



Technology-Enhanced Language Learning for Specialized Domains. Practical Applications and Mobility.

Elena Martín-Monje, Izaskun Elorza and Blanca García Riaza (eds).

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About a decade ago Arnó Macià, Soler Cervera and Rueda Ramos (2006) published a celebrated book on educational technology in the context of languages for specific purposes (LSP). It was the first time that a whole book was focused on the latest advancements in computer technologies and the ways they should be integrated in language teaching, learning and research. Today, there is an increased interest in computers among teachers, researchers, translators and applied linguists; however, technology has evolved so fast and so significantly in the past decade that the issues raised by Arnó Macià, Soler Cervera and Rueda Ramos (2006) have been largely replaced by completely new concerns, new needs and new goals in the field (e.g. the use of educational apps). This book, thus, addresses the latest key topics in computer-mediated communication “like a kaleidoscopic snapshot of an erupting volcano”, in COLPAERT’s words (see foreword to the book), and offers exciting opportunities for using the latest technological applications in the teaching, learning and translation of foreign and specialized languages. Editors and contributing authors are all experienced teachers, researchers and translators in computer-mediated communication.

The volume has been developed as an outcome of the ATLAS research group (see also Bárcena, Read & Arús, 2014; Martín-Monje & Bárcena, 2015) and offers a rich and diverse set of topics across twenty chapters comprised in six main sections. The foreword by COLPAERT, and the editors’ introduction and afterword complete the main text of the book.

Part 1 examines general issues about learning languages with computers and includes four chapters. Chapter 1 places the focus on digital literacies and how these portray a landscape that concerns both language teachers and students. PEGRUM classifies digital literacies into three broad areas and six sub-areas: language-related (which include multimodal and code literacies), information-

related (which include information and data literacies), and connection-related (which include network and participation literacies). Next is VINAGRE's proposal to promote intercultural competence and the main outcomes from an 8-week international collaborative project participated by twenty students of British Civilization and Culture at a Spanish university and ten students of Spanish at a British university. The third chapter, authored by JIMÉNEZ-MUÑOZ, observes the need to carry out proper evidence-based research in the field of ICT-enhanced language learning, which entails "a quantum leap" (page 42) in specialized domains. ESCOBAR presents a case study aiming to gauge the academic results of students involved in different tasks developed for an online course. Her conclusions attest that "making the move to e-learning requires learners to have explicit evidence along with online resources through a task-based methodology" (page 56).

Part 2 also comprises four chapters and is focused on technology-enhanced language assessment. FERNÁNDEZ ÁLVAREZ offers an overview of the capabilities afforded by the many different kinds of computerized assessment methods that are in use today: computer-based, computer adaptive and web-based testing methods. Next BELTRÁN-PALANQUES reports the main outcomes of a study on synchronous computer-mediated communication involving twelve students in an English for Psychology course in Spain. This scholar highlights the usefulness of the tool for promoting interaction and collecting speech data across interactive events. Quality assessment in the field of digital educational materials in higher education and the need to produce quality specialized digital academic materials are the issues explored by DOMÍNGUEZ ROMERO, DE ARMAS RANERO and FERNÁNDEZ-PAMPILLÓN CESTEROS. To achieve this goal, they propose the "COdA scoring rubric", still under development at the time of writing and expected to be completed by the end of 2016. Last, PAREJA-LORA depicts "OntoTag", an architecture and methodology for the joint annotation of semantic web pages. Based on a small corpus from the domain of cinema reviews, the different stages for text annotation are clearly illustrated and explained – i.e. distillation, tagging, standardization, decanting and merging phases.

