

Carrio-Pastor, M. L. (Ed.). (2016). *Technology implementation in second language teaching and translation studies: New tools, new approaches*. Singapore: Springer. pp. vi+258

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The intended audiences of this book are researchers and scholars in the domain of English as a foreign language (EFL) teaching and translation studies. The book consists of three parts and an introduction. Part one, Second Language Teaching and Translation, includes four chapters, 2 to 5. Part two, Technology Implementation in Second Language Learning, includes the next four chapters, 6 to 9. And, part three consists of four chapters, 10 to 13, regarding Technology Implementation in Translation Studies.

The book opens with an introduction, chapter 1, written by Carrio-Pastor, which explains (a) the intended audience—scholars and researchers interested in developing language learning from experiential research, (b) the structure, and (c) the significance of the volume. It provides the reader with an overview of the book and takes a cursory look at each part with reference to the various authors, which encourages the reader to engage with the entire volume.

Part one deals with issues related to technology and its integration with second language teaching and translation. In chapter 2, Skorzynska, Saz Rodio, and Carrio-Pastor “focus on second language approaches and the use of technology in language teaching” (p. 13) and give a general overview of recently proposed methods. They also centre the chapter on the teaching of four language skills based on the tenets of the communicative language teaching (CLT) movement. The authors provide a definition of technology as applied to second language teaching (SLT) by taking into account the educational function of technology, classify the tools used to enhance SLT, and explain the potential use of technology in this field. In chapter 3, Ruschoff emphasizes the role of language in intercultural communication and argues the potential of digital media for broadening the scope of classroom practice. Chapter 4, by Candel-Mora, consists of two parts. The first section deals with translators’ needs and also the functionalities of most of the available translation tools. In the second part, the chapter reviews the integration of information and communications technology into translators’ workflow. Finally, in chapter 5, Yus analyzes social networking sites and the virtual world in order to investigate the role of processing types of discourses in Internet users’ identity shaping. The analysis includes an exploration of self-identity, collective identity, and interactive identity.

Part two of the book explores the implementation of technology in language learning. In chapter 6, Herrero and Marquez investigate their “own teaching-learning experience with corpus concordancing and other software tools” (p. 92). Llorca, in chapter 7, focuses on some strategies for implementing curricula in the semi-virtual and virtual learning environment. The aim of chapter 8, by Diaz, is to familiarize readers with a new technology in language learning, namely the digital portfolio. The chapter consists of two parts. First, a brief literature review of the digital portfolio is given including its definition, types, and uses. Then, user experiences, based in the context of an optional English language course at a postsecondary institution in Spain, are showcased in order to give readers insight into the portfolio’s processes and results. Chapter 9, by Jauregi, is the concluding chapter in part two. It focuses on telecollaboration processes in EFL education. The author aims to investigate possible changes in EFL learning when computer mediated learning is included in the process.

Part three shifts the focus of the book from EFL learning to translation studies. Chapter 10, by Sabater, provides readers with a definition and classification of phraseology along with an example of its application in a bilingual German-Spanish dictionary. Maruenda-Bataller and Santaemilia-Ruiz, in chapter 11, explore project-based learning and competence assessment in translation training. The general features, advantages, and processes of each are explained in detail. However, regarding project-based learning in translation, the authors make a distinction between the professional context and the classroom context with novice learners. Chapter 12, by Suau-Jimenez and Raminéz-Polo, illustrates the positive aspects of blending language with information and communication technologies (ICT; e.g., enhancing the quality of translations by using software to help translators be more focused on the text itself). Practical models and examples are put forward in the chapter. Chapter 13 is written by the editor of the book and provides concluding remarks regarding the implementation of technology in teaching and translation studies in higher education.

A major aim of this book is to highlight the idea that new tools and technology play a critical role in higher education teaching. Throughout this volume, particular attention is given to the development of teaching techniques that will improve second language teaching, while placing greater emphasis on the input rather than on the output of language teaching. All in all, the book presents comprehensible and user-friendly content. The noteworthy papers included from varied but related areas of research come together in a thorough collection of scientific information supported by reliable and valid evidence. Moreover, the book has an adequate number of examples in each part that make it a practical tool for EFL teacher trainers and translators. It also provides a comprehensive background on issues that makes it suitable for use by researchers wishing to consult a thorough resource on the topic of technology in second language teaching and translation studies.

References

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