Review of *Technology and English Language Teaching in a Changing World: A Practical Guide for Teachers and Teacher Educators*

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By entitling their book *Technology and English Language Teaching in a Changing World: A Practical Guide for Teachers and Teacher Educators* (Palgrave Macmillan, 2024), Ju Seong Lee, Di Zou and Michelle Mingyue Gu seem to indicate that they set themselves an ambitious goal when compiling this edited collection of chapters. The first aspect of this goal has to do with accelerated change as the backdrop to the relationship between technology and ELT. The rate of change in the past four years has increased steadily, with generative AI catapulting it even more so in the last two years (Accenture, 2024). The launch of OpenAI's ChatGPT in November 2022 and other large language models in the following months overtured the significant changes that a range of social domains would experience as a result of the technology's widespread use. The implications for language education were immediately clear and despite the consternation of some institutions and professionals, the technology seems to have been embraced and is being harnessed for the purpose of transforming language teaching and learning (Yang et al., 2024).

Nonetheless, given the astounding speed with which generative AI tools are developing, users (including teachers and learners) lacking an evolving AI literacy are going to struggle to keep up (Hur, 2024), at least with respect to the barrage of innovations that technology companies are releasing, and which have relevance and potential for language education. Hence, any book purporting to address the relationship of technology and ELT in such a fluid scenario is bound to struggle to retain currency for long. This is not necessarily because of anything intrinsically wrong with its content, but the fact remains

that due to its chosen topic the book is handicapped by the relatively sluggish pace with which an edited collection is produced and published.

What seems to validate this idea is that despite the AI-driven changes observed in the two years preceding this book's publication, only two of its 14 chapters mention AI. This first happens in Odo's chapter on the use of writing editor tools to improve English writing skills. It describes how a teacher integrated these AI-supported tools to help his undergraduate students receive feedback on their academic writing and develop self-assessment capabilities. While Odo does not seek to give the impression that what he is presenting in the chapter is equivalent to an empirical study, his description of Mr. Smith's class yields several insights that are probably useful for those teachers of writing who might be unaware of how AI can assist them.

AI technology is also discussed in the book's last chapter, in which Hubbard considers future directions in teacher education in a world characterized by rapid change. The author briefly reviews the developments in educational technology over the past few decades to identify the persistent challenges affecting teacher educators. Hubbard then outlines a series of sound principles that can guide teachers and teacher educators in their future attempts to integrate technology in language teaching and learning. While he is right to point out that educators should be taught to think critically about AI tools, it is probably a bit short-sighted to imply that this technology will quickly be replaced by something else once the hype surrounding it dies down. Unlike other technologies that have over the years promised revolutionary change in language education without properly delivering on this, the dynamic nature of AI developments means that educators are likely to keep finding novelty in its transformative potential for quite some time (World Economic Forum, 2024). Despite Hubbard providing a relevant coda to a book that is meant to address the place of technology in ELT at present, it seems like a missed opportunity for the editors not to make any reference in the book's introduction to how AI is the main catalyst for change in language education.

If the first aspect of the editors' ambitions for this volume can be seen as constituted by the nature and causes of change with respect to the role of technology in ELT, albeit unsatisfactorily addressed, the other dimension is derived from the book being labelled 'a practical guide'. Here the editors do a better job at selecting chapters whose content meets the expectations elicited by the term. The practical dimension of the book is aided by the way this content is organized. With a couple of exceptions, each one of the contributions in this book is structured in a similar manner. The initial section identifies an issue in language teaching and learning in a specific context, then there is a review of the relevant theory, followed by a description of the materials used in the project/s and the sequence of activities. The latter section devotes attention to both extracurricular and extramural activities. Finally, there is a reflection on the outcomes of the project/s.

The authors of the book's chapters explore a wide range of technologies that were deployed for the purpose of supporting different aspects of English education. The first part of the volume focuses on how technology can play a role in enhancing students' receptive skills. It consists of two chapters that deal with what technology can do with respect to vocabulary teaching and learning, and another two focusing on the development of reading. Sundqvist and Nilsson discuss the use of commercial-off-the-shelf games in projects involving secondary school students in Sweden, while Zou et al. explain the benefits of encouraging primary school students in Hong Kong to engage in digital role-playing game-based learning. Fathali describes the implementation of a technology-based out-of-class language learning system among General English students in Japan and Iran, while Drajati and Wijaya examine the value of TED-Ed lessons acting as informal digital learning of English activities in Indonesia.

Another four chapters make up the book's second section, which concentrates on how technology can be used to foster students' productive skills. Soyoof and Reynolds present a study that sought to

investigate the role of family members in Iranian students' willingness to communicate in their L2 while playing commercial off-the-shelf games. This chapter's departure from the structure adopted by most of the contributions to this book is somewhat off-putting and is likely to make readers feel that the way its content is communicated falls short of the rest of the volume's more practical and reflective orientation. The latter is upheld in Xie and Jiang's evaluation of the affordances of digital multi-modal composing amongst students attending a Chinese medical university, Hamada's assessment of the value of video-based shadowing to develop students' speaking skills at a university in Japan, and Zadorozhnyy and Lee's consideration of an interdisciplinary and multimodal presentation project in improving the skills of students attending a university in Kazakhstan.

The book's third section consists of five chapters that shift the attention to how technology can empower educators' innovative teaching. Apart from the abovementioned contribution by Odo, the chapters are directed mostly at readers interested in teacher education. Martin et al. describe how pre-service English teachers at a university in Germany were encouraged to create multimedia digital learning paths for use with pupils, while Yu and Wang examine the benefits of enabling a similar group of trainees in Hong Kong to master digital storytelling. Vazquez-Calvo and York explore how meme creation and video storytelling allowed pre-service teachers in Spain to express their developing identities as language learners and prospective teachers, while Wu and Lee analyze the value of technology-enhanced microteaching among pre-service teachers in Malaysia.

Most of the chapters in this book conform with the editors' categorization of their volume as a 'practical guide'. Both teachers and teacher educators working in diverse ELT contexts are likely to come across ideas and insights about the contribution of different kinds of technology to language education. Most chapters explain how a contextual issue was addressed by means of a specific technology and how the benefits were accrued by students, teachers or teacher educators. The description of the sequence of activities is quite often very detailed and this will probably help readers to replicate the process in their own contexts. The reflection at the end of each chapter enables a better understanding of the way the technology in question brought about change. In some cases, this is supplemented by vignettes of certain students and teachers; this serves to better illustrate how the project impacted its key players. Some of the figures, tables and appendices included in certain chapters have a highly practical function and can be used by readers wishing to implement similar projects in their own teaching contexts.

While the book's lack of attention to the increasing significance of generative AI in English language education is a glaring lacuna, this can probably be explained by the possibility that its chapters were written in a period of transition. Thus, by the time the volume had been edited and published, the educational landscape had already started experiencing the changes brought about by this relatively new technology that most educators are now concentrating their teaching and training on. Readers looking to develop their knowledge with respect to AI's role and affordances in ELT will not find much that is useful in this book; however, its content is still edifying for teachers and teacher educators interested in expanding their digital literacy to more than just the use of AI tools. The practical manner in which most of the chapters are presented means that this book can serve as a useful guide for those ELT professionals wishing to meaningfully integrate different kinds of technology in their work.

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