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New Technologies and Language Learning.

Li Li. London: Palgrave, 2017. pp. 253 + xi.

The onset of personal computers and the widespread use of the Internet has seen a prolific growth in Computer Assisted Language Learning (CALL). There have been many outstanding edited books bringing together reports on new theories and developments in the field, such as recent volumes by Farr and Murray (2016) and Chapelle and Sauro (2017). However, relatively fewer textbooks have been published in this area. This volume fills this gap by bringing together most recent theory and practice. It will appeal to a wide range of audiences including postgraduates, early-career researchers, and pre- and in-service language teachers.

The book is divided into three sections with clear objectives. The first reviews seminal publications and cutting-edge research to provide an overview of the current state of the art. This section shows the added linguistic and affective value of incorporating new technologies in language learning and teaching. Chapter 1 elaborates on the effects of global educational technology policy on language teaching practices, explains language learning theories that support the integration of technologies in language learning, and illustrates how theory is enacted in practice. Building on the link between theory and practice, Chapter 2 explores factors such as authentic input, focus on meaning and form, conscious noticing, and technological affordances.

The second section moves the focus onto practice and offers examples from diverse settings. Chapter 3 illustrates the inclusion of new technologies to foster interactional competence, for instance, via analysis of authentic videos using corpus analysis tools. Chapter 4 looks at how new technologies can improve the development of reading, writing and online literacy. Chapter 5 focuses on the use of new technologies in the development of lexis and grammar. This is perhaps the most widely researched and practised area of CALL, and the chapter includes a skillfully written section on future directions and challenges. The final chapter in this section focuses on English for Specific Purposes (ESP), and specifically deals with the benefits for ESP in using corpora, web-based materials, CMC, wikis and 3D virtual worlds.

The last section comprises three chapters on feedback, materials and teachers' attitudes. Chapter 7 explores new forms of feedback and assessment practices with special attention to their limitations and challenges. These include computer-aided assessment, screencast feedback and e-portfolios. Tasks and examples are provided to guide teachers in testing these new ways of feedback and assessment. Chapter 8 outlines principles for e-learning materials design and evaluation, and describes three evaluative frameworks for such purposes. It also offers suggestions on adapting materials to suit the needs of a particular group of learners. The last chapter of the book focuses on the teacher and introduces a Technology Acceptance Model (TAM) outlining the factors that affect teachers' uptake of new technologies and technology-enhanced pedagogy. This highly engaging chapter represents Li's special interest in research on teachers' attitudes towards integration of technology in language classes.

The book has many strengths. First, the in-text tasks and case studies presented in each chapter are excellent in combining theory and pedagogy by asking readers to critically reflect on the theories and principles behind the use of technologies. The tasks also help readers to personalise the information through reflection on their own experiences. Second, the organisation is clear with explicit aims for each chapter. Third, it comprises very useful components such as annotated further reading, glossary of terms, examples of completed student projects, and an effective layout to emphasise key information or definitions. Finally, as the text is organised around theories and topics, examples for use of the same technology are sometimes distributed across many chapters. For example, corpus technologies are drawn on in chapters two, five and six. Excellent signposting prevents this being confusing for the technology-oriented reader and this organisation is a great asset in reminding the reader the role of new technologies as an aid, rather than an aim in language learning and teaching.

Overall, the book reviews recent research and establishes clear relationships between SLA theory and teaching practice in the use of new technologies. However, some topics would merit further elaboration. For instance, I would have liked more on telecollaboration, i.e. projects that involve online intercultural collaboration. Likewise, the section on online literacy in Chapter 4 is rather brief and merited further exploration of the issue given increasing importance of multiliteracies and multimodal competence in the digital world. Similarly, theories for mobile and online learning could have been expanded further and illustrated with case studies.

To conclude, Li's book is concise and accessible and will attract a wide range of readership. It promises to be an essential reading for undergraduates and postgraduates studying language teacher training programmes, and more specifically MA TESOL courses. It is also an excellent resource for academics pursuing a research-led teaching methodology. As such, it has already taken its place in the list of essential reading for my CALL module at Newcastle University.

REFERENCES

- Chapelle, C., & Sauro, S. (2017). *Handbook of technology and second language teaching and learning*. Hoboken, NJ: Wiley Blackwell.
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