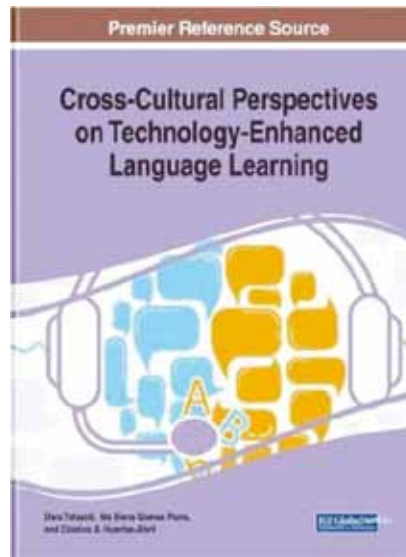


Cross-Cultural Perspectives on Technology-Enhanced Language Learning. Dara Tafazoli, M. Elena Gomez Parra, Cristina A. Huertas-Abril. IGI Global, Pennsylvania (2018). Pp. xxvii+403, ISBN: 9781522554639.

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Tafazoli et al.'s cross-cultural perspectives on technology-enhanced language learning collates contributions from the scholars involving in L2 pedagogy and technology to address the multidimensional aspects of L2 language teaching/learning and technology with a cross-cultural perspective. The volume, thus, acknowledges the cultural differences in L2 teaching/learning through technology. First, the great privilege of the book may be its language which is understandable for novice readers and researchers. Second, the contributors are from different countries who address technology-enhanced language learning (TELL) from different settings, making it enjoyable for the readers to become familiar with cross-cultural competence from the lenses of those scholars. Third, the book has attempted to address the challenges and benefits of integrating technology into L2 language teaching/learning by the mediating role of cultural, intercultural, cross-cultural, and transcultural issues that have not been deservedly addressed in the CALL (computer-assisted language learning) community. The contributors of this book have addressed these issues and many others admirably, resulting in three sections and 18 chapters with convincing and insightful information about cross-cultural perspectives on technology-enhanced language learning. Chapters 1 to 6 are under the first section: Framework for cross-cultural communication, chapters 7 to 14 are under the second section: Tools and environments for cross-cultural communication, and chapters 15 to 18 are under the third section: Telecollaboration for cross-cultural communication.

The volume starts with a foreword by Jozef Colpaert in which he mentions the importance of developing cross-cultural, intercultural, and transcultural communication. Then in the Preface, the book editors provide an overview of the challenges and directions concerning the use of TELL in L2 pedagogy and the development of L2 cross-cultural competence. The first section of the book (framework for cross-cultural communication) provides an integrative view of the interplay among the concepts and notions of L2 pedagogy, technology, and cross-cultural competence. Chapter 1 reviews the related studies and points out five main themes concerning intercultural learning through TELL. The five themes are positive perceptions on using technology to address intercultural L2 learning, the interrelationship between critical cultural awareness and intercultural competence, the applicability of the technology in language learning, the critical position of textbooks, and the demand for technical skills and competencies. Chapter 2 provides an insight into the digital language to become cross-cultural learners. The chapter then discusses how L2 teachers can use a hypertextual environment to develop learners' cross-cultural competence. Chapter 3 argues for the authenticity of learning environments created by technology for L2 learning. The chapter shows how learners can benefit from the freedom provided by technology to negotiate their cultural norms and develop their cross-cultural competence. Chapter 4 shows how specific and universal cultural issues can affect the audiovisual media used for L2 teaching/learning through TELL. Moreover, the chapter discusses how audiovisual media can be used as a medium of cultural negotiation if the cultural context of the media will be considered thoroughly. The main concept addressed by chapter 5 is politeness intercultural competencies. First, the chapter addresses the challenges caused by technology for L2 teachers. Then, through reviewing politeness theory, the chapter provides resources for social identity and relational work with multiple cultures. Chapter 6, as the last chapter of section one, addresses cross-cultural communication in relation to globalization. The chapter highlights three main concerns, including language, culture, and technology, that should be worked upon to have an efficient cross-cultural development through technology. Although the three concerns are not new, the chapter attempts to relate them to less addressed concepts such as world Englishes.

