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Sommario/riassunto	"Language teachers' competencies in computer-assisted language

learning (CALL) are a crucial factor affecting their own implementation of CALL. However, there is still a concern that many language teachers are not adequately prepared to make effective use of CALL or to identify and evaluate potential CALL solutions. This can be the result of many different factors and raises the question of how to train teachers to develop their CALL knowledge and skills to a greater degree. The discussion of approaches to training language teachers in the use of technology adopted in areas of Australia, the UK and the US provides valuable insights for those already involved in this area, and inspiration for those who have some interest in carrying out this kind of training, but as yet have little or no experience. This book explores the current status of CALL teacher education and discusses issues and challenges CALL teacher educators face in their own contexts. Specifically, it looks at postgraduate CALL courses offered at different universities to find ways of improving CALL teacher training. It represents the first overview of a topic that is relevant to most postgraduate courses in Applied Linguistics or TESOL across the globe. The use of technology for language learning and teaching is increasingly common but, as is so often the case, training for teachers in how to use that technology remains limited, to a large extent by lack of expertise among trainers."

--Bloomsbury Publishing.
