Book Review on 'Technology and English Language Teaching in a Changing World: A Practical Guide for Teachers and Teacher Educators'
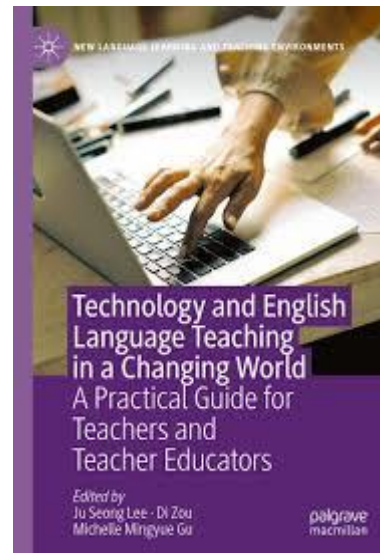
Ali Dincer[1] iD

Ondokuz Mayıs University, Samsun, Türkiye

ali.dincer@omu.edu.tr

What does foreign/second language (L2) education mean in a world increasingly transformed by modern technologies and artificial intelligence (AI)? Considering the rapid technological changes and digital evolution in recent years, particularly during and after the COVID-19 pandemic, both characteristics of teachers and learners are evolving in the education sector. Educational experts rightly emphasize the need to address this transformation in the L2 domain (Chiu, 2024). While technology-enhanced language learning is not a new area of research, there has been a notable increase in interest in out-of-class language learning with technology only in recent decades (Kusyk et al., 2025, see for a review). With the ubiquity of AI, L2 learning opportunities are expanding, new modes of engagement are emerging, and the boundaries between in-class and out-of-class learning are becoming increasingly blurred. As L2 classrooms extend beyond their physical walls, integrating technology is more imperative than ever. This transformation in education has brought both challenges and opportunities for L2 teaching, compelling L2 practitioners to reconsider their current pedagogical practices and adopt new technologies with urgency.

"Technology and English Language Teaching in a Changing World: A Practical Guide for Teachers and Teacher Educators", edited by Ju Seong Lee, Di Zou, and Michelle Mingyue Gu (2024), offers a timely and practice-driven response to this need. This edited volume combines diverse studies, classroom cases, and pedagogical models that showcase how digital tools—ranging from role-playing games (RPGs) and automated feedback systems to memes and multimodal storytelling—meaningfully support L2 development, learner engagement, and teacher growth. The book is a part of Palgrave Macmillan's *"New Language Learning and Teaching Environments"* series, edited by Hayo Reinders, which aims to highlight cutting-edge language learning technologies for language education inside and outside the classroom. Like another contribution in the series, such as Reinhardt's (2019)

---

[1] *ORCID: https://orcid.org/0000-0002-0732-3975*

78

Book Review on 'Technology and English Language Teaching in a Changing World: A Practical Guide for Teachers and Teacher Educators'

"*Gameful Second and Foreign Language Teaching and Learning*" or other books in the series, this book contributes to the ever-growing series and literature by providing an accessible implementation for L2 educators and practitioners, exploring the emerging technology's role and trends in the field.

This edited volume is structured into four thematic sections, comprising 14 chapters that blend personal reflections and research, with a strong emphasis on practical application and accessibility. Each chapter is designed to be theoretically informed and directly applicable, often including step-by-step sequences, case narratives, and implications for L2 classroom practice.

The first section, *"Enhancing Students' Receptive English Skills,"* features four contributions (Chapters 1–4): two on vocabulary learning and instruction, one on reading skills, and one on a focus on both reading and vocabulary learning. The chapters demonstrate how receptive English skills can be developed through commercial-off-the-shelf (COTS) games (Sundqvist & Nilsson), digital role-playing games (RPGs; Zou et al.), web-based e-portfolios (Fathali), and multimedia resources like TED-Ed (Drajati & Wijaya).

The second section, *"Fostering Students' Productive English Skills,"* shifts the focus to productive skills with four contributions (Chapters 5–8): three on speaking and one on writing. The chapters explore games' influence on willingness to communicate (Soyoof & Reynolds), authentic expression in writing (Xie & Jiang), video-based shadowing (Hamada), and interdisciplinary presentation skills with technology-based tools (Zadorozhnyy & Lee).

The third section, *"Empowering Teachers' Innovative Teaching,"* is dedicated to teacher education and professional development with five contributions (Chapters 9–13). The section presents a range of innovative pedagogical approaches from pre-service ELT classrooms: flipped mastery classroom for grammar instruction (Martin et al.), digital storytelling (DST) projects (Yu & Wanqing), technology-enhanced microteaching (Wu & Lee), AI-powered Automated Writing Evaluation (Odo), and "Story by Memes" lesson plans (Vazquez-Calvo & York).

