

Liz England, Lía D. Kamhi-Stein and Georgios Kormpas. 2023. *English Language Teacher Education in Changing Times: Perspectives, Strategies, and New Ways of Teaching and Learning*. New York, NY: Routledge. 258 pages. ISBN 9781003295723 (eBook). £33.29 (eBook), £120.00 (Hardback).

“English Language Teacher Education in Changing Times: Perspectives, Strategies, and New Ways of Teaching and Learning” is an essential tool for educators and administrators attempting to navigate the rapidly evolving field of language education. This comprehensive book, divided into three sections and comprising 15 informative chapters, explores the profound impact of the COVID-19 pandemic on the training of English language teachers. With its examination of the challenges faced by instructors, presentation of innovative approaches and solutions, and inclusion of real-world examples and case studies, this book serves as a valuable resource for enhancing teaching methods and fostering imaginative thinking in response to changing circumstances. It offers readers a range of perspectives, practical ideas, and creative techniques to enhance their professional development and teaching endeavors.

The first part of this book, ‘Learning in English Language Teacher Education in Changing Times,’ examines the effects of the COVID-19 pandemic on English Language Teaching (ELT) and the opportunities for innovation and professional growth it presented. The book covers a variety of subjects, including leadership, translanguaging, 21st-century teaching techniques, innovation in EMI contexts, and online professional development.

This book’s value comes from its timely focus on the difficulties experienced by ELT practitioners during the epidemic and the solutions they found. The chapters offer insights, suggestions, and tactics for instructors to modify their pedagogical approaches in a setting where education is rapidly evolving. One of the main takeaways from the book is its emphasis on professional growth and the need for ongoing education.

Generally, this book highlights translanguaging as a way to effectively utilize students’ home language repertoires (: 9). It emphasizes the critical role of strong political leadership during a crisis like the COVID-19 epidemic, serving as a reminder of leadership's significant impact on public health and education. This issue is also explained by Whitehead and Greenier (2019), where teacher leadership has gained increased recognition in general education to empower teachers as professionals and improve educational outcomes. The book discusses the qualities that 21st-century English language teachers should possess and introduces the “Verify Information for Education” (VerifyInfoED) program, which addresses the need for innovation in EMI environments. Furthermore, it focuses on

transforming teacher professional development (PD) during the pandemic, providing teachers with a valuable opportunity to leverage students' home language repertoires for English language learning.

The second part of this book thoroughly investigates the revolutionary effects of the COVID-19 pandemic on teacher preparation. It highlights the fortitude and flexibility of teacher educators as they overcome extraordinary challenges and seize opportunities for innovation, particularly in the shift from face-to-face (F2F) education to emergency remote instruction (ERI) (: 79). The pandemic compelled English teachers to find practical solutions in the teaching process.

This part emphasizes how the pandemic has caused a paradigm shift in teacher education. Each chapter offers distinct viewpoints and valuable insights into the evolving landscape of English language teacher preparation. For instance, the first chapter introduces a research-based framework for online distance education in language teacher preparation. The second chapter explores the attitudes and beliefs of teacher educators and their students regarding team teaching. The third chapter discusses the permanent integration of improvements into the teacher preparation course curriculum. Lastly, the fourth chapter focuses on integrating technology into the classroom.

“English Language Teacher Preparation in Changing Times” offers a diverse range of contemporary methods and procedures for teacher preparation. Transforming challenges into chances for growth, it showcases the resilience and adaptability of teacher educators. The book addresses the pandemic’s impact and establishes a solid foundation for future English teacher training programs. It provides insightful analysis and motivation for educators in the years ahead.

The third chapter of this book discusses the management and leadership of English teacher preparation and professional programs during the COVID-19 epidemic. This section comprises five chapters that delve into the challenges of managing English teacher education programs in challenging situations. Each chapter outlines the initiatives taken by US, Turkey, and Uzbekistan administrators. Furthermore, they provide insights into professional association leaders' and program directors' experiences and strategies to address the COVID-19 epidemic, explicitly focusing on English teacher preparation programs.

