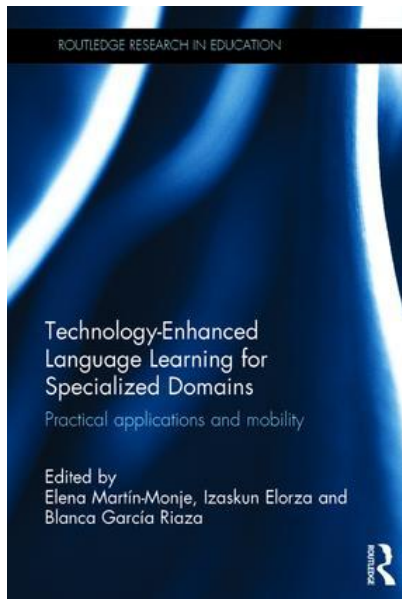# BOOK REVIEW

TELL FOR SPECIALIZED DOMAINS: A CLOSER LOOK INTO THEORY AND PRACTICE

Elena Martín-Monje, Izaskun Elorza and Blanca García Riaza (Eds.).
TECHNOLOGY-ENHANCED LANGUAGE LEARNING FOR SPECIALIZED DOMAINS: PRACTICAL APPLICATIONS AND MOBILITY (2016), London/New York: Routledge. 285 pp., ISBN 978-1-138-12043-3 (HBK). ISBN 987-1-315-65172-9 (EBK).

Computers have been present in language teaching ever since the 1960s, while the visible emerging development of "educational technology" can be set in the early 1980s. These were the years when the term started to obtain widespread significance; these were also the years when instructional media began to progressively have a larger impact on educational practices. Since then, there has been a shift in terminology, from the initial Computer-Aided Language Learning (CALL) to Technology-Enhanced Language Learning (TELL), subtly reflecting the fact that nowadays computers are becoming less visible "on the surface" while at same time being absolutely unavoidable. Computers drive other types of technology, such as audio, video and the World Wide Web, so that the present focus is on the communication facilitated by the computer rather than the machine itself.

The present volume is a valuable collection of twenty high-quality articles contributed by thirty-two authors all of which probe into the ongoing methodological and technological (r)evolution within computer-assisted and technology enhanced language learning. It addresses fresh and recent advances of Massive Online Open Courses (MOOCs), the value of mobile applications for language learning, as well as processing language for specialized domains in

hybrid and visual environments. The contributions are organized into six chapters, each containing up to four articles. With respect to the content, Chapter 1 takes the reader, in a very appealing way, right into the complexity of the relevant issues about computer-assisted language learning; Chapter 2 investigates the role of technology enhanced assessment in language learning; Chapter 3 provides a privileged window into how mobile-assisted language learning functions within processing language for specialized domains; Chapter 4 explores the role of language MOOCs; Chapter 5 focuses on the effects of corpus-based approaches to specialized linguistic domains; finally, Chapter 6 examines the role of computer-assisted translation tools in language learning. The six sections of the volume follow a similar organizational pattern: each chapter introduces the relevant topic at hand in the first contribution from a dominantly theoretical perspective which is then followed by the rest of the contributions offering relevant empirical evidence and/or practical applications in the field as a backup to the presented theoretical frame.

The opening chapter of the book posits the idea that digital literacy should be taken as a contemporary 'must' to acquire the necessary communications skills in the field. This is a very relevant perspective to start the volume, which in the follow-up gets progressively focused along the section as it subsequently deals with intercultural competence and its acquisition through technological tools, to end with the proposal encompassing both the evolution of technologies and educational materials when presenting evidence-based research in specific language domains. In the first contribution entitled *Languages and literacies for digital lives*, Mark Pegrum discusses the globalized world in which language teachers face a diverse set of responsibilities for teaching languages and cultures, as well as multiple literacies or multiliteracies. The second contributor Margarita Vinagre (*Promoting intercultural competence in culture and language studies: Outcomes of an international collaborative project*) presents the research in telecollaboration stressing the potential to stimulate learners' intercultural competence. Antonio J. Jiménez-Muñoz (*Return on investment: The future of evidence based research on ICT-enhanced business English*) suggests that nowadays multi-dimensional databases and online analytical processing allow managing complex data into *n*-dimensional hypercubes to accommodate more factors such as motivation, previous experience, ICT (information and communication technology) access, instructor ICT proficiency and the like as a particular added dimension relevant to the context of education. The fourth contributor M. Ángeles Escobar (*L2 English learning and performance through online activities: A case study*) presents a case study of L2 English acquisition by adult learners through a series of online activities. The findings show that well-motivated learners obtain better results in foreign language testing and that higher student motivation results from "making the move" to the exemplified aspects of e-learning.

