

## Exploring Digital Landscapes: An Analytical Book Review of *Computer-Assisted Language Learning: Learners, Teachers, and Tools*

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Received: 17/12/2024

Accepted: 08/03/2025

Published: 01/05/2025

Volume: 6 Issue: 3

How to cite this paper: Żammit, J. (2025). Exploring Digital Landscapes: An Analytical Book Review of *Computer-Assisted Language Learning: Learners, Teachers, and Tools*. *Journal of Critical Studies in Language and Literature*, 6(3), 1-4  
DOI: <https://doi.org/10.46809/jcsll.v6i3.344>

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### Abstract

Jeong-Bae Son's edited volume, *Computer-Assisted Language Learning: Learners, Teachers, and Tools* (2014), offers an extensive examination of the landscape of Computer-Assisted Language Learning (CALL), illuminating the intricate dynamics among learners, educators, and digital tools. This review delves into the book's diverse contributions, which range from empirical studies to theoretical discussions, shedding light on the evolving role of technology in language education. The book is structured into eight chapters, each addressing distinct aspects of CALL. Notably, Kao and Windeatt's exploration of multimedia environments for low-achieving learners challenges the presumption that technology alone can overcome educational barriers, emphasising the need for supportive learning strategies. Similarly, Gobel and Kano's analysis of mobile-assisted language learning (MALL) in Japanese contexts highlights the potential of mobile devices but underscores gaps related to the digital divide. Park's task-based needs analysis for MALL offers insights into enhancing language proficiency but lacks a critical view of the limitations of mobile contexts. Dashtestani's examination of Wikipedia use among English for Academic Purposes (EAP) students underscores the double-edged nature of open-access resources, stressing the need for digital literacy. The book also addresses professional development, with chapters focusing on Technological Pedagogical Content Knowledge (TPACK) and the transition from CALL coursework to practice. Despite its comprehensive coverage, the book would benefit from a more integrated approach to synthesising its diverse perspectives and addressing broader theoretical issues. Son's volume remains a useful resource for understanding the complexities of integrating technology in language learning and offers practical insights for educators and researchers exploring this dynamic field.

**Keywords:** Computer-Assisted Language Learning (CALL), Technology Integration; Mobile-Assisted Language Learning (MALL), Technological Pedagogical Content Knowledge (TPACK), Professional Development, Educational Technology

"Computer-Assisted Language Learning: Learners, Teachers and Tools," edited by Jeong-Bae Son, offers a comprehensive exploration of the current state and future directions of Computer-Assisted Language Learning (CALL). Published in 2014, this volume encompasses a range of studies and theoretical discussions that provide insights into the dynamic interactions between learners, teachers, and technological tools.

While the book provides a broad overview of CALL, it also prompts critical reflection on the practical implications and potential limitations of integrating technology into language learning. The book is divided into eight chapters, each contributing

unique perspectives and empirical data on various aspects of CALL. However, the value of the book extends beyond its descriptive content, offering a basis for critical examination and discussion about the efficacy and challenges of CALL in different educational contexts.

In Chapter 1, Pei-Lun Kao and Scott Windeatt explore the experiences of low-achieving language learners in self-directed multimedia environments. The authors reveal that these learners initially benefit from the engaging nature of multimedia tools, but over time, they experience "frustration and a lack of sustained progress" (Kao & Windeatt, 2014, p. 15). This finding challenges the assumption that technology alone can overcome learning barriers, highlighting the need for supportive scaffolding and adaptive learning strategies. Recent studies corroborate these findings, emphasizing the importance of teacher intervention and personalized feedback in technology-mediated learning environments (Yang et al., 2021).

Peter Gobel and Makimi Kano's study in Chapter 2 on Japanese university students' use of digital technology underscores the significant role of mobile devices in their learning habits. While this chapter successfully illustrates the potential of mobile-assisted language learning (MALL), it falls short in addressing the digital divide and the varying levels of digital literacy among students. This gap is critical as current research highlights that unequal access to technology can exacerbate educational inequalities (Heeks, 2022).

Chapter 3 by Moonyoung Park presents a task-based needs analysis for MALL in English as a second language (ESL) contexts, identifying specific tasks that can enhance language proficiency. Park concludes that "task-based learning in mobile contexts can significantly improve learner engagement and outcomes" (Park, 2014, p. 68). While Park's study is thorough and well-structured, it would benefit from a more critical discussion on the limitations of task-based learning in mobile contexts, such as issues of screen size and the potential for distraction. While MALL can be effective, its success is highly contingent on the task design and the learning environment (Duman et al., 2015; Kukulska-Hulme and Viberg, 2018).

Reza Dashtestani's analysis in Chapter 4 concerning English for Academic Purposes (EAP) students' use of Wikipedia highlights the dual-edged nature of open-access resources. Dashtestani notes that "while Wikipedia can provide useful information, it also presents challenges concerning the reliability and depth of content" (Dashtestani, 2014, p. 92). This chapter resonates with contemporary discussions about digital literacy, emphasizing the need for critical evaluation skills in the age of information overload.

