Book Review

The Use of Technology in English Medium Education

Edited by Jack K. H. Pun, Samantha Curle, and Dogan Yuksel.
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Reviewed by Honglan WANG
The Chinese University of Hong Kong, HKSAR

The COVID-19 pandemic has significantly altered the ways courses are delivered. Teachers around the globe have been forced to shift from the traditional face-to-face teaching mode to the online-only or blended teaching modes to ensure teaching and learning continuity during school closures. This abrupt shift has posed unexpected technological and pedagogical challenges for various stakeholders, including teachers, teacher educators, students, and educational institutions. Responding to these challenges, *The Use of Technology in English Medium Education* edited by Pun et al. (2022) is a timely book that illustrates the reflections of teachers and students on their experiences of using new teaching and learning modes in diverse cultural contexts, including Hong Kong, Belgium, mainland China, the United States, Singapore, and Turkey. A wide variety of teaching scenarios such as English for Specific Purposes (ESP) and English for Academic Purposes (EAP) contexts and English Medium Instruction (EMI) content courses are covered in this volume. Also, the affordances and constraints of various technologies employed in virtual settings are critically reviewed.

This edited volume consists of 13 chapters contributed by scholars from all over the world. The first chapter by Jack K. H. Pun and Samantha Curle lays out the background of this book, that is, tertiary education across the globe has to shift online due to the outbreak of COVID-19. Besides, the major aims of this book are explained, followed by a summary of all the chapters. In Chapter 2, Julie Walaszczyk and

Simon Segers examine third-year medical students' perceptions of online assessment methods adopted in an EMI content course at a Belgian university. This case study demonstrates how students' perceptions of the assessment methods and their learning outcomes have impacted their language and content learning.

Chapter 3 and Chapter 4 focus on the challenges that teachers and students in the ESP context face in online education amid the pandemic and the corresponding strategies they use to cope with the challenges. In Chapter 3, Qianwen Joyce Yu and Qing Huang investigate how Chinese learners in an ESP course overcome the difficulties caused by the unfamiliar virtual learning mode with resilience strategies. Chapter 4 by Jin Xina probes into the perceptions of two experienced ESP teachers from a university in Hong Kong toward online teaching. Specifically, the two teachers reflect on the role of the video-conferencing platform Zoom in affecting teacher-student and student-student interactions, as well as strategies that they find useful in fostering students' engagement in an ESP course.

Chapter 5 and Chapter 6 explore the experiences of teachers in the EAP context during the pandemic. In Chapter 5, Lucas Kohnke presents a case study in which nine full-time EAP teachers at an English-medium university in Hong Kong shared their perceptions and experiences of using HyFlex, a blended learning model which requires teachers to teach concurrent classrooms both online and face-to-face. Simon Wang and Cissy Li, in Chapter 6, uncover the varying practices of English language teachers in providing feedback on students' written assignments via online platforms in two EAP-oriented University English courses, as well as students' and teachers' perceptions of the effectiveness and challenges of giving and receiving online feedback. Following on that, they review two existing eLearning management platforms regarding the efficiency of delivering feedback on students' writings and introduce a new platform known as LANCET, which addresses the limitations of the two existing platforms.

Sezen Arslan's Chapter 7 explicates the implementation of educational television (ETV) in Turkey, which intends to facilitate digital learning during the pandemic and mitigate the adverse effects that the digital divide brings about in society. The author discusses ETV in terms of its background, use, constraints, and contributions to digital learning, as well as inclusive education within the local context of Turkey.

In Chapter 8, Benjamin L. Moorhouse and Kevin M. Wong focus on the experiences of two teacher educators in Hong Kong and New York in reconceptualizing their pedagogical practices for online instruction during the pandemic. The teacher educators provide their perspectives on what practices constitute the best practices in online teacher education and how teacher educators can better help pre-service teachers develop the skills and knowledge required for both in-person and online teaching via distance courses.

Both Chapter 9 and Chapter 10 are built on established theoretical frameworks. Cynthia Lee, in Chapter 9, illustrates how two second language (L2) writers from a secondary school in Hong Kong interacted with the feedback on content generated by a computer-assisted writing system known as ECS2.0 while writing argumentative texts, drawing on the sociocultural perspective provided by the Activity Theory. Chapter 10 by Lindsay Miller and Junjie Gavin Wu exhibits their narrative accounts as two language teachers at a university in Hong Kong. Referring to Bronfenbrenner's (1979) ecosystem model, they scrutinize the challenges of teaching during the pandemic and their coping strategies from the micro-, meso- and exo-systems perspectives, and situate their teaching experiences in this particular period within their lifelong stories as users of technology.

