

Book Review

Multilingual Computer Assisted Language Learning

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Computer assisted language learning (CALL) can be defined as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1). In decades past, CALL has been widely researched in the learning of the first language (Yang & Xie, 2013; Íñigo, 2018; Meskill & Anthony, 2008) and of an additional language, either the second (Choi, Kwon, Kim, & Lee, 2016; Groot, 2000) or foreign (Alian, Khodabandeh, & Soleimani, 2018; Chang, Lee, Su, & Wang, 2017; Khodaparast & Ghafournia, 2015). The research suggests a multitude of benefits that CALL brings to language learners. According to Chun (2011), the CALL research benefits fall into two major directions: a) the effective selection and use of particular CALL tools and b) the attempt of developing certain aspects of language and cultural competence with the use of CALL tools. In short, the impact of CALL on both language learning processes and outcomes have received much attention.

As globalization proceeds, an increasing number of people have been involved in learning and using two or more languages simultaneously. This is termed as multilingualism, referring to the co-existence of two or more languages in a society (Lyons, 1981; Wei, 2013); thus, multilinguals are believed to use more than one language regularly in daily lives over space and time (Franceschini, 2011). Studies on multilingualism and multilinguals are numerous and pertain to a wide range of topics such as a “cross-linguistic influence,” (Jarvis & Pavkebo, 2008) on multilinguals’ learning and using languages (Cenoz & Gorter, 2011) and on multilinguals’ construction of multilingual and multicultural identities (Kramsch & Whiteside, 2007). Yet, research exploring the application of CALL on multilingual learners and/or in multilingual contexts is still limited.

In response to the wide literature gap, *Multilingual Computer Assisted Language Learning* proposes a novel concept, multilingual CALL (MCALL), defined as “the study and practice of language learning with digital media in non-monolingual contexts or settings or using non-monolingual media” (Buendgens-Kosten & Elsner, 2018, p. xiv). The aim of the volume is to showcase the MCALL approach from the perspective of technological diversity, language diversity, and learner diversity. The volume starts with an introduction from the editors, Judith Buendgens-Kosten and Daniela Elsner, in which the needs of a better understanding of MCALL is underlined due to a growing population of multilinguals worldwide and the lack of literature on the interstices between multilingual and CALL. The editors then outline the structure of the book in the following five parts:

Part 1. Multiliteracies and MCALL

This part opens the book by discussing the conceptual framework of multiliteracies and pluriliteracies along with illustrating the potential application of these approaches to actual classroom practice.

Chapter 1 introduces the concept of multilingualism. The author, Wolfgang Hallet, extends the concept from linguistic signs to symbolic language and semiotic modes that engage specific ways in making meaning. To respond to the cultural and linguistic diversity in the increasing globalized societies, along with a burgeoning variety of text forms with the emergence of new multimedia

technologies, the author proposes using multiliteracies pedagogy and the semiotic and genre approach in the language classroom, to equip language learners with the symbolic resources to facilitate meaning making in various modes of communication.

Chapter 2 further discusses the current developments of literacies from multiliteracies to pluriliteracies, from general to disciplinary literacies in the 21st century plurilingual education, involving critical thinking, knowledge creation, application, communication, and social participation within and across individual subjects of schooling. Against this background, there is a need to develop learners' deeper learning (the process of transferring and applying knowledge generated in one situation to a new situation). Drawing upon a pluriliteracies approach for teaching and learning (PTL), the authors then suggest using different genres and genre moves to develop learners' ability to express or verbalize subject-specific concepts or conceptual knowledge, consider emotional and cognitive engagement, and integrate the use of digital media and educational technologies in the classroom, for the purpose of achieving deeper learning across subjects, cultures, and languages in a wide variety of modes. Lastly, the authors present a new paradigm, an ecological learning environment for plurilingual education and practice.

Part 2. Multilingual Texts

This part focuses on the application of multiple digital tools in the plurilingual classrooms in order to foster language learners' language and communicative competences.

