

Introduction

**Christina Nicole Giannikas¹,
Elis Kakoulli Constantinou²,
and Salomi Papadima-Sophocleous³**

Language teaching instruction has evolved substantially over the past two decades. The changes lie within the evident increase of using new technologies in formal educational settings. Universities, schools, and language institutions across the globe are encouraging educators to use technology tools which will assist in teaching foreign languages effectively. Nonetheless, sufficient Computer Assisted Language Learning (CALL) training is lacking in teacher preparation programmes, even though there is a growing universal interest in technology-proficient language teachers among institutions (Hubbard, 2008). Nichols and Hauck (2011) have identified the insufficiency Hubbard has observed, and refer to it as organisational, theoretical, strategic, and pedagogical training challenges. Teachers are lacking support and training to positively integrate technology into the language classroom. Usun (2009) has found that, although many countries in Europe have official recommendations of technology-related skills for future and practising teachers, the training programmes offered are often general and their organisation and content are decided by individual teacher training institutions.

In-training teachers have the need to clearly learn about the use of technology in the digital age. When applied and integrated appropriately, CALL technologies can support experiential learning and practice in a variety of ways by offering effective feedback to students, enabling collaborative learning, enhancing

1. Cyprus University of Technology, Limassol, Cyprus; christina.giannikas@cut.ac.cy

2. Cyprus University of Technology, Limassol, Cyprus; elis.constantinou@cut.ac.cy

3. Cyprus University of Technology, Limassol, Cyprus; salomi.papadima@cut.ac.cy

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student achievement, encouraging the use of authentic materials, prompting interaction, and motivating language learners (Lee, 2000).

So far, only a small number of publications have been devoted to CALL Teacher Education. Examples include the publication edited by Hubbard and Levy (2006) and the book written by Torsani (2016). The present publication entitled *Professional development in CALL: a selection of papers* comes to give an opportunity to researchers and practitioners to share their professional development in CALL through research and practice.

The purpose of this EuroCALL Teacher Education Special Interest Group (SIG)'s edited volume, supported by the Language Centre of the Cyprus University of Technology, is to respond to the needs of language educators, teacher trainers, and training course designers through relevant research studies that provide technological, pedagogical, and content knowledge. The book focusses on

- professional development in CALL,
- the use of technology in primary, secondary, and tertiary education,
- e-learning facilitators,
- the integration of personal learning environments,
- the use of Mobile Assisted Language Learning (MALL),
- the applications of virtual reality,
- materials design,
- the use of information and communications technology in task-based language learning, and
- the integration of social media networks in language education.

More specifically, in chapter one **Waldren** elaborates on the attitudes of 267 teachers when using mobile devices as language aids. The results of the study demonstrate that participants acknowledge MALL devices as beneficial. However, according to the qualitative results, even though participants recognise the potential MALL devices can provide, most participants did not use them within their classroom. Reasons for this, according to the qualitative data, are the teachers' lack of digital literacy and competency, as well as the potential difficulty of managing classroom disruptions and behaviour when using MALL devices.

In chapter two, **Soulé** and **Papadima-Sophocleous** examine CALL practices in the Cypriot higher education system and their relation to teachers' education in CALL and professional development. The survey study conducted involves 28 second language instructors from public and private universities in the Republic of Cyprus. The survey was designed to assess CALL training, CALL training for technology integration, and CALL practices. The analysis of the data reveals a considerable variety in instructors' training, which ranged from in-service training, seminars, conferences, and lectures on CALL or CALL training as part of Master of Arts or Philosophical Doctorate programmes. The researchers found significant differences in perceptions towards effectiveness of training leading to the creation of computer-based instructional materials. Similarly, differences were found in the frequency of usage of mobile devices, website creators, wikis, and photo-graphic programmes.

In chapter three, **Morales, Flores,** and **Trajtemberg** present a case study where they examine the development of reflective inquiry skills amongst pre-service teachers in an English Language Teaching Programme in Chile. The researchers describe a blended model of face-to-face sessions and an online community to foster discussions about classroom related issues. The face-to-face interactions took place in an applied research in teaching English as a foreign language course. Data were collected from a questionnaire, comments on the video enhanced observation platform, and focus groups. Statistical analyses were carried out using R scripts and quantitative content analyses were conducted with Word Clouds. A thematic analysis was performed for the focus groups. The

findings suggest that the pre-service teachers' experience in the blended model promoted their understanding of pedagogical issues and their capacity to address them as they embarked on research.

