Book Review / Kitap İncelemesi

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Summary

Microlearning is a strategy that educators have adopted in response to recent developments in the educational and technology world. Microlearning is an educational approach that delivers learning content in small, focused units over short periods. It often utilizes multisensory and multimodal techniques to engage learners efficiently (Dolasinski & Reynolds, 2020). It is essential for teachers who wish to maximize their students' learning by adopting manageable, anytime-and-anywhere learning modules. The role of technology in English as a second language (ESL) and English as a foreign language (EFL) education has changed dramatically since the outbreak of the COVID-19 pandemic in early 2020 (Moorhouse & Kohnke, 2021). Due to the pandemic, ESL/EFL teachers had to establish trimodal learning settings, encompassing in-person, synchronous online, and asynchronous online instruction. Additionally, they had to prioritize student-centeredness in their teaching approach (Adedoyin & Soykan, 2020; Kohnke & Moorhouse, 2022). Students and teachers no longer favor traditional education. Teachers of ESL/EFL must, therefore, think of fresh ideas for their lessons. Even though the situation is still changing and takın new shapes, microlearning has emerged as a vital issue in the study of language

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teaching. Therefore, Using Technology to Design ESL/EFL Microlearning Activities by Springer aims to serve as a practical resource for language teachers who are interested in the principles of designing microlearning activities for the ESL/ EFL classroom.

The book has eight chapters that address the design of English as a Second Language (ESL) and English as a Foreign Language (EFL) microlearning activities. It starts with an introduction to microlearning and outlines the primary goals for writing the book throughout the other chapters.

The opening chapter starts by explaining the idea of microlearning and exploring its characteristics. Additionally, this chapter discusses microlearning as an approach to teaching and learning. Chapter two summarizes advancements in language education. This chapter focuses on three topics: an overview of pedagogy using computer-assisted language learning, an introduction to mobile-assisted language learning, and an exploration of learning theories.

Concerning learner needs, medium, interaction, and simplicity, chapter three provides four crucial ways to maximize microlearning on mobile devices. Additionally, it teaches the fundamentals of creating microlearning courses and potential tools and applications one could utilize.

Chapter 4 explores the benefits of microlearning lessons in enhancing the four language skills: listening, speaking, writing, and reading. Examples for each skill are also provided. This chapter introduces a range of activities that utilize devices to improve the listening, speaking, writing, and reading abilities of ESL/EFL learners.

Chapter 5 covers the four microlearning techniques: podcasts, videos, infographics, and flashcards. The chapter also offers exercises that can be modified for different circumstances . It is summarized throughout the chapter that podcasts provide a method for English learning and cover topics of personal interest. Videos, on the other hand, offer an approach to deliver impactful content. Infographics simplify information by presenting it in a format. Lastly, interactive flashcards can introduce or review concepts and terminology.

To improve learning and create immersive experiences, chapter 6 focuses on integrating VR and AR into ESL/EFL instruction. Virtual and augmented reality can produce an immersive and authentic learning environment in the ESL/EFL classroom. The potential advantages of employing these techniques are covered in this chapter, along with a selection of activities, platforms, and strategies that teachers might utilize to build language-learning environments for their students .

Microlearning with chatbots is discussed in chapter 7, along with their use in teaching and learning languages. The chapter offers chatbot-based microlearning exercises that instructors can employ in their classes.

The book's final chapter discusses the drawbacks of microlearning and offers ideas for further practice and research. To maximize the use of microlearning in ESL/EFL instruction, it emphasizes the necessity for a thorough grasp of its potential downsides and difficulties. The final seven practical tips for creating successful mobile microlearning activities customized for ESL/EFL süttense round up the chapter. To provide a rich and

fulfilling learning experience, these standards strongly emphasize meeting the needs of each learner, encouraging involvement, and encouraging cooperation.

Evaluation

Microlearning has gained popularity as an effective method for ESL/EFL learners to improve their language proficiency. Kohnke, in his book, notes that mobile microlearning appears to have a bright future for ESL/EFL students, as it will incorporate adaptive, personalized strategies and novel technologies that enhance the learning experience (2023, p. 82). The book is a valuable resource for language teachers and teacher candidates as a guide in developing microlearning activities. It provides several strategies, tools, and sample activities for all levels. Each unit is finished with reflection questions to guide the readers. The author's focus not only on the advantages of microlearning but also on its limitations and drawbacks makes the book even more important for the reader. According to Kohnke (2023), microlearning allows students to acquire targeted information in a captivating and interactive manner by presenting essential learning goals in a concise and easily understandable style (p.83). By incorporating the suggestions, tactics, and exercises detailed in this book, learners' engagement can be enhanced and their motivation can be increased. Teachers who are interested in microlearning with the help of technology will find many helpful tips throughout the book; however, some teachers might think that the book prioritizes technology tools and platforms over pedagogical principles and language learning theories.

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