There are distinctions and commonalities among the five chapters covered in the third part. One obvious contrast is the country context feature. The three countries also influenced differences in the challenges, policies, and strategies employed. Another distinction is the program and its approach to dealing with pandemic challenges. For example, two chapters discuss in-service teacher professional development programs in Uzbekistan (: 159) and Turkey (: 201), while others focus on TESOL teacher preparation programs in the United States. These disparities reveal variations in the strategies adopted by program leaders. Another difference lies in terms of local conditions. The varying situations

examined in each chapter also influence the approach taken. For instance, chapter 12 (: 175) addresses how enrolment in TESOL teacher preparation programs in the United States is declining for both domestic and international students, which may have different consequences for experiences abroad. However, based on several differences mentioned above, all the cases presented are responses to the same situation: leadership and management skills in dealing with pandemic challenges. Each chapter also highlights creativity and innovation in facing these challenges. Program leaders discover new ways to achieve their goals, adapt programs, and develop effective strategies to handle unexpected situations. Furthermore, all chapters emphasize the significance of professional development and continuous learning for English teachers.

The benefits of the book can be seen from its description, which discusses actual and relevant issues in the current context with various topics and points of view. It provides a variety of viewpoints from academics worldwide, enabling readers to learn about diverse contexts and methods for instruction and professional development. The book offers vast and varied perspectives on handling the same challenges in different contexts. Furthermore, the existence of different approaches and strategies in dealing with a pandemic provides inspiration and insight for readers regarding creative ways to achieve goals. Another benefit is that the structure of each part is presented thematically. It provides detailed explanations regarding the program, challenges, and steps taken to overcome them in each chapter. Additionally, the book offers useful tips and case studies that can be applied in classroom settings. It assists teachers and administrators in navigating difficulties and modifying their procedures as necessary. The book also provides comprehensive information on topics related to the ELT profession.

However, despite the existing advantages, one point of criticism is the limitations regarding the potential long-term implications of the pandemic for English teacher education. Although the book discusses numerous facets of English language teacher education throughout the epidemic, it may not delve deeply into certain subjects that readers may find particularly interesting. The book also acknowledges that future teacher education programs must rethink and conceptualize the changes taking place. Additionally, there may not be enough data or research to substantiate the efficacy of the tactics and practices suggested in the book, depending on its subject matter. It could make it more challenging for readers to assess the trustworthiness and validity of the proposed techniques. Furthermore, rather than providing scientific facts, this book focuses more on practical experience and strategies for overcoming pandemic issues.

Overall, this book provides insightful information for English practitioners and educators, especially those interested in the changes and challenges resulting from the COVID-19 pandemic in the

context of learning. It also caters to researchers, curriculum developers, and teacher education program developers, offering valuable insights into innovative approaches and strategies in English teacher education. Furthermore, education policymakers will find this book helpful in comprehending the pandemic's impact on teacher education and devising appropriate plans. Moreover, the book serves as a practical tool for improving teaching techniques and adapting to evolving conditions by presenting real-world examples and case studies that encourage readers to think creatively and adjust their teaching approaches accordingly.

Acknowledgement

The authors express their deepest gratitude to Lembaga Pengelola Dana Pendidikan (LPDP) for sponsoring our doctoral degree studies and supporting the publication of this book review.

References

Whitehead, George E. K. and Vincent T. Greenier. 2019. "Beyond good teaching practices: Language teacher leadership from the learners' perspective." *TESOL Quarterly* 53/4: 960-985.

Zulkifli Surahmat

Universitas Negeri Makassar, Indonesia

Zulkiflisurahmat9@gmail.com

Uswatun Hasanah

Universitas Negeri Makassar, Indonesia

Uswah.intan@gmail.com

Yandres Answo Djedelbert Lao

Universitas Negeri Makassar, Indonesia

yandresalao@gmail.com