

Book Review

English Language Learning and Technology

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Abouzar Shojaei

Islamic Azad University (IAU)- Iran

English Department, Torbat-e- Heydariyeh Branch

aboozar_shojaei1361@yahoo.com

Khalil Motallebzadeh

Islamic Azad University (IAU)- Iran

English Department, Torbat-e- Heydariyeh Branch

k.motalleb@iautorbat.ac.ir

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Corresponding author:

aboozar_shojaei1361

@yahoo.com

The book is a very helpful book which gives us information and knowledge of using technology in language learning and teaching. It contains detailed consideration to articulatory and auditory Language learning as well as to the practicalities of English language learning. The book discusses the relationship between English language learning and technology. It consists of 7 chapters.

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1. Book Review

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In the first chapter, *The Changing World of English Language Teaching*, the author discusses the connection among English language learning and technology. We cannot separate English language learning and technology from each other. The authors deeply consider the use of E-mail, Web address, Computer, for better understanding and the use of CALL for English language learning and technology, and no one can deny such advantages for changing many aspects of the profession and technology.

In the second chapter, *The Potential of Technology for Language Learning*, the author takes a step toward discovering this authenticity by speaking one of the most commonly tested questions about technology and language education: how can computer-assisted language education be learned by professional indication about second language acquisition (SLA)? The book clarifies the issues of teacher needs and English assessment so that the teachers can utilize innovative teaching and assessments through the use of technology which is the advantages of English language learning.

In the third chapter, *Evaluating Language Learning*, the author points out that the use of technology for language learning must be tailored. In other words, the normal or standard way to learn language would be without the procedure of computers, and merely if a firm case can be made would computers be engaged into attention.

In the Fourth Chapter, *Investigating Learners' use of Technology*, the author discusses principles by characterizing three research purposes: description, interpretation, and evaluation. Further research in applied linguistics such as classroom's dialogue analysis and language assessment suggests methodological viewpoints for management in search for procedure data. The chapter also discusses technology-mediated language learning tasks.

The fifth chapter, *Advancing Applied linguistics: L2 learning tasks*, is based on the materials presented at the American Association of Applied Linguistics (AAAL). The book discusses the study of any level of the linguistic system which has been changed because of technology. At the discourse level, technology affected the linguistic system and imported many new electronic registers and terms into the language. Grammar has been affected seriously by computer-assisted methods through corpus linguistics.

In the sixth chapter, *Advancing applied linguistics: Assessment*, the author discusses technology-mediated language assessment growth that can be cleaned aside by the broom of efficiency. If design problems are considered on the basis of the most practical way to test and score with the only criterion being correlated with other measures, there is no time or place for theoretical issues of concept definition. Also, the author suggested that students need to develop an understanding of fundamental issues and perceptions in applied linguistics. The author in this chapter stated that the technical world of ELT and applied linguistics during this chapter illustrated on theories for applied linguistics that has been advanced over many years of study and preparation.

In the seventh chapter as the final chapter, the *Imperative for Applied Linguistics and Technology*, the author tried to make a connection between technology and applied linguistics. While much can be learned about technology and technology uses the finding of other disciplines, applied linguistics and technology cannot be taught separately from each other, i.e., as something to be added on after the academic content and technical information of applied linguistics. Teachers should learn to use computer technology for building and applying materials in teaching and assessing English, and it is necessary for them to participate in innovative training and assessments through the use of technology. The author used a diversity of terms to signify technology in applied linguistics, containing technology-simplified tasks, and computer-simplified communication, computer-assisted language learning, and other connections.

According to the author, three circumstances are reported to be influential: Firstly, technology development, which has made it possible to design complicated and sophisticated computerized language learning programs; secondly, the generation of language learners grown up with computers and their computer literacy as well as tech appreciation; thirdly, the improvement of CALL, which has had an articulation influence on language learning. Hence,

computer-assisted language learning (CALL) along with Computer-Assisted Assessment (CAA) is persistent to develop in the near future and it is developing even now.

Finally, everybody interested in English through a combination of knowledge about applied Linguistics and technology, will really get benefit from this valuable book. The content is so educational and attractive that almost every learner of English will find some meaningful and relevant pieces of text in the book. The book is particularly good for applied linguists who engage more consciously and proactively with the complex language-technology reality in which the profession is working. We will strongly recommend you to study the book, since it rightly argues that the contents of both applied linguistics and technology are important for the profession and unlikely to be investigated, understood, and developed by those who are concerned with either applied linguistics or technology separately. Because the world of today is the world of technology and applied linguistics.
