

New perspectives on material mediation in language learner pedagogy. LaScotte, D. K., Mathieu, C. S., David, S. S. (Ed.) (2022). Springer, Cham, 286 pages, ISBN: 978-3-030-98115-0.

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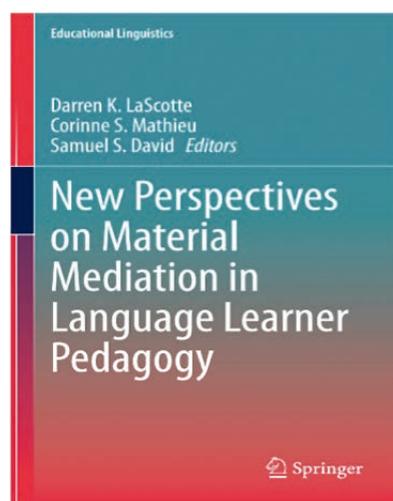
Shanghai International Studies University

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Despite the ubiquity of materials in language classrooms, there remains a deficit in the research on materials use and the role of material mediation in foreign language teaching and learning. This edited volume *New Perspectives on Material Mediation in Language Learner Pedagogy* by LaScotte, Mathieu, and David is aimed to fill such a gap.

Consisting of 15 empirical chapters, the book can be classified into two parts (Part I: Chapter 1, 6, 11, 12; Part II: Chapter 2, 3, 4, 5, 7, 8, 9, 10, 13, 14, 15), with Part I addressing the roles materials play in the U.S. primary and secondary language classrooms and Part II focusing on material mediation of language skills in Asian, European and American higher education. Among these 15 qualitative studies, most of the chapters take classroom ecology or sociocultural theory as theoretical framework, with Chapter 11 as an exception which adopts critical multimodal analysis. Chapter 1 and 12 were conducted in contexts where no materials are appropriate and available for teachers. Chapter 6 explores how materials shape the teaching and learning process in a Spanish reading class. Chapter 11 finds out that technological devices (iPads) don't always contribute to young learners' language learning. Shifting to those in higher education, Chapter 2 investigates the textbook-mediated relations that emerged in materials use in a Chinese university. Chapter 3, 10, 13 were conducted in India, Japan and the U.S. respectively, exploring learners' interaction with materials to enhance their writing skills. Grammar teaching is the focus of Chapter 4 and 7, with the former centring on the influence of materials' modality on pedagogy and the latter on learner engagement with materials. Chapter 5 applies process drama to promote learners' speaking in a Turkish university, while Chapter 15 uses videos to improve learners' pronunciation. Chapter 8 and 14 involve material mediation in a task-based translanguaging practice and dynamic testing respectively. Chapter 9 investigates how materials in role immersion simulation promote learner agency.

Throughout this volume, two features have been highlighted. One is the diverse components of materials in language classrooms, including iPads (Chapter 11), assessments materials (Chapter 14) and video clips (Chapter 15). The other is the empirically qualitative nature of



the chapters. Since there is scarce literature on materials use in language classrooms (Guerrettaz et al., 2022), this book addresses this gap with solid data collected from observation complemented with interviews, written reflection or classroom artefacts.

Overall, this book has provided illuminating insights for both language materials research and learner pedagogy. It is expected that more follow-up studies are to be conducted to move this research field forward, thus facilitating language learning and language materials development to a larger extent.

REFERENCES

- Guerrettaz, A. M., Mathieu, C. S., Lee, S., & Berwick, A. (2022). Materials use in language classrooms: A research agenda. *Language Teaching*, 1-18. doi:10.1017/s0261444821000021