explizite Arbeit an Kollokationen erfordert. Die Fremdsprachenlernenden sollten im Unterricht möglichst früh für Kollokationen als konventionelle feste Wortverbindungen und ihre Relevanz beim Wortschatzlernen sensibilisiert werden. Denn ohne die Aneignung von Kollokationskompetenz beim Fremdsprachenlernen ist der Erwerb der Wortschatzkompetenz nicht möglich bzw. bleibt unvollständig.

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Carmen King Ramírez / **Barbara A. Lafford** / **James E. Wermers**. *Online world language instruction training and assessment: An ecological approach*. Washington, DC: Georgetown University Press. 2021. Pp. 298

Providing teachers and instructors with training programs focusing on the appropriate use of technology has been always a concern for all stakeholders involved in language teaching and learning. Scholars from all around the world suggested various models and frameworks regarding Computer Assisted Language Learning (CALL) and/or Technology Enhanced Language Learning (TELL) teacher education (e.g. Hubbard & Levy 2006; Mishra & Koehler 2006; Thai 2015). However, during the Covid-19 pandemic (Radić, Atabekova & Schmied 2021), competencies and abilities in using technology for learning and teaching practices received increased attention, and post-pandemic research will surely investigate teacher education in CALL, training challenges, and opportunities in various perspectives.

Designing and delivering online and blended courses requires several principles and standards to be determined and maintained (Russell & Murphy-Judy 2021). However, a number of challenges and opportunities have resulted from pandemic-related developments in online language teaching and learning. These include (a) providing appropriate training programs, (b) determining the content of these programs, (c) assessing the skills and training of online language teachers and instructors, (d) regarding online language teaching, the main concerns appear to be finding solutions to determining how to provide training programs, determining the content of these programs, and assessing the skills and training of online language teachers and instructors. These concerns also require integration of new technologies (Godwin-Jones 2021), and (e) the use of instruments and new rubrics in training programs that will reconsider learning and teaching situations and established approaches and methods in language education (Psoinos 2021).

The book written by Carmen King Ramírez, Barbara A. Lafford, and James E. Wermers includes 10 chapters in addition to the authors' introduction and three appendices. The book mainly aims to present CALL (Computer Assisted Language Learning) and CET (Computer Teacher Education) to discuss how online language instructors can be assessed.

After the authors' succinct introduction to the importance of CALL technologies and language teacher training programs, the first chapter 'The challenges of moving online', shows the main differences between face-to-face (F2F) classrooms and the online teaching classroom. Due to these differences, such as the screen as the space for teaching and learning, interaction, and assessment, and since, after the pandemic, online teaching and learning practices will have an important role in education, the authors call for special attention to training and assessing teachers and lecturers. Therefore, it can be stated that the experiences of teaching and learning during the pandemic will not only impact future teaching design but also how this design will be combined into content.

In Chapter 2, 'CALL teacher education for online environments', CALL Teacher Education programs are reviewed considering previous research conducted on the content and format of these training programs. As most of the teacher training programs focus on F2F training programs or blended learning environments, this chapter focuses on how to teach and train teachers in completely online environments. It also considers informal training alternatives, which I believe will play a crucial role in self-directed learning (Godwin-Jones, 2021). The chapter proposes nine essential elements for training: (a) Considering the audience for CTE training, (b) Conducting a needs analysis, (c) Taking a breadth-first versus depth-first approach, (d) Including situated learning, (e) Using technology to teach technology, (f) Developing project-based learning, (g) Including reflective learning, (h) Implementing collaborative learning and communities of practice, and (i) Integrating teacher technology standards into CTE. I find the 'Conducting a needs analysis' section particularly relevant, as this is the stage where the instructors' knowledge and pedagogical skills are determined, and how often they use and/or will need to use certain technological devices and applications.

Chapter 3, 'Online language instructor training challenges and strategies', investigates the challenges in CTE online training. The major challenges are shown to be the resistance and the lack of readiness for the use of technology and its integration into teaching materials and practices. In order to overcome these challenges, the authors use the investment model by Muhammad and Cruz (2019) to propose cognitive (i.e. why technology integration is

necessary), emotional (i.e. the feeling of being valued), and functional investment (i.e. the ability to teach fully online) strategies to use in CTE training. A detailed checklist has also been provided in Appendix A-2, focusing on training challenges, training investment strategies, and the strategies needed for this training.

Chapter 4, 'Core competencies for online language instructors', reviews the major studies that investigate CTE and the skills and competencies necessary for teachers to integrate technology into their online classrooms. Among these are the Technological Pedagogical Content Knowledge (TPACK) model by Mishra and Koehler (2006), Hubbard and Levy's (2006) CALL teacher education model focusing on language teachers' technical and pedagogical knowledge and skills, and Tai's (2015) TPACK-in-Action model. The chapter further discusses in detail language teachers' techno-pedagogical skills under three themes: technological skills, pedagogical skills (course design, student-centered learning, interaction and socialization), assessment skills, and professional development. Appendix A-3 includes the authors' checklist for online language faculty's core competencies and skills, which were based on the research discussed in this chapter.

