

## Book Review

**Viswanathan, Revathi (2017). *Technology Enhanced Language Teaching and Training in the Digital Era*. Poland. Amazon Fulfillment. ISBN 9781521873755 (pp.111: Price Paperback \$14.37, Kindle \$4.61)**

When I was asked to review the book, *Technology Enhanced Language Teaching and training in the Digital Era*, I was pleasantly surprised to understand that the book is to hold a unique status of bearing a foreword from the author's guru and a review by the author's student.

The book is mainly about how the teachers of English can use different web resources and tools, while providing training on language skills, to address the challenges faced in traditional classrooms. However, it also provides inputs to other academic stakeholders that include administrators of institutions and curriculum developers to address the shortcomings. It caters to the needs of research scholars with English Language Teaching (ELT) using technology as specialisation and the autonomous teachers and learners of English as well.

In her foreword, Dr. V. Saraswathi, Retd. Professor of English, University of Madras has commended the author, Revathi Viswanathan, on her extensive knowledge of the latest tools available in the digital era. Commenting on the book she says, "The seven chapters beautifully integrate technology into the language curriculum". The book contains eight chapters and the eighth chapter is completely devoted to use of technology for professional development

of teachers.

The first chapter enumerates how various factors like infrastructure, curriculum, large classrooms, students' attitude and time allocated for teaching have a great bearing on English language teaching and stand as a barrier to handle skill based tasks. It explains to the readers the role of different academic stakeholders in modifying the infrastructure, curriculum and teaching-learning methods

The second chapter throws light on how electronic gadgets and internet tools have been used by English teachers across the globe to provide training on language skills. In the third chapter, the author elaborates on the underpinnings of language learning theories and thus prepares the readers to design tasks, with learner as central focus, using the tools she has planned to introduce in the forthcoming chapters.

The next three chapters introduce to the readers a variety of websites for resources and digital tools that can be used for teaching. The reader, if a teacher, will get familiarised with numerous websites that can be used as resources to teach grammar, pronunciation and language skills. A student reader with aspirations to take up standardised tests will get to know the sites that offer training and mock tests. The readers also get a hang of creating and delivering tasks using Hot Potatoes, WebQuests, Blogs, Wikis, YouTube, Podcast, Twitter, mobile devices, and Google Drive available for free in the World Wide Web. The readers are also introduced to two

Learning Management Systems (LMS), Nicenet and Moodle, using which the teachers can create virtual classroom and conduct courses beyond classroom. A step-by-step description of their features, pictorial representation of how they can be used, sample of language tasks the author had prepared using these tools for her students deserve a special mention. Though the usefulness one of these tools, Wikis, had been conveyed through students' feedback, the author could have done the same or registered her brief observations on learner achievement for all other tools taken up for discussion.

The seventh chapter creates familiarity on testing and evaluation tools and ways of using the teaching tools to create project based and flipped classrooms. The final chapter focuses on the continuing professional development of teachers and suggests readers to take up online courses on their areas of interest in Coursera, Edmodo and share their knowledge by making presentations online through Skype,

YouTube videos and WiziQ.

The language used by the author is simple and understandable. It would have been better if the author had considered introducing Edmodo, an LMS along with Nicenet and Moodle. Similarly, a list of questionnaire tools mentioned in the final chapter could have been dealt with in the seventh chapter. These would have helped to achieve better coherence.

The author has referred to numerous research articles on ELT methods and practices almost in all the chapters, making the book a rich source of information for research scholars. The research scholars can explore on some of the tools suggested by the author and study their effect on learner achievement. This is a useful book for practicing and aspiring teachers belonging to the digital era.

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