

***The Handbook of Technology and Second Language Teaching and Learning.*** Carol A. Chapelle and Shannon Sauro (eds.) (2017). Wiley-Blackwell, Oxford. pp. xv-520

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Advances in technology have had considerable effects on language teaching and learning in recent decades. The dynamic nature of both technology and education requires a non-stop update of information for better practices. This quite recent volume constitutes a significant contribution to the related literature along with other recent valuable resources like *The Routledge Handbook of Language Learning and Technology* (Farr and Murray, 2016) and *Technology-Enhanced Language Learning for Specialized Domains: Practical Applications and Mobility* (Martín-Monje, Elorza and García Riaza, 2016) in that it covers up-to-date and to-the-point information based on current research for almost all aspects of language teaching and learning.

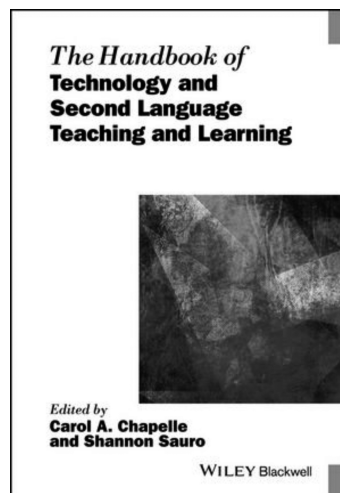
The volume consists of four parts and 30 chapters written with the contributions of 39 expert authors from well-known universities around the world. The introductory two chapters mention the chapter-by-chapter organization of the book and then the historical background of technology use for L2 learning.

Part 1 focuses on technology for language skills and consists of seven chapters six of which address technologies for teaching and learning L2 grammar, vocabulary, reading, writing, listening, and speaking successively. Each built upon current research findings, these skill-focused chapters discuss how technological tutors, tools, and pedagogy can contribute to language development. The final chapter discusses technologies for teaching and learning intercultural competence and interlanguage pragmatics with a specific focus on pragmatics-related online curricular materials and telecollaboration.

Concentrating on technology-based pedagogical innovation Part 2 is composed of ten chapters two of which address distance and blended language learning. Four of the remaining chapters focus on the rising importance of telecollaboration, virtual worlds like Second Life, digital gaming, and mobile learning for language pedagogy. The other chapters cover technology for task-based language teaching, corpus-based pedagogies for language for specific purposes, technology-related new literacies for language learners, and technology in language teacher education.

Part 3 is devoted to technology for L2 assessment. While the first chapter discusses how technology can enable better classroom assessments, the remaining two chapters address high-stakes language testing through technology and the validity issue involved.

Research and development of technology constitute the focus of Part 4. The first four



chapters discuss how people develop technology-mediated courseware, the role of design-based research in this context, approaches to conduct evaluations of technology and language learning, and research methods employed in technology and language learning literature. The following three chapters discuss ways to improve research on technology and language learning. They highlight the potentials of meta-analyses, multimodal corpus-based approach, and a theory-based approach that reconciles research from language learning and technology aspects. The final chapter of the handbook presents a summary of the key points covered in the previous chapters and introduces technology-mediated L2 teaching and learning issues for the future.

This volume leaves almost no aspect of technology-enhanced language teaching and learning untouched, including language skills, pedagogy, assessment, and research and development of technologies. The rich and meticulously organized coverage makes it a valuable resource for language teachers, learners, materials developers, and researchers. The vast body of current research cited in each chapter gives readers a ready chance to access the most up-to-date information about the topics covered. In addition, the covered to-the-point projections on the future orientations of the aspect addressed in almost every chapter hold the potential to shed light upon prospective technology-oriented research and practices in the field.

## REFERENCES

- Elena Martín-Monje, Izaskun Elorza, and Blanca García Riaza (eds.) (2016). *Technology-Enhanced Language Learning for Specialized Domains*. London & New York: Routledge.
- Farr, Fiona, and Liam Murray (eds.) (2016). *The Routledge Handbook of Technology and Language Learning*. London: Routledge.