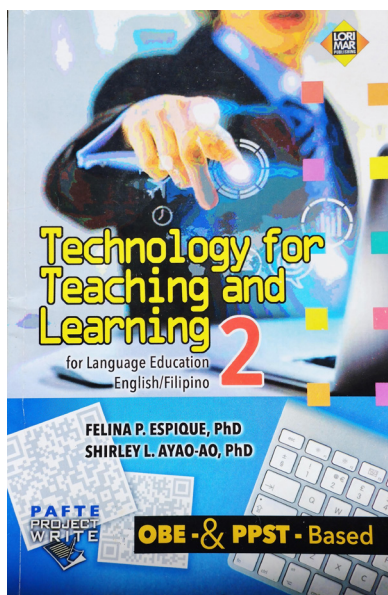# BOOK REVIEW

Title:	Technology for Teaching and Learning 2 for Language Education English/Filipino
Editors:	Felina P. Espique, PhD
	Shirley L. Ayao-ao, PhD
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Reviewers:	William D. Magday, Jr., Sanny J. Dangis, & Gail G. Gumilet, *Nueva Vizcaya State University, Philippines*

In recent years, education reforms have paved the way for the development of programs that integrate Information and Communication Technology (ICT) in the teaching and learning processes. Teachers and students, especially pre-service teachers in teacher-training institutions, are encouraged to hone their skills in using and integrating ICT tools into instruction to cope with the challenges of the Digital Era. The Department of Education (DepEd) in the Philippines has reinforced this vision in the context of the 21st Century that Filipino learners in the K to 12 Curriculum must be taught with innovation for global competitiveness (DepEd Order 78, 2010). Thus, the Commission on Higher Education (CHED) through CMO No. 75, series of 2017 envisions that all teacher-training institutions must prepare their students to utilize ICT to promote quality, relevant, and sustainable educational practices in teaching and learning. Most of the published books and studies on ICT in education (e.g., Anastasiades & Zaranis, 2017; Tsiatsos et al., 2021; Khattri, 2021) appear to be general in scope where ICT integration into instruction has been discussed in a wider context. Thus, this book, *Technology for Teaching and Learning 2 for Language Education English/Filipino* is not only timely for language teachers, but especially more so for pre-service teachers specialized in teaching English and Filipino. This book is also aligned with the Philippine Professional Standards for Teachers (PPST), the standards of quality governing teaching practices in the Philippines whilst focusing on the development of the 21st Century teacher (DepEd Order 42, 2017).

Technology for Teaching and Learning 2 for Language Education English/Filipino is published as one of the textbooks of the course, "Technology in Secondary Language Education" for pre-service teachers specialized in teaching English and Filipino in the Philippines. It is a five-unit course that focuses on the application, design, production, utilization, and evaluation of ICT for teaching and learning in secondary language education. It is also one of the major courses offered in the secondary education teaching program of all State Universities and Colleges (SUCs) in the Philippines (CMO 75, 2017). This book, in particular, is presented in four

sections or modules, wherein two lessons can be found underneath each module except for Module 4 which has only one. This book not only focuses on the integration of ICT into teaching and learning, but also offers many examples of activities and lesson plans for both English and Filipino specializations. A PPST-based prototype syllabus is also included in the preliminaries, which could serve as a point of reference for teachers and students.

Module 1, Learning Plans in the Context of the 21st Century begins with some salient features of the K to 12 Curriculum requiring ICT-pedagogy integration, whereby information, media, technology, and innovation skills are highlighted as some of the requirements of the K to 12 Curriculum graduates. Some units of the curriculum guide that focus on the development of 21st Century skills are also reviewed as well as frameworks on ICT integration in language education lesson plans. For the benefit of the pre-service teachers, samples of English and Filipino lesson plans with ICT integration were also provided.

Module 2, Integrating Active Learning Approaches deals with the different learning approaches in language teaching and learning: inquiry-based learning, research-based learning, problem-based learning, and project-based Learning. Findings of research studies on learning approaches are also presented. For instance, Lin's (2017) study found that the participants who underwent the problem-based learning approach showed more improvement than those who did not undergo this approach. Bakar, Noordin, and Rali's (2019) investigation also revealed that a project-based learning approach generally improved the oral communicative competence of language learners.

Module 3, Using Open-Ended Tools in Facilitating Language Learning focuses on the role of open-ended tools or productivity software applications to enhance the teaching and learning process. Essential parts of lesson plans and syllabi from English and Filipino curricula are provided as well. These tools, as described in this chapter, indeed play a vital role for both teachers and learners in 21st Century classrooms. Websites of word processing software applications, as well as online language courses for distance and blended learning, were conveniently included for students and teachers to explore (e.g., CyberKids, The Diary Project, Global Show-N-Tell, Steller, among others.) The section then concludes with a discussion of publication requirements such as copyright laws, anti-bullying, and cybercrime acts.

Module 4, Producing Learning Resources Using Technology Tools highlights the different instructional materials (IMs) and technology tools in language teaching and learning. For instance, computer-assisted language learning (CALL) is described as an important aspect of the English teaching process and a widely accepted method of achieving learning objectives. This section also clarifies that it is insufficient to learn a language solely through the use of technology. The IMs need to be well-planned, and they must be developed to meet the learning objectives of the language class. It ends with some suggested activities for the pre-service teachers, such as exploring samples of newsletters from the web, creating a newsletter storyboard, and producing a multimedia presentation.

There are a few drawbacks in the book. First, the book is published and can be used as a textbook in the "Technology in Secondary Language Education" course for students in either the English or the Filipino specialization. Since Filipino and English specializations have different program learning outcomes and competencies (i.e., Bachelor of Secondary Education [BSEd]-English and Bachelor of Secondary Education [BSEd]-Filipino), even though both are under the same umbrella of language education, a book in each specialization should have been published separately.

Second, the samples of lesson plans for language teaching presented in Module 2 (pp. 20-54) and Module 3 (pp. 78-82) are quite confusing. It would be better if the presented samples of lesson plans in Module 2 followed the structure of lesson plans ordained by DepEd. Another recommendation is that DepEd's lesson plan structure and contents should be presented first so that pre-service teachers would be given an idea as to how lesson plans are prepared. This is one way to address the concerns of pre-service teachers on lesson planning, which is considered one of the most significant difficulties in teacher education programs (Pramoolsook & Magday, 2019; Magday & Pramoolsook, 2020).

Third, although there are various suggested activities in Module 4, there should also be an activity, serving probably as a finale for Module 4, whereby the pre-service students prepare lesson plans with ICT integration for a microteaching or simple teaching demonstration. This activity could serve as the application of all the theories and concepts they have learned from the book.

Fourth, there are interesting studies conducted on problem-based and project-based learning approaches mentioned in Module 2 (pp. 66-70), but these are not included in the References section (pp. 151-152). The students as well as the teachers, like the reviewers, of the "Technology in Secondary Language Education" course might be interested in or benefit from reading some of these studies from the existing literature and peer-reviewed journals. Thus, it would be better to include these in-text citations (e.g., Lin, 2017; Ghufron & Ermawati, 2018; Baresh, Ali, & Darmi, 2019) in the end-of-list references as well.

Regardless of the pitfalls that were found, this book is still exceptionally useful for both veteran and novice teachers. It provides an array of ICT-integrated activities where both teachers and students can make their teaching and learning innovative and interesting. Researchers of computer-assisted language learning (CALL) and technology-assisted language learning (TALL), likewise, will also be able to uncover new research directions for further study from this book.

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