Technology-Enhanced Language Learning for Specialized Domains. Elena Martín-Monje, Izaskun Elorza, and Blanca García Riaza (eds.) Routledge, Abingdon. pp. xxi-286

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In light of emerging technologies that enhance language learning and the increased demand for specialized languages across global contexts, this volume fills a much needed space in the literature. It is the latest on technology and languages for specific purposes (LSP) since the 2006 publication by Arnó Macia, Soler Cervera, and Rueda Ramos; and provides readers with current research and learning tools for classroom implementation.

The volume is rich in primary research and empirical studies contributed by 32 authors who are international experts in the field. It features an introduction with an explanation of how each of the 20 chapters fit into the six thematic sections.

Part 1 is composed of four chapters, two of which address the broad topics of digital literacy and developing intercultural competence through telecollaboration. The remaining two chapters discuss the need for sound evidence-based research in the field of LSP and present a case study measuring results of online course task design.

The four chapters in Part 2 focus on technology-enhanced assessment through examples of computer-based testing, assessing parts of speech, and determining a rubric for online educational materials evaluation. The final chapter proposes an annotation architecture and methodology.

Part 3 is devoted to mobile-assisted language learning and emphasizes the importance of improving communication skills. The three chapters cover topics such as the specific challenges of task design in mobile learning within LSP courses, the benefits of mobile device use in Massive Open Online Courses (MOOC), and an analysis of vocabulary learning tools.

The focus of Part 4 is MOOCs integrating language (LMOOC). Chapters in this section highlight concerns with the level of quality academic writing in MOOCs and the potential for combining instructivist and connectivist philosophies to improve course design and learner outcomes. The final chapter deals with the acquisition of specialized vocabulary and the benefits of adding social networks to MOOC design.

Corpus-based approaches for specialized linguistic domains are the focus of the three chapters in Part 5. The authors of these chapters analyze corpora and describe applications in domains ranging from aviation maintenance manuals and research papers, to pronunciation training, and legal translator preparation.

The final and sixth thematic section opens with a chapter on the portability and sharing
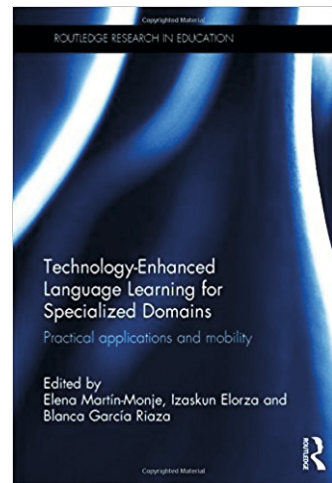
capacity of current translation tools. The second chapter examines the use of corpora in translation studies, and the third describes an app with the potential to improve language learners' oral skills.

The diverse, yet connected themes and issues covered in this volume make for an exemplary model of cross-disciplinary scholarship. Its valuable contributions to theory and practice in the rapidly growing fields of technology enhanced language learning and languages for specific purposes provide practitioners with cutting-edge topics. This text will be valuable to researchers, instructors, and students as they develop future language courses to meet the needs of our globally connected society. Moreover, this work has the potential to provoke discussion and raise new questions that will identify further research needs to benefit language instructors worldwide.

Arnó, E., A.Soler & Rueda (eds) (2006). *Information Technology in Languages for Specific Purposes. Issues and Prospects.* New York: Springer.