



## Book Review

### New Directions in Technology for Writing Instruction

By Gonca Yangın-Ekşi, Sedat Akayoglu, and Leonora Anyango

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The incorporation of technology within educational settings has been a longstanding objective of policymakers worldwide (Regan et al., 2019). Writing instruction is one of the areas where the incorporation of technology has the potential to increase student learning (Cutler & Graham, 2008; Warschauer, 2007). To extend this scholarship, this volume examines various facets of technology's contribution to writing instruction, offering insights, research findings, and practical applications. The volume presents an eclectic compilation of academic works authored by experts in the discipline, encompassing an extensive spectrum of subjects pertaining to technology and the pedagogy of writing. The literary works address the evolving demands and requirements of English language acquisition through the provision of knowledge regarding online writing pedagogical platforms and environments. In addition, the volume furnishes a comprehensive comprehension of writing practices that are adaptive to the exigencies of teaching and acquiring writing skills in both regional and international educational settings.

The edited compilation is presented with an initial chapter that serves as an introduction, presenting a comprehensive overview of the background and structure of this volume and highlighting various themes that will be explored throughout the entirety of the work. Following the introductory chapter are 18 practical chapters that are thematically categorized into three distinct sections. Part I, "*Web 2.0 and Multimodality*," explores the potential of technological progress in contemporary language education, with a focus on optimizing pedagogical outcomes through the implementation of diverse multimodal strategies and the provision of pertinent feedback. Part II, "*Using Technology for Academic Writing*," delves extensively into the role of technology in the realm of academic writing. Part III, "*Research in Action*," illuminates the pedagogical instruments and activities that prompt teachers to take action in their teaching and learning practices. This section portrays teachers engaging in pedagogical practices informed by their understanding of technology and its potential to augment their instructional methods.

In the first section, Chapter 1 delves into the potential benefits of utilizing genre-based writing (GBW) in conjunction with technology to facilitate second language (L2) writers' acquisition of writing skills and familiarity with various genres in and outside the classroom. Chapter 2 tells in-service and pre-service English teachers about the inclusion of multimodal writing tasks by discussing the advantages and limitations of these tasks and examining recent efforts in the literature to address these limitations, with the aim of encouraging greater incorporation of multimodality in writing classrooms. Chapter 3 examines the accessible literature on wikis for language instruction and learning. In Chapter 4, the author emphasizes the significance of digital storytelling as a tool to aid English language learners in enhancing their writing abilities. Chapter 5 examines audio feedback and sheds light on its significance in language education. Furthermore, Chapter 6 provides a detailed examination of the use of screencasting as a means of delivering valuable multimodal feedback to students who are studying remotely. Chapter 7 elucidates contemporary pedagogical patterns and the use of vlogs within the contexts of English as a Second Language (ESL) and English as a Foreign Language (EFL) during the last decade. The final chapter in this section, Chapter 8, illuminates the efficacy of mobile-assisted language learning (MALL) in enhancing the writing proficiency of language learners.

The second section of the volume highlights a variety of topics regarding the integration of technological tools in academic writing, including the utilization of corpus tools for academic writing (Chapter 9), the use of Automated Writing Evaluation (AWE) tools to provide feedback toward students' writing (Chapter 10), and the amalgamation of the escalating significance of technology-focused approaches and digital literacy in the English language teaching and learning (Chapter 11). Completing all preceding chapters, the last chapter of this section delineates the potential of numerous technological instruments in avoiding and detecting plagiarism.

Furthermore, the last part of the book explicates the pedagogical tools and instructional activities that motivate teachers to take action in the teaching and learning process. It includes the examination of pre-service language teachers' perception regarding the utilization of corpus consultation in providing corrective feedback (Chapter 14), the experiences of L2 learners in leveraging student blogs for online peer evaluation (Chapter 15), the potential benefits of online journals in promoting interaction and autonomy for teachers and students (Chapter 16), practical insights from utilizing wikis as a means of facilitating collaborative writing (Chapter 17), and students' perceptions of a writing forum on the internet concerning their academic writing practices and motivation (Chapter 18).

Remarkably, the book provides a critical analysis of the potential impact of technology on the improvement of writing instruction. All of the chapters demonstrate the editors' and contributors' commendable level of expertise and knowledge, as evidenced by the analysis's profundity and the content's applicability. The chapters consolidate an extensive spectrum of theoretical viewpoints with meticulous study designs involving diverse participants and prompt multiple kinds of empirical evidence. In a similar vein, the contents' incorporation of deliberations pertaining to ethical implications, the digital gap, and the influence of technology on instructional methods presents an impartial viewpoint. The book prompts readers to exercise critical thinking by recognizing any possibilities of technology and to contemplate the consequences for varied teaching contexts and learners. Clearly, the volume has demonstrated a clear picture of the evolution of writing instruction in which the instructional processes are fueled by digitally connected technologies (Finkel, 2017). Not only does the book portray the practical experiences of technology-cultivated writing, but it also illuminates distinct phenomenological and psychological experiences of the processes (Mangen, 2014). To sum up, these technologies—and how we employ them—offer new opportunities for writing practice and learning while writing.

However, the book's emphasis on certain technologies while ignoring others is a minor shortcoming. While it covers a broad spectrum of topics, there may have been opportunities to explore specific technologies in greater depth. In addition, as technology is a rapidly evolving field, a portion of the book's content may soon become obsolete. The reader should bear this in mind and seek out supplementary sources for the latest advancements.

Undoubtedly, the volume constitutes a noteworthy contribution to the field of writing instruction. It holds critical value for individuals in the academic community, including pre-service and in-service teachers and policymakers interested in exploring the intersection between technology and writing education. Finally, it must be a valuable and informative resource for seasoned scholars and prospective researchers.

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