapter 5, Teaching EFL with Technology, starts with introductions of the basic terminology of technology-integrated EFL classrooms. Following the basic terminology presentation, rationale and benefits of technology use in language classrooms are rendered putting stress on practicality and pedagogical frameworks. Along with its merits, the digital divide and the difficulty of training learners in the effective use of netiquette are presented as challenges of using technology in language instructions. Pursuant to the explication of EFL learners' and teachers' roles in the demanding world of the 21st century, the author outlined the process of integrating technology into language classrooms step by step. After describing teaching technologies, the criteria for EFL teachers to evaluate the effectiveness of existing online resources before bringing them into the classroom in technology-enhanced language tasks sense are included through guidelines of Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) underlining the dynamic nature of technology use in EFL classes and the need of an ever-changing as well as a continuous approach to material design. At the end of the Chapter, three activities are provided for readers to have a better understanding of the practical use of technology in EFL classrooms.

A new model as the name of the Chapter 6 suggests, Teaching and Learning Grammar through the SPOT (SLC) Model, is defined as an integrated model of contextualized grammar instruction which adopts deductive and inductive approaches together. After a theoretical framework of approaches for teaching grammar today, the SLC Model, which is basically designed for teaching grammar for young learners of grades 6-8, is presented by principles. Grounds for each section employed by the SLC Model, which are Spot-Light, Language Spot and Check Spot, are encapsulated referring units in a coursebook offered by the Ministry of Education (MoNE) used between 2005-2010. Following this extensive presentation of the SLC Model, a brief summary of a narrative study conducted by the author is included to provide evidence to show the effectiveness of the SLC Model. Since grammar teaching addresses both form and function in teaching young learners, the author furnished two activities dwelling on functions and structures and asking appropriate comprehension questions to provide readers with feasible clues.

Automated Scoring of Productive Skills in Language Assessment is introduced as the seventh chapter of the book. The Chapter starts with the statements of productive skills scoring challenges. In line with a brief representation of constructed response tasks and automated scoring, the author puts forward the advantages of automated scoring systems and challenges of human scoring. To this end, each productive skill is separately handled adopting a comparative approach while evaluating the pros and cons between automated scoring and human scoring. After the introduction of different approaches to score writing tests using automated scoring systems regarding the role of human involvement, speaking skill assessment through automated scoring systems is introduced, and along with the verification of automated speech scoring results validity, shortcomings of the scoring are presented, too. The author does not overlook contributory and confirmatory usages of automated score along with the presentation of a hybrid approach which human and machine scoring is combined. At the end of the Chapter, benefits of the automated scoring system's implications on ELT are introduced placing emphasis on the significance of feedback touching upon the demerits of inconsistency and instructor-centeredness of human scoring in English language learning.

Chapter 8, Some Patterns of Language Alternation Practices by Turkish EFL Learners, deals with the use of mother tongue as a compensation strategy in EFL learning contexts. The Chapter begins with the introduction of language alteration and pedagogical functions by introducing the reasons behind code-switching pedagogy. Following the introductory part, findings of some studies, mostly Conversation Analysis (CA) studies, are presented focusing on learners' language alternation practices through different perspectives. The relationship between scaffolding and language alternation is explicitly discussed focusing on pros and cons under sociocultural theory topic. Explaining social constructivism as a research paradigm, authors intently highlight CA-for-SLA, especially the use of CA, as main methodological approach in research in detail. Towards the end of the Chapter, using sociocultural theory, research, which aims to reveal the way learners' language alternation is used as a means of scaffolding, conducted by the authors is offered through three sub-topics benefitting from conversation extracts. At the end of the Chapter, implications of the study are presented referring to the extent and advantages of L1 use in language classrooms.

Affective States and Learning Outcomes in EFL Education is the name of the Chapter 9, whose focus is psychological aspect of individual differences in foreign language learning and teaching addressing affective factors are presented. Author firstly introduces the term 'affect' and discusses Krashen's Affective Filter Hypothesis in foreign language learning extent after a brief introduction of Monitor Model's every hypothesis. Under the name of affective factors, motivation, attitudes, and anxiety are included alternately without ignoring discussing the varieties within each subject matter. All these three factors are presented through practicable examples, and the Chapter ends with suggestions for teachers to practice without ignoring the role of affective factors in the language learning process, and therefore, some EFL classroom implications are also elaborated to this end.

Since professional development is an indispensable part of being a teacher, Action Research (AR) is presented in the last Chapter, Pre-service and In-service EFL Teachers as Researchers, as a professional development strategy. Pursuant to the definitions and views for AR, facilitative aspect of AR is provided for pre-service teachers from six prominent perspectives in brief, and some suggestions were made to raise awareness of the readers on the necessity of action research. Characteristics of AR are provided for novices to have a better insight into the strategy to develop their effective and practical knowledge with the aim of enhancing teaching and learning. In short, AR is introduced to pre-service teachers to use them in-service practice. Consequently, certain task processes are offered for pre-service teachers to make the point clearer and more practical.

All in all, *Preparing Teachers for a Changing World: Contemporary Issues in EFL Education* is a worthwhile resource regarding its to-the-point contributions for not only pre-service but also in-service foreign language teacher training. With its guiding and practice-oriented comprehensive content, the book enables readers to cover different perspectives of foreign language teaching providing them with up-to-date research adopting critical and constructive insights. Considering all of these, this book deserves to be counted among the prominent books for ELT education.