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PREPARING TEACHERS FOR A CHANGING WORLD: A BOOK REVIEW

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TEACHER EDUCATION & DEVELOPMENT | BOOK REVIEW

Preparing teachers for a changing world: A book review

Ferhat Karanfil*

Abstract: This book directly addresses graduates of other majors who are interested in becoming EFL teachers, and discuss the current issues in English Language Teaching such as global issues, inclusive education, critical thinking, action research for language teachers. The articles also will inform the prospective teachers about 'Socially Responsible Teaching' practices.

Subjects: Teaching & learning; teachers & teacher education; global issues.

Keywords: language teaching; teacher education; social justice.

In *Preparing Teachers for a Changing World*, the writers draw the attention to expanding the scope of English Language Teaching (ELT) and education in general. The book is generally aiming the prospective teachers to make them aware of the instructional practices in education horizon. There are ten chapters in the book, and they are written in a format to ease the discussion for the lecturer teaching the book. Each chapter starts with Pre-Reading Questions. They help the reader to focus on the issue and activate their prior knowledge. While reading the articles, the reader may relate their context in *reflection questions*. They are provided to internalize the topics and reflect on their context. At the end of the chapters, some practice -activities provided to be used in real classes and in some chapters, post- reading sections are provided for group work or discussion.

The book also fills a gap in English language teacher in education via fourteen chapters in it. A recently introduced course titled "Trends and Issues in Language education" is being used in some teacher training programs in Turkey, and the book will be a forum for prospective teachers to explore the issues in ELT that might impact their future practice in the future. The graduates English literature or other related programs may benefit from the book to understand current issues of ELT in today's world.

Delving into the chapters, in the first chapter, the article "Global Issues in ELT" is presented. The newly emerging pedagogies such as Global Issues in Language Education (GILE) and Socially Responsible Teaching (SRT) is defined in this chapter with a focus on environmental problems starting from environmental awareness problems to participate in solving the problems. The relevance of 21st -century skills, environmental issues, and Education for Sustainable Development (ESD) is explained citing the work of scholars around the world. The first chapter ends with a 40 minutes lesson plan on saving the planet and energy. The second chapter is titled "Culturally Responsive education and the English as a foreign language (hereafter, EFL) classroom". The chapter informs the reader mostly on inclusive education practices such as minority students that is a current concern nowadays. A scale is presented in the article to gauge the effect of cultural background on beliefs reading teaching. On the practical level, some ideas were presented on how to manage the classroom, regulate classroom interactions and physical environment and instructional approach with minority students. The third chapter investigates EFL programs, curricula, textbooks, and instructional materials. Then educational reforms that carried out in 1997, 2005 and 2013 were presented with the Common European Framework References alignment.

The fourth chapter scrutinizes the critical thinking in EFL classroom. Although critical thinking received attention in recent times, its roots date back to Socrates (470 BC-399 BC). His method "Socratic Questioning" became a widely known strategy for critical thinking. The various definitions of critical thinking and historical perspectives were rendered in the next pages. In the last part of the article the cognitive domain of Bloom's Taxonomy for teaching, learning and assessment (Anderson &

Krathwohl, 2001) is presented. Throughout the book, the prospective teachers could have a test of what will be expected when they start their teaching. Next Chapter five inquires “Teaching EFL with technology”. In this part, the benefits of integrating technology in EFL classes are presented with a focus on key terms. The writer presents 15 categories to consider the effectiveness of Computer Assisted Language Learning (CALL) tools followed by a task to identify effectiveness CALL tasks. A comprehensive list of 25 online resources is presented and then a mini -presentation plan is offered for some in-class CALL tools presentations.

The chapter seven reviews teaching and learning grammar through the SPOT(SLC)model. The chapter starts off by comparing inductive and deductive approach to grammar teaching. The SPOT model corporates the cognitive and behavioral aspect and can convert” the grammatical rules of language systems into fluent performance in real -time (Richards & Rogers, 2001, p. 162). The model teaches grammar in context with language spot and checks spot practices. At the last pages of the article , the reader may experience function and structure interplay of teaching grammar , in the practice two, some exercises are provided to practice asking the right “concept checking Questions” .These skills are necessary for people who are in pursuit of international teaching qualifications like CELTA or TESOL. Next, the chapter 8, questions whether “automated scoring of productive skills in language Assessment “is possible. Constructed response (CR) items have been developed on pre-specified tasks related on a given topic. Scoring the productive skills are often subjective, as a solution hybrid scoring is offered with both humans and automated system.

The chapter eight interrogates the language alteration from a sociocultural perspective. The chapter uses Conversation analysis as the primary methodological approach and designates a full page to EFL in Turkish private schools. In these schools, most graduates of the education faculty programs work sometime. The alteration process is given through seven genuine classroom extracts from İnci-Kavak (2016). It is vital to understand the code-switching and translanguaging for prospective teachers in today’s classes. The beginning of the 2000s were marked with Communicative Language Teaching so using L1 was not allowed these days, studying this text will change the mindset of prospective language teachers and in-service language teachers.

Chapter nine shed light onto the affective states and learning outcomes in EFL education. The topic is not recent however, essential to study the Affective Filter Hypotheses for prospective teachers. Motivation, attitudes, and anxiety were discussed in detail in this part. However, some practical offers would make learning more tangible for readers. Last but not least, Action research (AR) is discussed from one of the pioneer researchers in the field of exploratory practice in the last chapter. Potential eight benefits of AR are presented following the characteristics of AR. In the final pegs of paper, five different AR tasks were introduced which might be used even in practicum stage of prospective teachers. Through the tasks, the reader could explore the critical issues for their classrooms, identify further information about the issue, develop an AR intervention, reflect, and seek relevant challenges. The last offers a structured scheme to AR for all teachers.

In spite of these positive attributes, the book is not without its shortcomings. In some chapters, the practical suggestions for teacher candidates are not provided in chapter four and nine and inclusion of more references should be provided to our local context in some chapters. Yet overall, the book provides reader-friendly and helpful articles to gain insights on the current trends in language education and deserves a place on the bookshelves of educators from every discipline.

Disclosure of Conflict

The author(s) declare that they have no conflicts of interest.

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