The book's second section (tools and environments for cross-cultural communication) includes 8 chapters to address different technological tools and environments' role in developing cross-cultural competence. Chapter 7 aims to show how social networking sites can contribute to cross-cultural competence. The highlight of this chapter is the multidisciplinary nature of the research and the implications. Chapter 8 reports on an empirical study that investigates the effect of group investigation (GI) cooperative learning and the Glogster online on international students' intercultural communication skills. The study's findings indicate the effectiveness of GI and Glogster online, if combined, on intercultural communication. Chapter 9 accounts for reporting the results of another empirical study in which commercial English video games of different natures (intercultural text, narratives, and cultural products) have been investigated to observe their effects on foreign language learning. Chapter 10 has a review purpose in which comprehensive definitions of mobile-assisted language learning (MALL), synchronous and asynchronous learning have been provided. Moreover, the status of MALL in developed and developing countries and its challenges have been investigated. The encouraging point concerning this chapter is the critical discussions made on cross-cultural differences when MALL is used in L2 teaching/learning. Chapter 11 highlights the concept of mixed reality environments to teach/learn English. To do so, the chapter familiarizes the readers with mixed reality environments tools, such as MIRTLE,

The MARVEL Project, TIWELinguistico, SMALLab, Virtual Touch Toolkit, Sim School, in detail. Chapter 12 addresses teacher professional development and TELL by focusing on how cross-cultural aspects can differ in schools. One of the critical issues discussed in this chapter is the role of a community of teachers working together to help each other with integrating technology into L2 teaching and learning. Sustainable development and technology in L2 pedagogy are the main concepts addressed in chapter 13. First, the chapter reports on the design and implementation of a program called ESDIGITAL whose aim has been to create an international network on education. Chapter 13, then, highlights on conceptual reference framework to integrate sustainable development and technology in L2 pedagogy to address cross-cultural competence. The chapter then explores the use of applied technology, transmedia, and digital storytelling in cross-cultural settings. Chapter 14 reports on a study aimed to develop intercultural competence through art and ICT. The chapter first reviews a three-year project that reflects the interaction between the participants and their cultural backgrounds. The students who participate in this project create their posters and upload them to a blog. The students need to consider cultural differences while using English to comment on other students' posters.

The contributors of section three (telecollaboration for cross-cultural communication) have done their best to address multidimensional aspects of telecollaboration with cross-cultural communication. Chapter 15 reports on a study investigating the perceptions of L2 learners in two countries, Spain and Finland, about using videoconferencing, as a synchronous TELL type, for intercultural learning. Chapter 16 examines L2 students' perceptions about wiki-based collaborative writing as a resource to address cultural content. In addition, the chapter discusses the importance of meaning negotiation processes in discursive practices. Chapter 17 describes a telecollaborative project in which L2 students create materials in their blogs, video chat, and Voice Thread presentations collaboratively to develop intercultural communicative competence. The chapter introduces the requirements for implementing such a telecollaborative project, including the methodology, pedagogical objective, and task design. Chapter 18 reports the results of a case study action research in which the effectiveness of technology-mediated collaboration between teacher-learners has been examined. Moreover, the chapter addresses other issues, such as the challenges and benefits of that technology collaboration types from the teachers' and learners' perspectives.

Reading through different chapters of this book, one can observe and cite many strengths for it. First, the book benefits from the international voices. This feature can help readers to obtain a comprehensive view of intercultural competence and TELL globally. Second, the book has introduced some novel concepts and tools to enhance intercultural competence through TELL, which can present new research ideas for the researchers. Third, the chapters provide a comprehensive overview of using TELL to enhance intercultural competence by delivering the challenges and solutions. This can be very useful for L2 teachers who want to integrate TELL into their L2 classes. Fourth, using various research methodologies (quantitative, qualitative, and mixed methods) and providing definitions of key terms make the book a valuable source for novice researchers to develop their research knowledge concerning TELL and intercultural competence. However, alongside many invaluable aspects, one drawback can be categorizing the chapters under the three sections. As a result, some of the chapters may not well represent the section they belong to since their aims are not in line with the overall aims of the sections.