

Christiane Lütge (ed.), *Foreign Language Learning in the Digital Age: Theory and Pedagogy for Developing Literacies*, New York: Routledge, 2022.

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The publication presents a collection of articles on foreign language-learning process and related pedagogies. The articles are divided into five categories, describing the role of media in teaching a foreign language in the 21st century. The first part, “Foundational concerns on literacies and media in language education”, presents two articles. The first chapter, by Bill Cope and Mary Kalantzis, is titled *The changing dynamics of online education: Five theses on the future of learning* and refers to online education and the difficulties encountered in implementing this form of teaching. Although authors that the practice of online education does not always bring serious change to pedagogical attitudes, they also point out that the COVID-19 crisis added a new intensity to the online education formula, as it was important to raise the issue of the logistics of communication, transmitting knowledge from teacher to learner with required two dimensions of space and time.

Moreover, some other relevant issues were raised, such as the participation of only best students in online classes and the problem of specific presence in online classes. Teachers could not make sure whether the student was actually actively participating, because the camera off and is not focusing on the topic of the classes. The authors present five ways of learning. Among them, the CGScholar platform stands out, as it encourages students not only to respond the teacher’s texts and videos, but also to give actionable feedback of peers being an integral part of the learning process. I consider the presented examples interesting and worth implementing in schools.

The second chapter, by the same authors, is titled *After language: A Grammar of Multimodal Transposition* and refers to the concept of transpositional grammar. The concept of creating the generalized grammar of a given language is worth the attention, but the question arises on can it be implemented to every language such as, for example, Chinese or Arabic.

Part two, “Everything old is new again: digitalization, transmediality, and remix”, consists of three chapters. Jonathan Reinhardt in his article *Everyday technology-mediated language learning: New opportunities and challenges* points out the role of social media. As it is spread globally, it provides an informative and interactive tool for learning a language. He claims that social media have real potential as authentic resources for second and foreign language learning. In the next chapter, *The hero’s journey as a narrative template across the media in EFL teaching*, Michael C. Prusse suggests that narrative provides the best support for the brain to retain facts, boost memory and learn. The suggested way of learning foreign language by memorizing the vocabulary based on associations with the learner’s favorite movie or book character is worth implementing, especially in the current times. Finally, Amos Paran describes the meso-level and meta-level for exploring the novels and their filmic adaptations in the EFL classroom in *Triangulating novel, film, and critique: Reading Foster’s Maurice*. I would suggest that, while the idea itself is quite interesting, relying solely on one controversial novel may not be enough to encourage teachers to follow this approach.

The third part of the book titled “Explorations into the digital medium” presents texts, applications and challenges for formal language-learning. Catherine Beavis proposes different ways of learning the language through video games in the sixth chapter titled *Digital literacies, digital games: Language, learning, and play*. She points out that the main attribute of games is that they associate words with images and actions, what can positively influence the learning process. However, as this learning it can be good for passing the test, it does not necessarily lead to a deep understanding of the language. Isabel Rivero-Vilá presents an interactive and interactional tool for learning: the i-doc. It is an online website about francophone culture, which is bringing significant achievements in the field of language learning by relying on the collaboration and exchange with native speakers. We can find out about more about this web-based tool by reading the seventh chapter titled *Creating an interactive documentary with foreign language students*. The last chapter of this part refers to professional networking and knowledge sharing platform the ProGlobe, offering inclusive approach to internationalization for students and faculties. Regina C. Brautlacht, Maria Lurdes Martins and Franca Poppi present this idea in *Virtual exchange: Offering 21st century skills training through interactive online collaboration in Higher Education*. They claim that virtual exchange programs will prosper in the coming years, adding a multidisciplinary focus on English language teaching.

The fourth part bears the name “Media and technology in the language classroom: focus on skills and acquisition”. In the ninth chapter, titled *Effects of watching subtitled TV series on foreign language vocabulary learning: Does learners’ proficiency level matter?*, Ferran Gesa

and Imma Miralpeix try to find the answer for this question. In my opinion this is an interesting perspective on learning a foreign language, because this practice gives significant results. The authors point out that learners need to attain a certain proficiency level to start benefitting from subtitled videos. Vu Van Duong and Erhan Aslan write about collaborative learning in *Wiki-mediated collaborative tasks: A study in a Vietnamese EFL setting*. The findings point out that wiki-mediated writing offers a convenient way for enabling peer feedback and collaborative interactions without time constraints and being confined to the boundaries of the classroom. I especially like the comment about language teachers, particularly in Vietnam, who should take advantage of the affordances of participatory Web 2.0 applications like wikis to encourage self- and peer corrections and promote learner autonomy and self-confidence in writing. Secondly, wikis provide excellent opportunities to remove pressure of focusing on the end product, but engage students in the process of writing itself. The eleventh chapter, *Technologies in second-language classes: Knowledge synthesis of digital writing skills acquisition*, by Maria-Lourdes Lira-Gonzales and Pascal Grégoire investigates college and university student writing. Based on their research, they revealed certain recurring weaknesses: lack of a control group, experimental periods of insufficient length and lack of measurement of experimental effectiveness.

The last part of the publication discovers the “Multiliteracies and media pedagogy in teacher education”. Maria Eisenmann in *Edu apps in EFL teaching* posits that technology in the form of edu apps allows teachers to develop integrated multiliteracy skills. However, teachers today must meet the challenge of media in continuous change. Nettie Boivin and Assem Amantay in *Transmodalities in post-Soviet Kazakhstan: Transformative teaching approach for multilingual early learning* present how teacher-centered Soviet pedagogical approach has shifted to be more student-centered. The last chapter is by Ivana Marenzi, Maria Bortoluzzi and Francesca Bianchi. *The LearnWeb project for multiliteracies practices in higher education* proposes the LearnWeb project to integrate the pedagogical approach of multiliteracies into a new kind of e-learning environment. This new environment should support collaborative searching, knowledge sharing and knowledge creation as well. It helps teachers to design activities. The multiliteracy projects for pre-service and in-service teacher education (YELL/TELL) presented in the article can be a useful tool as the multimodal pedagogy.

All the articles enclosed in this publication try to answer the same question: how to go about educating and researching towards diversity of educational contexts, infrastructures and priorities that must be handled along the common forces of globalization and digitalization? The teachers have faced many challenges, such as pandemic-driven mass home-schooling and

distance learning, which revealed that digital access and meaningful digital practices do not give positive results without sustainable tools and development of online teaching. This Routledge publication shows many possible approaches to teaching a foreign language online and is an interesting piece of scientific writing.

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