In Chapter 11, Daniel Fung investigates the influences of online teaching and learning during the pandemic on classroom interaction, students' willingness to communicate (WTC) in L2, and classroom enjoyment in an EMI postgraduate program at a university in Hong Kong. Students reported more teacher-student interactions and enhanced WTC in the online mode than the on-site mode due to physical distancing and the chat box function of Zoom.

Fei Victor Lim's Chapter 12 emphasizes the necessity to challenge the emerging notion of e-pedagogy, which suggests a new set of instructional strategies for online teaching that differ from established traditional pedagogical approaches. Lim notes that compared with regarding e-pedagogy as a unique set of pedagogical approaches, it is more productive to consider it as a set of instructional strategies that are applied through a new medium as there are essential commonalities shared between pedagogical theories and practices in the traditional face-to-face teaching mode and those adopted in the virtual mode. This viewpoint is elaborated with the reflections by an English language

teacher on the implementation of online teaching during the home-based learning period in Singapore.

Chapter 13 by Jookyoung Jung and Xuehua Fu looks into the pedagogical potential of implementing video-conferenced collaborative writing (CW) tasks by examining the interactional patterns that EFL learners display during the Zoom-mediated CW tasks. Results revealed that students' interactional patterns varied across groups regarding equality and mutuality; a number of mediating factors that affect their perceptions and performance in the tasks were also identified.

This book is a valuable resource for teachers, teacher educators, students, and institutions who were or are struggling to adapt to the new modes of teaching and learning. They will resonate with and learn effective strategies from the lived experiences of their peers that this book presents. While reading this volume, teachers will feel that they are not alone in dealing with "the changes that [they] had to make to [their] personal and professional life" (p. 152) and become more confident with their technological and teaching competencies. In addition, teachers can be better informed of students' needs and provide them with more emotional and academic support. By referring to this book, university management may gain a deeper understanding of the needs of teachers and students and provide them with professional and timely "pedagogical, affective, and administrative" support (p. 155). For instance, in Chapter 10, the teachers felt the lack of support from the institution and called for the availability of drop-in centers that staff can visit in person and ask for advice on how to use certain functions of apps; they also stressed that the university should make adjustments to the syllabi and assessment criteria to accommodate the needs of the online teaching mode. As for students, they can learn many useful resilience strategies from this book (e.g., Chapter 3) to overcome the challenges encountered in virtual learning.

The book also informs online learning platform developers of user needs and the limitations of their products so that they can update the products accordingly and offer more tailored services. For example, it is noted in Chapter 4 that the monitoring of students' interactions in breakout rooms was difficult for the teachers because they had to wander from one breakout room to the other. Zoom may optimize the breakout room function by making the simultaneous monitoring of all breakout rooms possible. Furthermore, this book showcases innovative technologies that are expected to help improve the quality of distance education, including a

new eLearning platform LANCET for giving feedback on student writings more efficiently (Chapter 6), a computer-assisted writing system, ECS2.0 (Chapter 9), which provides instant content feedback for writing, and the combination of the video-conferencing software Zoom with a document collaboration tool for group writing tasks (Chapter 13). Readers may integrate these technologies into their learning and teaching processes.

One limitation of the volume is that most of the studies are concerned with the Asian context, especially the Hong Kong context; among the 12 studies, only two discuss digital education in countries outside Asia. This book would be more comprehensive by including a higher proportion of studies examining distance education on other continents. Also, the majority of the chapters are qualitative in nature and therefore the numbers of the subjects under study are relatively small, which may limit the generalizability of the results. Future studies with quantitative or mixed methods and larger sample sizes would complement the present findings. Another improvement the future editions can make is to present the chapters in a more organized way by grouping them into several parts based on common themes, such as placing Chapters 6, 7, 9, and 13 in the same section as they all delve into eLearning technologies.

Overall, this edited volume, composed of "theoretically and/or empirically informed" studies (p. 3), provides great insights into the experiences and perceptions of the teaching staff and students in the sudden turn to online education in the midst of the pandemic. Additionally, it sheds light on the affordances and constraints of the technologies available in the new teaching modes. In conclusion, it is an excellent reference book for a variety of stakeholders who are pursuing digital education of higher quality.

Reference

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design.* Cambridge, MA: Harvard University Press.

Honglan WANG is a PhD student at the Department of English, The Chinese University of Hong Kong. She holds a master's degree in English Language and Linguistics from the University of Freiburg, Germany. Her research interests include second language writing, corpus linguistics, and English grammar.