Chapter 5, authored by Kean Wah Lee, Shi Ing Ng, and Choon Keong Tan, focuses on the professional development of Malaysian ESL teachers, advocating for the integration of Technological Pedagogical Content Knowledge (TPACK). This chapter is particularly insightful as it aligns with current educational frameworks that emphasize the importance of TPACK in enhancing teaching effectiveness (Sullivan et al., 2024). However, this chapter could be enhanced by discussing the systemic barriers teachers face in implementing these technologies, such as institutional resistance and limited resources.

Jeong-Bae Son, in Chapter 6, discusses the transition from CALL coursework to classroom practice, highlighting the importance of ongoing professional development. Son emphasizes that "continuous professional development is essential to keep pace with technological advancements and to effectively integrate these tools into the classroom" (Son, 2014, p. 143). This chapter effectively bridges the gap between theoretical knowledge and practical application, a critical area often neglected in CALL literature. Son's arguments are supported by studies that emphasize the need for continuous professional development to keep pace with technological advancements (Kessler, 2018).

Vance Stevens' exploration of connectivist learning in Chapter 7 presents an innovative perspective on teacher professional development. By advocating for a connectivist approach, Stevens underscores the importance of fostering networks and communities of practice. This approach is increasingly relevant in the digital age, where learning is becoming more decentralized and collaborative (Allcoat et al., 2021). However, the chapter could delve deeper into the practical challenges of implementing connectivist learning, such as the need for robust digital infrastructure and the potential for information overload.

The final chapter by Jeong-Bae Son examines the use of online tools for professional development, emphasizing the need for teachers to "stay current with technological advancements" (Son, 2014, p. 175). This chapter is timely and relevant, as the COVID-19 pandemic has accelerated the adoption of online professional development (Huang et al., 2020). Son's insights align with recent findings that suggest online professional development can be highly effective if it includes elements of collaboration and practical application (Meyer et al., 2023).

One of the book's notable strengths is its diverse range of perspectives and contexts. For instance, the studies on Japanese university students and Malaysian ESL teachers provide useful insights into the cultural and educational nuances that influence the implementation of CALL. However, the book could benefit from a more integrated approach that synthesizes these diverse perspectives to draw broader conclusions about the state of CALL globally.

The recurring theme of professional development is another strength, as it highlights the critical role of teachers in the successful implementation of CALL. Chapters 5, 6, and 8 all emphasize the importance of equipping teachers with the necessary skills and knowledge to effectively integrate technology into their teaching. This focus aligns with current educational trends that prioritize teacher development as a key factor in improving student outcomes (Gümüş, 2022).

On the other hand, the book's focus on empirical studies sometimes leads to a lack of critical engagement with broader theoretical issues. For example, while several chapters discuss the benefits of mobile and multimedia tools, there is limited discussion on the potential negative impacts of these technologies, such as screen fatigue and the loss of face-to-face interaction. Addressing these issues would provide a more balanced view and contribute to a more nuanced understanding of CALL.

A stronger synthesis of overarching themes, such as the role of digital literacy and the implications of CALL in diverse learning contexts, would enhance the cohesion of the review. While the analysis effectively discusses individual chapters,

drawing clearer connections between recurring themes, such as the necessity of teacher professional development, the digital divide, and the interplay between technology and pedagogical strategies would provide a more unified perspective on the book's contributions. Emphasizing these broader insights would not only strengthen the review's analytical depth but also highlight the book's significance within the evolving discourse on CALL.

In the broader context of CALL literature, this book makes a significant contribution by bridging empirical research and pedagogical practice. While many CALL studies focus on either technological affordances or language learning outcomes, this volume effectively integrates both perspectives. Moreover, its emphasis on teacher professional development aligns with ongoing pedagogical debates about the role of instructors in technology-enhanced learning. The book resonates with existing CALL research that highlights the need for a balanced approach by leveraging technological tools while maintaining a critical perspective on their limitations (Chapelle & Sauro, 2017). By addressing both theoretical insights and practical applications, this volume strengthens the discourse on CALL's evolving role in language education.

Computer-Assisted Language Learning: Learners, Teachers and Tools" is a valuable contribution to the field of CALL, offering both empirical insights and practical applications that enhance our understanding of technology-mediated language learning. By addressing key issues such as learner engagement, teacher professional development, and the integration of digital tools, the book situates itself within ongoing discussions in CALL literature. It bridges the gap between theory and practice, reinforcing the need for a balanced, pedagogically sound approach to CALL implementation. While the book excels in its empirical depth, a more critical engagement with overarching theoretical frameworks would further strengthen its impact. Nonetheless, it remains a significant resource for researchers, educators, and practitioners, providing a foundation for future studies and pedagogical advancements in the rapidly evolving landscape of CALL.

### Conflict of Interest

The author declares that there are no conflicts of interest regarding the publication of this study.

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