Chapter 5, 'Online language instructor assessment', draws on assessment models and frameworks to determine efficient ways for assessing online instructors' technological and pedagogical skills and knowledge, in addition to their use of technology for feedback, and their evaluative skills. Moreover, the authors discuss the (in)adequacies of these models and frameworks, such as the TESOL Technology Standards and the self-assessment checklist based on these standards. This chapter also proposes several suggestions regarding the assessment of online language instructors such as the ability to conduct needs analyses so that they can determine learners' challenges while they are trying to complete their assignments.

In Chapter 6 entitled 'Instruments for the assessment of online language instructors', aims to propose new rubrics that can be utilized to assess online instructors' performance during and after the training program and mentoring provided to these instructors. The authors first discuss the crucial aspects of assessment, focusing on the need for teacher and faculty assessment, formative and summative assessment, and the benefits and challenges of formal assessment. In order to triangulate the responses collected about the performance of instructors' teaching online, this chapter proposes the use of the OLIMR (Online Language Instructor Modular Rubric), which includes six modules: course design, online world language teaching, feedback and assessment, technology in online language teaching, professional development, and self-reflection.

Chapter 7 'Self-evaluation practices in formative assessment', provides readers with a review of relevant studies conducted on self-assessment, and investigates how instructors can use self-evaluation as an evaluation of their online teaching performance. This chapter also presents details about the case study conducted on determining language instructors' experiences during the OLIMR evaluation process and shares the instructors' responses to the open-ended reflection questions and the interviews conducted with the supervisors.

Chapter 8 'The mentoring relationship in formative assessment processes', investigates the role of peer mentors and supervisors in helping new instructors during online teaching and formal teaching assessment practices. Similarly to the previous chapter, a case study

provides insights into the implementation of a peer mentorship program to support online instructors. It is stressed that when teaching staff are provided with cognitive and emotional investments, as discussed in Chapter 3, their sense of agency and participation increase in the mentoring program and spread the success of the training program.

Chapter 9 'Debriefing and goal setting in instructor assessment', focuses on the debriefing sessions held between the supervisors and instructors, and dwells on cultural differences and how these differences affect the feedback provided and goal-setting activities. This chapter also reports the findings of a case study investigating how the goal-setting process is carried out between instructors and supervisors, and specifies the challenges and opportunities faced by the nine new online instructors and their supervisors.

Chapters 7, 8, and 9 focus on exploring the professional development of online language instructors in various ways, such as peer mentoring and self-assessment. Chapter 10, the last chapter, titled 'An ecological approach to the normalization of a critical CTE', suggests an action plan to create a critical CTE approach based on what has been discussed and investigated in the nine previous chapters of the book. The chapter also indicates future issues and trends regarding online instructor training and assessment.

The main strength of the book, Online World Language Instruction Training and Assessment: An Ecological Approach, is the organization of the topics of the chapters, moving from the important discussion of the differences between the F2F and online classrooms to the frameworks and models of CALL teacher training programs, and the suggested rubrics and instruments to help assess the performance of online teaching performance of staff. The authors have strengthened and enriched the content by discussing important findings of the case studies based on these rubrics and instruments, such as OLIMR. In this way, the authors have achieved a good balance between the theoretical knowledge of the training programs and models, and practice through the case studies.

The book also provides, in the Appendix, several checklists and rubrics (Checklists for Online Language Instructor Training and Assessment, Rubrics for Evaluation of Online Language Instructor Training and Assessment, Online Language Instructor Performance Rubrics), which will help teachers and researchers interested in how to assess online teaching performance. It also includes an index which guides readers to find the related chapters and topics easily, and a glossary of important terms together with their basic definitions. The accompanying website provides a list of resources for CALL and CTE[1].

Regarding the suggestions on the improvement of the content of the book, it might be stated that digital literacy skills could have been discussed in more detail, rather than leaving this topic to future research in critical CTE Training and assessment at the end of the book. Chapter 6 focuses on various perspectives on the assessment of instructors. This discussion could have also included the challenges of online assessment and testing, and investigated several concerns, such as assessment security. Considering all these, I find the book engaging, well-sourced, and non-technical, and believe that it will be of great interest to language teachers and teacher educators interested in online language teaching and learning, and training programs, and the assessment of these programs, in addition to their own technological and pedagogical skills and knowledge.

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[1] https://press.georgetown.edu/files/materials/9781647121051_CTE-CALLresources.pdf.

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