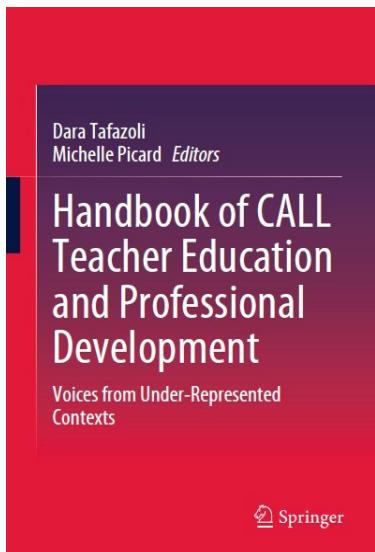


BOOK REVIEW



Title:	Handbook of CALL Teacher Education and Professional Development: Voices from Under-Represented Contexts
Editors:	Dara Tafazoli & Michelle Picard
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Computer-Assisted Language Learning (CALL) is a growing trend that has had a significant impact on education. Filling in a gap, the book *Handbook of CALL Teacher Education and Professional Development: Voices from Under-Represented Contexts*, edited by Dara Tafazoli and Michelle Picard, focuses on the challenges and opportunities of CALL in under-represented contexts and offers solutions and guidance for educators working in these contexts. The editors claim that this book goes further than simply addressing geographical gaps and delves into the diverse and meaningful contexts that have been largely overlooked in existing literature on CALL professional development (PD). Overall, the book is a welcome contribution to the existing body of research on CALL teacher education. As for its table of contents, the book is organized into five parts and has 30 chapters in total, each addressing different facets of CALL teacher education.

Part I, *Principles of CALL Teacher Education and Professional Development*, includes two chapters. Chapter 1 provides the historical context behind the development of CALL teacher education and sets the stage for understanding its ongoing challenges. Then, it introduces a flexible framework known as the TESOL Technology Standards for Teachers (TTST) that can be adapted to diverse contexts globally. This framework is particularly noteworthy as it offers a versatile approach that can be tailored to various educational environments. Following this, Chapter 2 focuses on four main categories of contextual challenges related to CALL teacher education namely *technical, resource, strategic, and socio-economic* challenges. This chapter highlights the significance of comprehending each distinct setting and engaging local language education stakeholders in developing sustainable and equitable solutions for CALL teacher education in under-represented contexts. Since the book primarily focuses on under-represented contexts, it is somewhat disappointing that this chapter does not provide more specific examples to show how these challenges have been successfully addressed. While the theoretical

framework is strong, including practical examples would have greatly enhanced the chapter's relevance and impact.

Part II, *Voices of Pre-service Teachers*, consists of six chapters, all covering the use of CALL-based systems among EFL teachers in various countries such as Taiwan, Australia, Cambodia, Indonesia, Cyprus and Turkey. While these chapters give us a decent overview of the benefits of adopting such systems, they could benefit from including more practical suggestions on developing digital literacy and autonomy readiness in similar settings, such as in Chapter 7 where solutions were provided for issues faced by Indonesian pre-service teachers during their online practicums. Chapter 6 is particularly interesting as it explores the lived experiences of teachers in Cyprus during the COVID-19 pandemic, but would have been stronger if more diverse perspectives were provided. Chapter 8 is noteworthy as well as it investigates how Turkish pre-service teachers' CALL skills were developed in an English teaching module, and effectively demonstrates the potential of CALL to enhance teaching capabilities.

