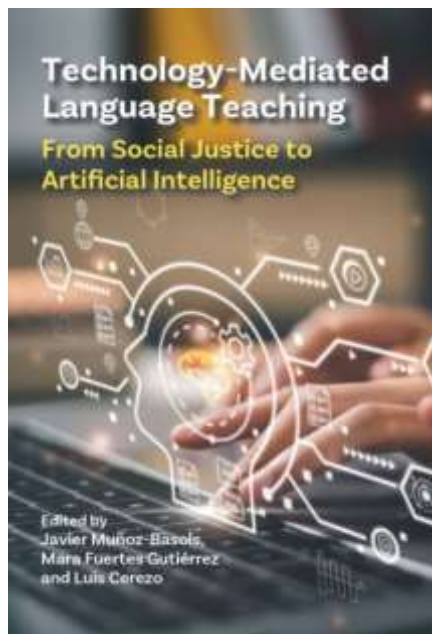


BOOK REVIEW



FROM DIGITAL ACCESS TO AI-MEDIATED LANGUAGE TEACHING: REVIEWING PEDAGOGICAL INNOVATION, EQUITY AND IMPLEMENTATION

Javier Muñoz-Basols, Mara Fuertes Gutiérrez and Luis Cerezo (Eds.).

TECHNOLOGY-MEDIATED LANGUAGE TEACHING: FROM SOCIAL JUSTICE TO ARTIFICIAL INTELLIGENCE (2025), Multilingual Matters. 330 pp., ISBN 978-1-80041-986-5 (PBK); ISBN 978-1-80041-987-2 (HBK); ISBN 978-1-800-41989-6 (EPUB). <https://doi.org/10.21832/munoz9872>

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Technology-mediated language teaching has moved from niche specialization to a default horizon for many programs (Bax, 2003; Egbert, 2005; Golonka et al., 2014; Grgurović et al., 2013). The COVID-19 pivot to emergency remote instruction intensified institutional dependence on virtual environments (Gacs et al., 2020), and the rapid diffusion of generative AI has raised fresh questions about interaction, feedback, assessment and academic integrity (Chaudhry & Kazim, 2022; UNESCO, 2021). In this context, Muñoz-Basols, Fuertes Gutiérrez and Cerezo assemble a timely collection that blends conceptual discussion, empirical work and classroom-oriented guidance. Also previously published in Spanish by Routledge in 2024, the volume speaks to wider concerns: access, curriculum design, teacher expertise, learner affect, interaction, assessment, and responsible innovation.

The chapters are organized around the Planning–Personalization–Implementation (PPI) model, framed as three “fundamental steps” for technology-mediated teaching. Planning foregrounds needs analysis and curricular design; Personalization examines learner and contextual variables; and Implementation focuses on managing tools, media and activities. Four chapters per step produce twelve expandable “building blocks” that readers can adapt to local needs. The

editors' notion of "technology empowerment" stresses reflective decision-making by teachers and learners, encouraging adoption driven by goals and learner realities rather than novelty.

Taken together, the PPI framing functions less as a prescriptive method than as a diagnostic lens: it invites readers to ask what is being planned (objectives, sequencing, access conditions), what is being personalized (motivation, anxiety, identities, participation patterns), and what is being implemented (platform choices, task designs, feedback channels). This triad also helps departments communicate across roles, since administrators, instructional designers and teachers can locate their responsibilities within the same map. The recurring "building blocks" make the volume easy to dip into, while still supporting end-to-end course (re)design.

Part 1 (Planning technology needs) treats technology integration as inseparable from social justice (Warschauer, 2003; Warschauer & Matuchniak, 2010). Dooly and Comas-Quinn (Chapter 1) define access as an equity issue shaping participation, identity and opportunity, reminding readers that online provision is not automatically inclusive. González-Lloret (Chapter 2) offers a practical roadmap for curriculum planning in virtual environments and insists that pedagogical aims should determine tool choice. Her use of the ADDIE model (Analysis–Design–Development–Integration–Evaluation) gives instructors and administrators a shared vocabulary for iterative design and evaluation.

Chapters 3 and 4 focus on the human infrastructure needed to sustain virtual teaching. Gómez Soler and Tecedor (Chapter 3) survey 241 Spanish teachers in 39 countries, charting beliefs, attitudes and reported competences, and translate results into professional-development options such as mentoring, observation and communities of practice. Mizza and Rubio (Chapter 4) connect inclusion to Universal Design for Learning (UDL) (CAST, 2018), arguing that effective technology use requires anticipating learner variability and building multiple pathways to engagement and achievement.

Part 2 (Personalizing learning and teaching) addresses motivational and affective variables alongside interaction and assessment. Cerezo and Yanguas (Chapter 5) synthesize work on motivation in virtual learning and provide guidelines to sustain engagement as programs stabilize into hybrid forms (Bahari, 2022). Bárkányi (Chapter 6) examines anxiety in online contexts through quantitative evidence, drawing on foreign language classroom anxiety research (Horwitz et al., 1986). The chapter reports growth in self-efficacy over a course while anxiety may remain stable, motivating targeted support for speaking-related anxiety.