Chapter four presents the work of **Kakoulli Constantinou**. The researcher discusses the second phase of an action research study, which aimed at addressing the problem of lack of appropriate technology tools for the delivery of two blended English for academic purposes courses for first-year students of the Departments of (1) Agricultural Sciences, Biotechnology and Food Science, and (2) Commerce, Finance, and Shipping. The solution suggested involved the integration of the G Suite for Education in the teaching and learning process. The suite was firstly introduced in the academic year 2016-2017, and the feedback obtained then was valuable for its reintegration the following year.

In chapter five, **Tseng** aims to fill a gap in the literature by presenting a study which adopted the Substitution, Augmentation, Modification, and Redefinition (SAMR) model to investigate the degree to which four Taiwanese English as a foreign language teachers enacted their Technological Pedagogical Content Knowledge (TPACK) in the context of teaching English with iPads, as well as identified contextual factors that might influence the levels of their TPACK enactments. Results of the study suggested that, although some of the teachers' iPad-based teaching indicated their competency in transforming their teaching, their teaching was predominantly enhanced by the tablets as a substitute to deliver linguistic input to their students in conventional teacher-centred classrooms. In addition, students access to iPads and a wireless network was considered essential. This technological problem might constrain the teachers from enacting TPACK towards the higher levels of the SAMR scale.

Chapter six presents the work of **Goria, Konstantinidis, Kilvinski, and Dogan**, who discuss their findings on how the pedagogical model implemented in an online postgraduate programme integrates the Personal Learning Environment/ Personal Learning Network (PLE/PLN) concept and practice to support students' learning. Furthermore, the authors elaborate on two case studies from

the students of the programme on the integration of the PLE/PLN concept in their own settings as well as its effects on their professional development. The first case study describes how the PLE/PLN concept has become part of the instructional strategy of the teacher and discusses the outcomes of its implementation. The second case study deals with how the PLE/PLN concept has facilitated the professional networking activities of the teacher, and how this has affected the teaching practices.

In chapter seven, **Gorham, Jubaed, Sanyal, and Starr** describe a small-scale pilot study in which participants learned how to write Japanese kanji characters within an immersive virtual reality graffiti simulator (the Kingspray Graffiti Simulator on the Oculus Rift Virtual Reality system). In comparing the experimental group to the non-virtual reality control group in the context of embodied cognition, the authors used a multimodal learning analytics approach: the participants' body movements were recorded using a full-body 3D motion-tracker and clustered with a machine learning algorithm.

Chapter eight by **Neokleous** discusses a qualitative study which provides baseline data on young learner attitudes towards the use of technology in primary schools. The participating students highlighted the importance of the application of technology and acknowledged its potential in the education process. The findings of the study also revealed a general favourable consensus among the interviewees regarding their teachers' efforts to adopt technology in class. Yet, students cautioned that technology-integrated lessons should fulfil specific classroom purposes while stressing at the same time the importance of satisfactory preparation before their implementation.

In chapter nine, **Kılıçkaya** describes the importance of providing pre-service and in-service teachers with sufficient training and practice in integrating technology into their classrooms. The current study aimed to investigate two in-service language teachers' views and experiences on the training which was planned and provided based on their needs and requests. The study benefited from an action research methodology and included two male teachers of English who participated in the study. The participants were exposed to a

series of workshops that focussed on creating digital materials using several web-based tools. The findings of the study indicated that, although the participants learned how to utilise the technological tools, the participants' intentions of using the technology, in some cases, were not realised in their classroom practices for various reasons, most of which were directly related to the context of teaching.

Chapter ten presents **Giannikas**'s exploratory research study, which took place in a private language school setting in Greece, and included 52 teenage learners who were introduced to Edublogs for the first time. The aim of the study was to investigate the progress students made in their writing with the integration of blogs in their curriculum, by comparing their blog work to their past in-class and homework writing assignments. The development of the students' collaborative skills was also investigated by evaluating the form and frequency of feedback students gave to their peers.