Chapter 3 describes an action research project in a primary EFL classroom in an extensive reading context. This research illustrates how story apps, as a combination of different modes, can facilitate the individual reading process, reinforce the understanding of a story, and enhance the development of reading strategies. Results indicate learners' choice of language can be influenced by individual factors (e.g., motivation, interest, aptitude), the addresses (i.e., their partners), the interactive features of the story apps, and the design of the activities. Results also identify the functions of two languages in the reading process: learners use the school language (German) for managing and communicating purposes and the target language (English) for reading comprehension and participation in the activities.

Chapter 4 outlines small projects and one larger research study on the use of the multilingual digital picture book "MuViT" for foreign language classrooms in multilingual learning environments. By investigating the contributions of the L1/L2 to the communicative competence and the relationship between the use of multilingual resources and the development of communicative competence, the authors report monolingual and multilingual learners do not make use of different languages on a receptive level but have individual ways of using them. Learners' language switching on a receptive level is either more about a matter of delight or identity comfort, or as a comprehension aid. As a conclusion, the authors recommend the application of multilingual digital books, including receptive and productive language use, for mono- and plurilingual-learners.

Chapter 5 is an interesting and solid exploratory study on the use of tablets in primary foreign language classrooms. The author first introduces the concepts of discourse competence (the negotiation of meaning and the language skills) and transcurricular teaching (an approach of using teaching content to operationalize language competences) to provide principles for multilingual tasks that allow pupils to use all of their language competences in the communicative foreign language classrooms. Then the author discusses whether and how digital media, especially tablets, can be used to initiate multilingual talk in transcurricular tasks. Results show that learners are motivated to use tablets to produce, record, edit, and save multilingual talk. As such, tablets can be a useful tool to foster language competences in multilingual educational settings.

Chapter 6 reports on a case study, looking into the territories of the multilingual habitus that could effectively be leveraged by MCALL application, in the context of secondary-school classrooms. The study clearly indicates that multilingual students, provided the exposure to their native language texts, increase the quantity and quality of classroom discourse and written production in target language.

Thus, the author assumes that by improving multilingual students' capability to use productive language in their native language can develop receptive target language.

Chapter 7, written by the two editors, demonstrates the application of a newly invented digital serious game (i.e., MELang-E) in multilingual classrooms. Sponsored by the European Commission, MELang-E provides European teenage language learners with plenty of opportunities to develop linguistic skills and plurilingual communicative skills in a virtual setting, along with creating a language-friendly environment to motivate interests and enjoyment. The game showcases multiple language use as it occurs in the real, multilingual world, and thus caters to the development of language awareness.

Part 3. Intercomprehension and CALL

This part introduces a new term, intercomprehension, in MCALL, focusing on how speakers of different languages from the same linguistic family use strategies to understand, negotiate, and construct meaning through online tools in the multilingual language environments.

Chapter 8 addresses the promotion of minority language (Sorbian) in the foreign language (Russian) classroom by digital devices. The author proposes a task-based project, with three basic phases: a) analysis of language patterns (i.e., to decode and identify words and sentences), b) documentation of the linguistic landscape (i.e., to document the correct knowledge and share their knowledge), and c) creation of new material (i.e., to present their newly invented Sorbian-Russian games and street signs). In this proposed task scenario, learners have to use their language awareness skills, gained foreign language skills, and intercomprehensive strategies, to practice their linguistic skills, crosslinguistic comparisons, and digital collaboration. In this context, the author concludes the intercomprehensive tasks, with the incorporation of digital technology, can enhance learners' language learning experiences and promote the minority language.

Chapter 9 introduces another European project, the Galanet project, focusing on the use of intercomprehension strategies. The author defines intercomprehension as a mode of communication where speakers use their own native languages to understand the languages of their counterparts, without the help of a common language. Thus, to access and co-construct meaning, speakers need to first understand and capture the meaning, and then produce accessible output. In this project, students are requested to use their own Romance language to communicate and collaborate on intercultural and multilingual online tasks with speakers of other languages. Results are discussed from three perspectives: identity, humor, and linguistic policing, and contributed to two theoretical consequences for studies on intercomprehension, as discussed in the chapter.