The second chapter of the volume addresses the relationship between languages and technology-enhanced assessment. It does so through the presentation of four contributions that complement each other and are all based on the use of Computer-Assisted Language Testing (CALT) systems. In the first contribution,

Miguel Fernández Álvarez (*Language testing in the digital era*) reviews several kinds of computerized assessment such as CBT (computer-based testing), CAT (computer adaptive testing) and WBT (web-based testing) that have offered great advantages to assessment research by providing immediate feedback, ways to store test results for further analysis, grading objectivity, multimedia presentations and test-taker's ability to self-pace. The author suggests future directions regarding the use of CALT in meeting the needs of new-age generations of learners who are extensively familiar with portable electronic devices assuring the 100% reliable test taking. The second article entitled *Synchronous computer-mediated communication in ILP research: A study based on ESP context* presents a study in the specialized language domain, English for Psychology. The author Vicente Beltrán-Palanques reports on the results derived from the retrospective verbal reports (RVRs) of the six participants performing the speech act of advice focusing on the aspects of language attended while planning and executing the speech act. Continuing, Elena Domínguez Romero, Isabel de Armas Ranero and Ana Fernández-Pampillón Cesteros (*The COdA scoring rubric: An attempt to facilitate assessment in the field of digital educational materials in higher education*) attempted to re-examine and confirm the need to produce quality specialized digital academic materials in university contexts by developing a scoring rubric in learning objects language tools which would improve the accuracy of the tool(s) while at the same time reducing the time span of the application. The updated model should serve as the basis for a future standard which is currently being developed by Spanish Association for Standardization and Certification and which was to be completed by the end of 2016. The closing contribution in this chapter by Antonio Pareja-Lora (*Enabling automatic, technology-enhanced assessment in language e-learning: Using ontologies and linguistic annotation merge to improve accuracy*) shows how to use ontologies and linguistic annotations to interlink several POS (part of speech) taggers together into a prototype in order to produce combined POS. This leads to the creation of a set of linguistic tools which should reduce the POS tagging error rate on the one hand and/or inaccuracy of the devised tools on the other.

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Chapter three demonstrates some pertinent advances of Mobile-Assisted Language Learning (MALL) process as particularly appropriate for learning Languages for Specific Purposes (LSPs). The discussions primarily focus on enhancing communication competence(s) in the classroom. The first contributor Joshua Underwood (*Challenges and opportunities in enacting MALL designs for LSP*) examines designs for MALL, appropriate for learning LSPs and tackles the challenges in delivering these MALL designs. The following contribution to this section by Nicky Hockly (*Designer learning: The teacher as designer of mobile-based classroom learning experiences*) reports on a small-scale classroom based research carried out with two different levels of international English as a Foreign Language (EFL) students in the UK who attended a two-week course. Timothy Read, Elena Bárcena and Agnes Kukulska-Hulme (*Mobile and massive language learning)* discuss and promote Language Massive Open Online Courses (LMOOCs) which

offer students various opportunities to overcome the constraints of face-to-face in-class contact and to benefit from the utilization of special devices such as portable course clients, mobile-sensor-enabled devices and handheld computers.