Chapter eleven presents readers with **Lopes**'s results of a transatlantic survey on technology-mediated Task-Based Language Learning (TBLL). The study was conducted within the scope of the European-funded project PETALL. The aim of the study was to determine the teachers' acquaintance with TBLL and with the potential of information and communications technology for enhancing that approach. The survey also allowed the author to characterise the teaching practices used in the language classroom in terms of this approach. The analysis of the data (by frequency) shows that there is a difference between the US and the EU in relation to TBLL, in terms of familiarity, conceptualisation, and forms of implementation in the classroom. There are also differences in defining the benefits of technology-mediated tasks, as the EU respondents put emphasis on the teacher's creativity and responsiveness to new challenges, whereas the US respondents underlie the importance of it providing communication contexts closer to real life, as well as the opportunity for collaboration and mutual assistance.

The book closes with chapter twelve, where **Kitano**, **Mills**, and **Kohyama** describe an inquiry into how Japanese university students who have participated

in study-abroad negotiate their identity on Social Networking Sites (SNSs) when interacting informally in English with non-Japanese interlocutors. SNSs provide a unique opportunity for English language learners to practise their skills in an informal environment and to maintain and develop social connections with non-Japanese partners. Participants expressed that a fear of flaunting their English ability acted as barriers to usage, but the effects of this factor was reduced after their time abroad. Finally, participants found that cultural differences in the usage of SNSs caused some tensions, and forced them to evaluate their own cultural preferences and decide what behaviours to adopt from the target culture.

Professional development in CALL: a selection of papers is a collection of newly-commissioned chapters which unifies theoretical understanding and practical experience. The book aspires to provide an up-to-date picture of content knowledge and execution of CALL training and implementation. The EuroCALL Teacher Education SIG hopes that the present contribution will be viewed as a valuable addition to the literature and a worthy scholarly achievement.

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About the editors

Christina Nicole Giannikas (Chief-Editor) holds a PhD in the field of Applied Linguistics. She is a teacher trainer for the Department of Education of the University of Cyprus, an instructor for the Language Centre of Cyprus University of Technology, a freelance TESOL/educational consultant, and a materials writer. Christina's research interests are based in the field of Applied Linguistics, specifically in the areas of CALL, professional development in English language teaching, policies in language education, early language learning, and L2 development. Christina is currently the Chair of the EuroCALL Teacher Education SIG and the Developments Administrator for the IATEFL Learning Technologies SIG.

Elis Kakoulli Constantinou holds an MA in Applied Linguistics, and she is currently a PhD candidate in the area of ESP teacher education. She is an English language instructor at the Cyprus University of Technology Language Centre and a teacher trainer for the Cyprus Ministry of Education and Culture. Her research interests revolve around ESP, ESP teacher education, English language curriculum development, the latest developments in language teaching methods, and the integration of new technologies in language teaching. She is a member of various professional organisations and former Secretary of the EuroCALL Teacher Education SIG.

Salomi Papadima-Sophocleous holds a doctorate in Applied Linguistics. She is the Cyprus University of Technology Language Centre Director, its online MA in CALL Coordinator, and a language teacher trainer for the University of Cyprus Education Department. She is currently an EUROCALL Association Executive Committee member and the Association 9 SIGs' coordinator. Her research interests are in the field of applied linguistics, focussing on CALL, computer assisted language assessment and testing, teacher education, and curriculum development. She is the editor of *The ALCUIN Teacher Guide to Motivating Students to read Literature* (2010), and a co-editor of *CALL Communities and Culture* (2016) and *International Experiences in Language Testing and Assessment* (2013). She is also the author of teaching material:

Geia sou (1995), *Greek! Why not?* (2001), *Voilà 1 & 2* (2002), co-author of *Ça Alors! 1 & 2* (1998, 2002), and the designer and developer of the New English Placement Test Online (NEPTON) (2005). Moreover, she has a special interest in oral history. She is the editor of a series of annual volumes on Limassol oral history since 2007 and the author of *Andreas Papadimas, once a soccer player in Limassol* (2015).



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Edited by Christina Nicole Giannikas, Elis Kakoulli Constantinou, and Salomi Papadima-Sophocleous

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