1.

As the number of users of smartphones, individual computers, and tablets has increased, the number of users of interactive e-books has also steadily increased (Smeets & Bus, 2013). Thus, in recent years a great deal of research has looked into ways in which interactive e-books may benefit students’ L2 language learning process (Biancarosa & Griffiths, 2012; Chen, et al., 2013; de Jong & Bus, 2004; Moreno & Mayer; 2007; Wood, et al., 2018).

To date, various positive effects of interactive e-books on students’ L1 and L2 reading performance have been presented with benefits including vocabulary growth (Korat & Shamir, 2007; Smeets & Bus, 2015), improvements in reading comprehension (Kao, et al., 2016; Marzban, 2011a, 2011b; Takacs & Bus, 2016), and the enhancement of phonological awareness (Korat, 2009, 2010). However, negative effects have also been reported regarding students’ reading comprehension due to eye fatigue from reading on a screen (Jeong, 2012), and formed habits of skimming and scanning screen content (Lenhard, Schroeders, & Lenhard, 2017, Singer Trakhman, Alexander, & Siverman, 2018).

2.

Teacher education programmes have existed for a very long time; however, second language teacher education programmes are a relatively recent development (Day, 1993). This is mainly because, in the past, English language teachers were native or fluent speakers of the target language, and fluency in the language was often taken as the single sufficient criterion required to be a teacher of the language (Day, 1993). As Schulz (2000) describes, during the early 1900s teachers were seen as ‘self-made’, and therefore, little, if any, training was seen as necessary.

3.

For pre-service language teacher education to be successful in what Kumaravadivelu (2012) refers to as the ‘global era’, traditional approaches to teacher preparation need to be re-examined to find more effective approaches that can cater to the knowledge, skills, and abilities language teachers need within their specific teaching environment. Kumaravadivelu (2001) calls attention to the crucial importance of ‘particularity’ in teacher education programmes, which he describes as “…sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (p. 538). If teacher preparation programmes fail to consider the contextual needs of participating teachers, they will most likely be ineffective in properly preparing teachers, as what is being learned is not sufficiently relevant to the realities of the teachers’ classrooms.