The three chapters that make up Part 3 deal with mobile-assisted language learning. First, UNDERWOOD focuses on the designs for mobile-assisted language learning (MALL) that are appropriate for LSP courses in general. His main purpose is to explore the challenges and opportunities in delivering these MALL designs as effective vocabulary learning tools. The teacher as

designer of mobile-based learning experiences is the object of the second chapter in this section authored by HOCKLY. This study is, broadly speaking, “an attempt to create a practical framework for designing and implementing mobile-based communicative tasks in the language classroom” (page 143). To close this section, READ, BÁRCENA and KUKULSKA-HULME illustrate the value of mobile-assisted language massive open online courses (MALMOOCs) and how they take advantage of the mobility factor to offer richer learning scenarios or greater opportunities for peer interaction and communication.

Part 4 focuses on language massive open online courses (MOOCs) and contains three chapters. SOKOLIK observes that the challenges faced by academic writing in MOOCs environments are significant and lists five of them: “content delivery”, “discussion forums”, “assessment tools”, “plagiarism and translation tools” and “attrition”. Also, she identifies the rewards brought about in this same environment and their benefits to both students and researchers alike. RUBIO, FUCHS and DIXON also address the challenges of the massive online format but they use this analysis to offer practical recommendations to course designers. A relevant issue raised in this chapter is how to hold students accountable for their exchanges and their learning experiences in the MOOCs. Last, MARTÍN-MONJE and VENTURA focus on specialized vocabulary through social learning in language MOOCs and the ways to enhance its teaching and learning. After describing their own experience with “Professional English”, the first MOOC in Spain in the field of LSP, authors arrive at the conclusion that “social learning can be enhanced when attaching a social network such as Facebook to these online courses” (page 197).

The common thread of the three chapters contained in Part 5 is the application of corpus-based approaches to specialized linguistic domains. In the first chapter, BERBER SARDINHA presents the two perspectives (i.e. the “phraseology-centered” and the “register-centered” perspectives) for performing a corpus-based analysis with the final aim of preparing activities for LSP teaching. These perspectives are complementary and inter-related, one feeding off the other. In the second chapter, CARRANZA DÍEZ reports the compilation, transcription and annotation of a non-native speech corpus with the double aim of serving as “a linguistic resource for empirical studies on L2 pronunciation acquisition and as a database of the development of CAPT [computer-assisted pronunciation training] software” (page 225). To conclude this section, SÁNCHEZ RAMOS and VIGIER

MORENO turn to public service interpreting and translation settings to show their work for the compilation of an *ad hoc* virtual corpus that can be very useful as a resource for legal translation training.

The three last chapters are contained in Part 6 and concerned with computer-assisted translation tools for language learning. First, FERNÁNDEZ-PARRA explores the possibilities of computer-assisted translation tools in the learning of specialized languages, outlines their main features and illustrates ways to enhance the development of language skills. Second, BERMÚDEZ BAUSELA discusses the use of corpus analysis tools in the translation of specialized texts in English. In particular, this chapter illustrates the work with lexical and grammatical patterns through the retrieval of concordances, clusters or collocates, and, most importantly, how to choose the textual conventions that may be regarded as most acceptable by the target community. Third, IBÁÑEZ-MORENO and VERMEULEN present VISP, “a mobile app that has been conceived within the framework of MALL for the promotion of oral production skills” (page 268). VISP is short for “VIdeos for SPeaking” and aims at becoming a widely used MALL-based app across language learning settings.

Technology-Enhanced Language Learning for Specialized Domains is a thoughtful compilation which provides readers with the latest knowledge on computer-mediated language teaching, learning and translation in specialized settings. It is comprehensive and well-balanced between theory and practice. I am certain that the variety of topics that are covered, the state-of-the-art chapters, the description of education studies, the compilation and practical implementation of research cases, and the presentation of emerging computer-based tools will awaken the interest of in-service teachers, researchers, in-service translators, translator trainers and doctoral students not only within the field of LSP and higher education settings, but also among those dealing with foreign languages at any education level. Moreover, this book will be of interest to a global audience because the technologies addressed are developing rapidly as education tools in many countries and are common to many educational systems and professional practices around the world.

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