Muñoz-Basols and Fuertes Gutiérrez (Chapter 7) analyze synchronous interaction in videoconferencing tutorials, situating their work in traditions that foreground interaction in distance and online education (Hampel & Stickler, 2005; Moore, 1989). Their qualitative template helps instructors diagnose the nature and content of exchanges and make design adjustments (e.g., task sequencing, turn

management, and purposeful multimodality). Bailini (Chapter 8) reviews online assessment and feedback, balancing affordances with threats to validity and offering guidance for preparing and administering exams. Her discussion of ICT-mediated feedback highlights how learning-oriented feedback can be preserved at scale (Shute, 2008).

Part 3 (Implementing technology resources) is the most practice-oriented section. Blake, Jones and Osburn (Chapter 9) compare hybrid, fully online and flipped formats from an interactionist lens, framing design around goals, resources and choices that support development. Their guiding questions keep attention on the alignment between the “human” side of communication and the affordances and constraints of specific tools.

Soler Montes and Juan-Lázaro (Chapter 10) present a Digital Language Immersion (DLI) and virtual exchange project aimed at sociolinguistic and intercultural development (Çiftçi & Savaş, 2018). They describe digital scenarios designed to approximate immersion and report positive learner evaluations, especially regarding synchronous sessions and teacher mediation. The chapter also raises institutional questions, including how DLI can complement or partially substitute study abroad for students who cannot travel.

Oskoz (Chapter 11) turns to podcasts and digital stories, linking multimodal production to language development and learner agency. Podcasts serve as input and as repeated opportunities for oral production, where peer and instructor feedback can support pronunciation and autonomy. Digital stories are framed through multimodality and social semiotics, emphasizing how meaning is transformed across text, image, sound and voice. The chapter concludes by noting that evidence remains limited and by outlining research directions on semiotic integration and collaborative production.

Cerezo and Pujolà (Chapter 12) explore digital ludic pedagogies, surveying videogames, minigames, extended realities and robots. Building on growing interest in out-of-school gameplay as a site of language contact (Sundqvist & Wikström, 2015), they clarify core concepts, identify benefits and constraints, and provide a curated set of resources. Their emphasis on design principles that outlast rapidly changing platforms directly addresses teacher concerns about sustainability and workload.

Across the implementation chapters in Part 3, a consistent message is that technology-mediated formats do not reduce the need for pedagogy; they amplify it. Decisions about modality (synchronous vs. asynchronous), grouping, and multimodal resources shape not only participation but also the visibility of language forms and the timing of feedback. The volume repeatedly underscores teacher presence – through facilitation, modelling and mediation – as the bridge between digital affordances and learning outcomes. This is a useful corrective to narratives that frame platforms as self-sufficient or that treat automation as a substitute for interaction.

The epilogue (Chapter 13) by Muñoz-Basols and Fuertes Gutiérrez focuses on AI in language teaching and learning. Using ChatGPT as a marker of increased accessibility, the authors distinguish AI from natural language processing and conceptualize AI-mediated interaction as a new form of language contact (Belda-Medina & Calvo-Ferrer, 2022; Fryer et al., 2017). They argue that implementation should be principled – scheduled, goal-aligned and ethically guided (Chaudhry & Kazim, 2022; UNESCO, 2021) – and they outline likely contributions in personalization, feedback and analysis of linguistic material (Chen et al., 2021). Importantly, they acknowledge that large-scale validated evidence and methodological consensus are still emerging.

A key achievement of the volume is its refusal of a narrow “tools and tips” approach. The PPI model provides coherence, making the book usable both as a reference and as a foundation for teacher education. Across chapters, readers gain (i) conceptual clarity about constructs such as access, anxiety, inclusion and gamification; (ii) concise syntheses of research; and (iii) guidance that translates into design decisions and classroom practices. Several chapters also point to future research and suggest additional readings, helping instructors move from implementation to inquiry. The Open Access format further aligns with the book’s social-justice emphasis by widening access to scholarship.

Another strength is the editors’ attention to sustainability: several contributors anticipate platform obsolescence and emphasize principles that can travel across tools. The volume would, however, benefit from more explicit discussion of data privacy, institutional policy and workload accounting when adopting AI- or analytics-heavy systems. Even so, the ethical orientation set out across chapters makes it a useful starting point for local policy conversations as well. For teacher education, the book lends itself to modular use: chapters can be paired with practicum tasks (e.g., redesign a unit using ADDIE, audit accessibility with UDL, or analyze a recorded tutorial interaction) and with reflective prompts about ethical trade-offs. For research-oriented readers, the chapters’ summaries and suggested directions point toward productive agendas in online interaction analysis, assessment validity, and AI-mediated feedback. In short, the volume offers a shared conceptual vocabulary that can support both immediate classroom experimentation and longer-term program-level planning.

Two limitations are worth noting. First, the book’s breadth means that readers wanting step-by-step technical training on a single platform may find some sections intentionally high-level; the payoff is a focus on transferable principles that remain useful as tools change. Second, while the Spanish focus is a strength, readers in other language programs or in ESP/EAP contexts may wish for more explicit cross-linguistic comparison. Even so, many chapters argue for extrapolation beyond Spanish, and the themes are broadly applicable.

Technology-mediated language teaching: From social justice to artificial intelligence is a timely and practical resource for program directors, teacher educators and instructors working in online, hybrid or technology-rich classrooms.

It shows that technology integration is a sequence of pedagogical choices with implications for equity, professional learning, learner psychology, interactional design and ethical reasoning about automation. By pairing a clear organizing model with research-informed chapters, the volume offers both a map and a toolkit for navigating the next stage of technology-mediated language education.

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