Review of *Brave New Digital Classroom: Technology and Foreign Language Learning*

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appealing to students with different interests or goals. Moreover, a list of additional readings is provided. These readings provide students who want to learn more about a certain topic with valuable resources.

It is worth mentioning that *Introducción a la lingüística española actual* can be used in combination with *Linguística Española actual: Guía didáctica y materiales de apoyo*, written by Muñoz-Basols and Lacorte, and published by Routledge. This guide can be a great asset as it provides instructors with instructions on how to plan, design, and teach an introduction to linguistics course. The guide can be useful to students too. The volume includes, among other things, the answer key to the activities found in the textbook, additional activities, which can be used in the classroom or assigned as homework, essay questions, and additional research projects.

*Introducción a la lingüística española actual* affords instructors and students a great deal of flexibility. This textbook is appropriate for undergraduate courses that introduce students to the field of Hispanic linguistics for the first time. Undergraduate students majoring in Spanish should have no problem with the content material and will have ample opportunities to conduct basic research. Given the additional materials and more in-depth research projects, the book can also be used in introductory courses at the graduate level. Many undergraduate students do not study linguistics in college so they might need a true introductory course to linguistics as they start their graduate education.

Throughout my career as a Spanish instructor teaching undergraduate students, I have taught this introductory course using different textbooks and *Introducción a la lingüística española actual* clearly stands out. It approaches each field of study in a very matter-of-fact fashion. The explanations are easy to follow, and the learning process is supported by clear charts, examples, figures, and tables. The large number of activities included in each chapter gives instructors flexibility while it provides students with opportunities if they want to practice outside class time. If instructors want a more applied and first-hand approach to linguistics, the essay questions, research projects, and additional readings will help them achieve this goal. *Introducción a la lingüística española actual* is sure to provide students with a strong foundation in the field of Hispanic Linguistics.

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**Technology**


*Brave New Digital Classroom: Technology and Foreign Language Learning* is an insightful and comprehensive guide aimed at helping foreign language educators use technology to support second language (L2) learning. The book is intended for pre-service and in-service language teachers and applied linguistics interested in leveraging
digital tools that enhance language learning experiences and lead to multilingualism. This book consists of an introduction, six chapters, and an epilogue. Each chapter culminates with a section on recommendations for further reading followed by discussion questions and activities. In addition, a glossary of terms and list of references are provided at the end of the book.

Blake and Guillén organize the book chapters around six inherent qualities that all learners possess. Learners are: (1) speakers of tongues, homo loquens; (2) both conscious and intuitive analyzers, homo analyticus; (3) social beings, homo socius; (4) tool users, homo faber; (5) game players, homo ludens; and (6) storytellers, homo fabulans. In Chapter 1, “Can Technology Help with L2 Learning?”, the authors begin by discussing the differences between first language (L1) and L2 learning. Employing an interactionist framework, they then make a strong case for purposeful, goal-oriented technology in the L2 curriculum. The distinction between tutorial and social computer-assisted language learning (CALL) is addressed, as are misunderstandings about technology and second language acquisition (SLA). The chapter concludes with an excellent discussion of various SLA theories in relation to technology (e.g., Generative approaches, Krashen’s Input Hypothesis, Usage-based approaches, Interactionist approaches, Sociocultural theory, and Swain’s Output Hypothesis).

Chapter 2, “What is the Right Technological Fit for L2 Learning?”, focuses on providing language teachers with a framework for CALL evaluation. The authors discuss how learners use CALL tools and activities while at the same time offering suggestions for developing CALL pedagogy that is closely aligned with local circumstances. In their discussion of the assessment of learning outcomes, the authors provide an overview of the ACTFL Proficiency Guidelines and the Common European Framework Reference for Languages (CEFR) and then highlight several computer adaptive language exams: the ACTFL web-based oral proficiency interview (OPIc) the AVANT Standards-Based Measure of Proficiency Test (STAMP) 4S online exam, and VERSANT. Task-based language teaching, autonomous learning, and online L2 learning are also discussed.

In Chapter 3, “How Does the Digital World Shape Our Social Interactions?”, the authors focus their attention on social interaction and language development. The aim of this chapter is to present to readers an overview of social CALL. The authors begin with first-generation web tools, such as email, electronic mailing lists, and asynchronous discussion forums. Second-generation tools include blogs and wikis. Next, synchronous computer-mediated communication (SCMC) and intercultural CMC are described. The methodological principles that language teachers should follow when implementing SCMC tasks are provided. The authors follow this up with a case study of SCMC with text and audio. The case study provides the reader unfamiliar with SCMC an excellent example of how to draw learners’ attention to language features in context. The chapter concludes with social CALL and language learning social networks. Several websites, offering free and premium services, are provided.

Chapter 4, “What Digital Tools Work for L2 Learning”, focuses on tutorial CALL. Tutorial CALL involves the use of computer programs, websites, and other applications to practice the L2. Digital dictionaries, CALL for vocabulary practice, video and audio tools, authoring tools, and CALL for reading are reviewed. Suggestions are provided for making informed and thoughtful choices about CALL that will enhance L2 learning. In Chapter 5, “Games for Language Learning”, the authors turn to gaming and the notion of play as a way
to promote L2 motivation and language learning both in the classroom and outside of class. Games for L2 learning such as *Second Life* and *World of Warcraft* are discussed. Mobile apps are also described. LingroToGo is an app jointly developed by the Center for Applied Language Studies at the University of Oregon and the language learning start-up, Lingro Learning. Targeting all four skills through game-like activities, LingroToGo motivates users by an internal coinage reward system based on time on task, accuracy, speed, and problem-solving abilities. A unique feature of this app is the special attention it gives to providing students with support in the learning of pragmatic speech acts (e.g., refusing and inviting)—an area of language competence that unfortunately remains absent in most beginning Spanish textbook programs.

Chapter 6, “Digital Literacy and L2 Identity”, highlights the affordances digital storytelling provides to L2 learners who can experiment with and develop their emerging bilingual/bicultural identities. Corrective feedback tools, automated writing evaluation, online collaborative writing programs, social or collaborative reading, digital storytelling, and fan fiction are examined in the context of L2 digital literacies. The authors situate digital story telling and digital writing tools as opportunities for L2 learners to gain new insights into the L2 while simultaneously helping them develop a new sense of self. In the Epilogue, “Brave New Digital L2 Classroom, Revisited”, author revisits the core knowledge and performance bases of the language teacher in relation to the effective use of technology: instructors need to know about their respective content areas and the linguistic structure of the L2 and its culture; they must also understand how to design effective L2 tasks and activities; and they must develop a sense of when and where to tap into digital tools to enhance L2 learning.

Written by experts in the field, this authoritative, well-written book is an outstanding and necessary reference for language teachers, methods instructors, and curriculum designers.

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Publisher’s Response

We are grateful to Professor Hernández for this thoughtful and thorough review of the Third edition of *Brave New Digital Classroom: Technology and Foreign Language Learning*. We are especially appreciative of his recognition that this book is a necessary reference for language teachers, methods instructors, and curriculum designers. The recommendations in this book provide a guide for leveraging digital tools in the L2 classroom. Instructors interested in previewing this book can request an exam copy on our website at [http://press.georgetown.edu](http://press.georgetown.edu) or by emailing gupress@georgetown.edu.

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Georgetown University Press