Chapter four explores, promotes and discusses language massive open online courses. The first contributor Maggie Sokolik (*Academic writing in MOOC environments: Challenges and rewards*) discusses the challenges to academic writing in a MOOC environment. The author claims that both teachers and students benefit from this approach which offers a possibility for building communities of discourse, accessing courses and colleagues that are not locally available, and all this in a relatively low-stress environment. What is more, researchers may gain access to large groups of learners and large databases of writing samples which could be used to develop improved models for developing writing skills. The second article entitled *Language MOOCs: Better by design* and contributed by Fernando Rubio, Carolin Fuchs and Edward Dixon promotes the idea that in addition to having students report on their interactions with each other in their personal learning environments, designers of LMOOCs can further hold their students accountable for their out of course engagements through surveys. The authors also suggest the benefits of using surveys to gather data for improving teaching instructions. Regardless of the format, such questionnaires can be used to gather data about: 1) the students' personal learning experiences in the MOOC; 2) their reflections on how and what they learned, and 3) where they generally experience difficulties. With this information, course designers and instructors can decide where changes are necessary to improve content, create more effective instruction and help students maximize language learning, therefore closing the assessment loop. Lastly, Elena Martín-Monje and Patricia Ventura (*Enhancing specialized vocabulary through social learning in language MOOCs*) attempt to shed light on the acquisition of specialized vocabulary (SV) in MOOCs paying special attention to how social learning can be enhanced when attaching a social network such as Facebook to online language courses.

Chapter five shifts the readers' attention to corpus based approaches for specialized linguistic domains. The first contributor Tony Berber Sardinha (*Corpus-based teaching in LSP*) presents an overview on how corpus linguistics can be best explored in the LSP classroom, illustrating it with analysis of two corpora: commercial aviation maintenance manuals and relevant research papers. The second contributor Mario Carranza Díez (*Transcription and annotation of non-native spoken corpora*) addresses the process of transcribing and annotating spontaneous non-native spoken corpora for the empirical study of second language pronunciation acquisition and the development of computer-assisted pronunciation training application. The final contributors in this chapter, María Del Mar Sánchez Ramos and Francisco J. Vigier Moreno (*Using monolingual virtual corpora in public service legal translator training*), showcase the use of monolingual virtual corpora in public service legal translator training, claiming that corpus management tools can be successfully used to help the trainees acquire high level of expertise in this specific language domain.

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Chapter six outlines computer-assisted translation tools for language learning. The chapter opens with the article entitled *Computer-assisted translation tools as tools for language learning* by María Fernández-Parra. The author discusses Computer Assisted Translation (CAT) tools, along with their features and applications pointing out at least two important advantages of such tools for language learning: portability and shareability. These are finally enhanced by their ability of reuse, as opposed to other types of computerized tools. The second contributor Montserrat Bermúdez Bausela (*Applying corpora-based translation studies to the classroom: Languages for specific purposes acquisition*) reflects on the use of corpora in translation studies as well as the application of "ad hoc corpora" in LSP. The final contribution of the closing chapter (*VISP: A MALL-based app using audio description techniques to improve B1 EFL students' oral competence*) by Ana Ibáñez Moreno and Anna Vermeulen provides empirical data on how a MALL-based app incorporating audio description techniques can improve students' oral competence. The results presented show the positive and promising potential of applying audio description (AD) to a mobile app that aims at promoting oral skills in the foreign language learning experience.

To sum up, the volume insightfully stresses and promotes the idea that engaging in technology-enhanced language learning is a continuing challenge that requires time and commitment. In the newly established era in the area of language education, teachers and learners in specialized domains as the ones described in this volume, make use of technology as part of their everyday behaviour to experience the world and realities around them. As witnessed by the contributions contained in the volume, research as well as practice in the field suggest that if and when appropriately implemented, TELL can significantly contribute to experiential learning, motivation, enhanced student achievement, authentic study materials, greater interaction, individualization, independence from a single source of information, and other related benefits.

This book is recommended to both teachers and learners in the area of processing Language for Specific Purposes (LSP) since it is truly valuable as a guide to the countless possibilities for exploring the emerging potentials of TELL for specialized domains in the future, aiming at the full exploitation of the consequently arising perks and privileges in the field.

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