Part 4. Multilingual Online Exchange and Telecollaboration

This part includes two studies on the language learning through multilingual online exchange and telecollaboration, one situated in a formal language learning environment, school; another in an informal environment, Facebook.

Chapter 10 showcases a school-based telecollaborative project, using videoconferencing, to exploit the technical affordances and online communication between distant classes of young learners using English as a lingua franca. Participants are primary school learners of the languages of French and German, using live audio/video and screen sharing to communicate and interact with learning materials during live telecollaborative sessions. The project involves three activities: creating an identity card, roleplaying shopping in a supermarket, and preparing a breakfast. Findings indicate that these activities can a) enhance learners' motivation and self-confidence in using the target language, English; b) promote learners' reflection on their own linguistic repertoires and the role of English as a lingua franca; and c) prompt learners to compare and contrast different language and culture traditions. Thus, the author concludes that the live videoconferencing can support the development of pupils' crosslinguistic and cross-cultural awareness and potentially, plurilingual competences.

Chapter 11 is the only chapter addressing an informal learning environment, Facebook. What makes the study special is that the author highlights the digital practice of advanced plurilingual language learners and their autonomous use of Facebook in their L2. Results show that self-reported

L2 use increases with the level of perceived L2 Facebook usefulness and L2 engagement is highly depended upon others and the social context of their interactions. Assuming that the majority of students are either unaware of the potential of Facebook for L2 practice or unwilling to use it, the author recommends they should take such reluctance into account when language educators plan to integrate social media in their classes.

Part 5. MCALL and Professional Development of Teachers

This part focuses on educators' role in establishing multilingual environments. The modification of teaching practice may ultimately lead to learning enhancement.

Chapter 12 concerns teacher practices in using communicative translanguaging approaches in digital language and literacy teaching in primary classrooms. The author first introduces the Va'atele framework, a model with six dimensions of effective language and literacy teaching practices for Pasifika learners in primary schools, and then investigates teacher practices to illustrate one of the dimensions: Instructional strategies, including Pasifika languages as resources for learning. The teachers use translingual pedagogies to combine the use of the bilingual texts with digital tools, including white boards and student iPads, to promote English language and literacy learning. Two case studies illustrate that teachers can work in linguistically and culturally responsive ways to enhance Pasifika learners' English language learning within the digital bilingual learning space.

Chapter 13 investigates the use of video analysis for the multilingual-sensitive professional development of pre-service ESL/EFL teachers at universities. The author examines how two teaching video types: their own and peer videos, in the computer-assisted learning environments are used and evaluated to develop pre-service teachers' ability to notice, analyze, and act upon relevant classroom events in simulated multilingual classrooms. Results indicate that both video types are useful learning resources in multilingual teaching and learning processes and can evoke differing emotions among students.

This volume ends with Concluding Remarks from Gabriela Meier "Learning in Multilingually and Digitally Mediated Spaces: The MCALL Approach," in which she points out the opportunities and challenges in the application of MCALL approach in school education, and provides its implications for theory, practice, and research, along with its limitations.

Overall, this volume achieves its goal of filling the literature gap—little research on the interstices between multilingual and CALL—by selecting and showing cases that examine how MCALL is used among multilinguals and/or within multilingual contexts. The cases in the volume largely show the application of particular MCALL tools (e.g. games) to the multilingual context for the development of learners' language abilities. One major weakness, however, we find in this volume is that there is a mismatch between the authors' claim of building multilinguals' identity in the use of MCALL and the real investigations. In the introduction chapter, the editors point out an "amplifier" function that technology serves for creating multilingual identity such as enhancing "the process of identity investment and affirmation" (Cummins, 2008, p. 71). Unfortunately, the critical investigation of the multilinguals' identity construction is not fully discussed in the volume. Yet, due to the positive relationship between language learners' identity and their language learning (see for example Pierce, 1995), we consider whether and how MCALL may contribute to the establishment of multilinguals' identity are worth being investigated. Overall, this volume takes strides forward to uncover an overlapping while understudied area in both multilingualism and CALL.

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