Part III, *Voices of In-Service Teachers*, includes fifteen chapters, all presenting a broad and insightful exploration of how English language teachers across diverse contexts have experienced and adapted to developments in CALL, especially during times of rapid educational change. In addition, this part reveals patterns in teachers' beliefs, challenges, innovations, and evolving professional identities. Among these, Chapter 18 offers an especially compelling look at how online flipped tasks can boost EFL preservice teachers' self-efficacy, agency, and autonomy. While the chapter underscores the empowering potential of this approach, it could be enhanced by incorporating, again, more diverse perspectives to offer a broader view of the outcomes. Following this, Chapter 19 offers a critical lens toward the issues surrounding computer-assisted assessment (CAA) in Iran, pinpointing low technological literacy and inadequate infrastructure as key barriers. This chapter effectively compiles information that readers may find useful in identifying the strengths and weaknesses of CAA for EFL teachers. Another noteworthy chapter is Chapter 23 where it discusses the behavioral intentions of Omani ELT teachers to continue using technology in higher education after the pandemic. Through a detailed examination of influencing factors, it offers readers a nuanced understanding of long-term technology adoption and its role in shaping future teaching practices in the post-pandemic era.

Part IV, *Voices of Teacher Educators and Course Designers*, consists of three chapters that essentially explore how CALL professionals have adapted to urgent educational needs and systemic challenges in diverse settings. From mentoring education graduates in emergency contexts in Lebanon, to reconfiguring teacher training amid limited technological and pedagogical expertise in Vietnam, and designing multilingual platforms for online instruction in Algeria, this part is particularly interesting as it highlights responsive strategies and reflections from the field. Lastly, Part V, *Voices of Researchers and Research*, includes four chapters that offer a multidimensional exploration of how technology intersects with language education. For three of its chapters, this part covers Vietnam's educational and technology policy frameworks, a systematic review of CALL teacher education in under-represented contexts, and an overview of theoretical approaches in CALL studies. The final chapter presents a case study on how Vietnamese EFL teachers use Facebook for PD. Though the case study is

unique and insightful, the framework of Communities of Practice (CoP) in CALL that the chapter introduces is unfortunately too broad to fit into a single chapter. As a result, the chapter does not delve deep enough into the issue and only aims instead to provide readers with a concise overview of online professional development communities. Nevertheless, its emphasis on the importance of CoPs remains relevant in the discussion of CALL and PD.

All in all, this book provides a comprehensive and insightful exploration of CALL in the context of teacher education and PD. It effectively captures the diverse challenges, innovations, and best practices related to CALL in different educational settings and contexts. However, despite its contributions to the field of CALL, some areas could be improved for future editions. One potential area for improvement could be the inclusion of more in-depth discussions on the theoretical frameworks and pedagogical implications of CALL in teacher education. Moreover, the future edition might include a more systematic approach to the teacher training in CALL. That is, a structured framework that outlines clear steps for implementing CALL in different educational settings. For example, a systematic approach could include a step-by-step guide for designing and delivering CALL training programs, complete with best practices, assessment methods, and resources. This would provide educators with a practical roadmap for integrating CALL into their teaching practices and ensure that training is consistent and effective across different contexts. Additionally, a more explicit focus on the integration of emerging technologies, such as artificial intelligence and adaptive learning systems, could further enhance the relevance of the book in the rapidly evolving field of educational technology. For instance, chapters could include best practices on how these technologies are being used to enhance language learning and teaching. This could involve detailed examples of how AI-driven tools are being used to personalize learning experiences, provide real-time feedback, and support self-directed learning. By highlighting these emerging technologies, the book would offer educators cutting-edge insights and practical applications for the future of CALL. Overall, this book serves as a source of inspiration for educators and researchers looking to contextualize CALL teacher education and professional development in their own unique settings.

THE REVIEWER

Behnam Aghayani is an independent researcher in Applied Linguistics from Kermanshah, Iran. He has authored and co-authored numerous peer-reviewed journal articles and books. Since 2016, he has been an active member of the editorial review boards of several prestigious journals. He also serves as an Associate Editor of the MEXTESOL Journal, further contributing to the dissemination of high-quality research in the field of applied linguistics. He is currently editor of *"Positive Psychology in Foreign Language Teaching"* by IGI Global Scientific Publishing to be released in 2026. His work primarily focuses on various aspects of language teaching and learning.

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