The volume concludes with the fourth section *"Conclusion and Future Directions,"* featuring a single contribution by Phillip Hubbard. In Chapter 14, Hubbard offers a critical synthesis of the contributions in the book and outlines the future directions of English language teacher education. He lists principles for achieving a comprehensive pedagogical foundation in the skills and knowledge needed for technology integration for L2 educators, emphasizing the rise of AI-powered platforms and their complementary role in L2 education. Acknowledging the difficulty of predicting the future of language teaching, Hubbard advocates for a balanced approach that combines AI's efficiency with the "human touch" and stresses the necessity of possessing diverse digital literacies to support L2 learners in this changing world appropriately.

This volume is a timely and valuable guide for its target audience of L2 teachers and teacher educators. As series editor Hayo Reinders notes in the foreword, technology is transforming education at an "astonishing pace." This book captures that transformation. By assembling contributions from scholars across Asia, Europe, and North America, the editors offer a global perspective on contemporary English Language Teaching (ELT) practices. The book's primary strength lies in its intention to balance theory and practice. While rooted in empirical research, each chapter prioritizes pedagogical relevance, providing theoretically informed and directly applicable models through step-by-step sequences, case narratives, and clear implications for classroom practice. This makes the volume a highly accessible and practical resource.

Despite these significant strengths, the volume has some limitations, particularly concerning its engagement with the most recent technological shifts. The editors of the book rightly state that Computer-Assisted Language Learning (CALL) *"represents a dynamic partnership between humans and technology"* (p. xxv). However, the book could have more fully explored the current state of that partnership. A notable weakness is the limited focus on GenAI. Given that OpenAI's ChatGPT was released in late 2022, and AI's influence on education has become a dominant topic, its minimal inclusion feels like a missed opportunity. While the lengthy editorial and publication process likely

79

Book Review on 'Technology and English Language Teaching in a Changing World: A Practical Guide for Teachers and Teacher Educators'

contributed to this timing, future editions would benefit immensely from a deeper integration of AI-powered tools across all sections, moving beyond the two chapters where it is mentioned.

Structurally, it should be noted that some imbalances in content and organization are apparent. For instance, the first section about receptive English skills is dominated by vocabulary acquisition (three of four chapters), with no dedicated chapter on developing listening skills. Including a chapter on technology-enhanced listening would have provided a more comprehensive treatment of receptive skills. Furthermore, the placement of specific chapters could be reconsidered. Chapter 11, which focuses on developing academic writing proficiency in pre-service teachers, feels more aligned with the "Productive Skills" section than its current position in the "Teacher Empowerment" section. Its research paper format also deviates from the more pedagogical structure of other chapters in its section, a point that also applies to the case study format of Chapter 5 (Soyoof & Reynolds). These inconsistencies in structure and placement slightly disrupt the otherwise logical flow of the edited volume.

On a practical level, the book's implementation strategies raise questions of equity and usability. Many innovative technological projects depend on the baseline of robust digital infrastructure—reliable internet, personal devices for students, and classroom projectors. While this reflects the reality for many, the book could have strengthened its applicability by offering modifications or alternative strategies for educators in low-resource or rural settings where such access is not guaranteed.

Finally, several minor suggestions could enhance the usability of future editions. First, the text assumes a high familiarity with a wide range of acronyms. In contrast, common ones like ICT are standard; more niche terms (e.g., NPC for Non-Player Character) could be defined more consistently upon first use. Second, the book's integration of digital resources is both a strength and a potential weakness. Some chapters provide much detail, including QR codes and links to Google Drive folders (e.g., Chapter 9), while others mention applications with less context. A standardized format for introducing digital tools could be adopted for consistency and ease of use. More importantly, embedding links in a print book is inherently risky, as some links in chapters and references provided in this newly released volume are already dead. To resolve this issue, a consolidated, continually updated online resource page hosted by the publisher or a detailed appendix of tools with relevant details would be a significant value-add for potential readers.

In conclusion, despite these critiques, the volume succeeds in its goal of providing practical, innovative, and accessible guidance. The editors gathered diverse contributions that blend theoretical grounding with actionable strategies, bridging theory and practice together. This volume is highly recommended for pre-service and in-service L2 teachers seeking to integrate technology into their classrooms meaningfully. It is, without question, a worthy addition to any professional or academic library concerned with the future of L2 teaching.

References

Chiu, T. K. (2024). Future research recommendations for transforming higher education with generative AI. *Computers and Education: Artificial Intelligence, 6,* 100197. https://doi.org/10.1016/j.caeai.2023.100197

Kusyk, M., Arndt, H. L., Schwarz, M., Yibokou, K. S., Dressman, M., Sockett, G., & Toffoli, D. (2025). A scoping review of studies in informal second language learning: Trends in research published between 2000 and 2020. *System, 130,* 103541. https://doi.org/10.1016/j.system.2024.103541

Reinhardt, J. (2019). *Gameful second and foreign language teaching and learning: Theory, research, and practice.* Palgrave Macmillan. https://doi.org/10.1007/978-3-030-04729-0