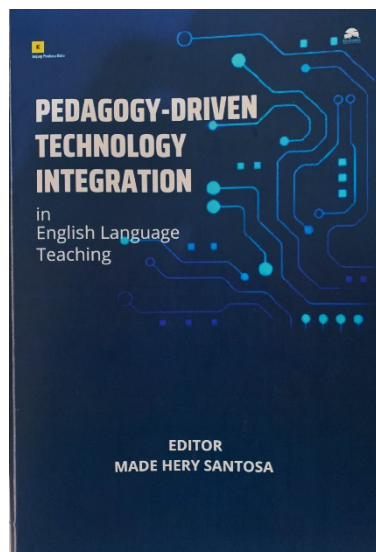# BOOK REVIEW

Title:	Pedagogy-Driven Technology Integration in English Language Teaching
Editor:	Made Hery Santosa
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Reviewers:	Yustinus Calvin Gai Mali, *Universitas Kristen Satya Wacana, Salatiga, Indonesia*

This book provides a concise review of 28 freely accessible and user-friendly technology tools (e.g., *Duolingo, Elsa Speak, Google Docs, Jamboard, PowToon, Pixtoon Comic, TED Talks,* and *Telegram*, among others). These tools encompass various domains of teaching and learning vocabulary, reading, and listening (i.e., receptive skills), writing, and speaking (i.e., productive skills), as well as engaging and motivating students in their language learning with technology. In their systematic review, the authors adopt the *technology review genre* in their writing, which includes four main components: introduction, utilization of technology, potential benefits and challenges to consider when using the technology, and final thoughts on the technology tools; points covering each component are also outlined in the first chapter of the book. Subsequent chapters delve into concise, detailed reviews of all 28 technology tools, providing a nuanced understanding of their pedagogical implications for English language teaching and learning.

The technology reviews featured in each chapter offer profound insights. Readers are initially presented with descriptions and empirical evidence of real-world language-teaching and learning issues, which in turn serve as theoretical underpinnings for the need to use the technology tool reviewed in the chapter. The descriptions are then coherently followed by a complete overview of each technology tool, supported with illustrative figures that enhance the clarity of the overview. The descriptions are further complemented by information on how each technology tool is used, its various features, and its potential for supporting language teaching and learning purposes. All of them are also discussed in light of relevant literature published in the last ten years and insights gleaned from previous studies, most notably Zhang's (2018) collaborative writing study for bilingual students, Jacobs and Renandya's (2015) extensive reading activities for students' learning engagement, and Ryan and Deci's (2020) motivation and autonomy study of language learners. Coupled with the authors' own rich experiences

either as university lecturers, school teachers, or post-graduate students when using the technology, these chapters not only offer an informed and comprehensive overview of each learning tool but also genuinely capture their real-case use in language-learning classrooms.

Furthermore, it is highly commendable that the authors were able to demonstrate balanced perspectives by not solely focusing on the technical and positive attributes of the technology tool. They also provided a section that acknowledges potential challenges and drawbacks when using the technology, ranging from teachers' readiness to use technology, lack of internet access, and security issues to broader aspects, such as health issues, including sleep deprivation and vision impairment caused by prolonged exposure to digital screens. This comprehensive package of information in each chapter serves as a valuable resource, empowering readers to make informed decisions when selecting technology tools that are aligned with their specific teaching and learning agenda.

The book also benefits academics and aspiring reviewers. Each technology review presented in each chapter serves as a clear writing exemplar for those aiming to conduct a similar review themselves, following the *technology review genre*. This genre, considered relatively novel by the book editor, potentially serves as a guide for future academics and reviewers to share their thoughtful perspectives on the pedagogical soundness and appropriateness of technology tools in addressing language teaching and learning-related issues. It would also be interesting to see the degree to which EFL students, teachers, and practitioners agree with the pedagogical benefits and challenges of using such technology tools as described in each chapter, and one simple research idea would be to construct Likert-scale questionnaire items from these aspects and garner their perceptions on the tools' efficacy and associated challenges.

Quite ostensibly, it is no surprise that the book's editor, Dr. Made Hery Santosa, is also the co-author behind all of the chapters reviewing technology tools, which were predominantly written firsthand by school teachers and post-graduate students. His reputation for coaching emerging authors and providing safe spaces for them to share their experiences in using technology (through the simple writing genre of *technology review*) certainly precedes him, and the results are impressive. The use of this genre, coupled with supportive supervision from the editor himself, renders the process of writing and publication more attainable, particularly for school teachers who often contend with demanding daily teaching schedules and administrative obligations. What Dr. Santosa has done as the book's editor demonstrates how a university lecturer can contribute to knowledge through writing collaborations with school teachers and post-graduate students.

Nevertheless, there are still some areas for improvement for the authors to enhance their technology review substantially. Discussions related to the potential drawbacks of using technology in some chapters repeatedly alluded to poor internet access and the lack of supporting technology facilities in schools. Although those are facts, readers would gain more insights if the authors expanded their discussions to challenges concerning pedagogical issues when using the technology (e.g., moments where technology fails to execute specific instructions), the potential misuse of technology by students for academic dishonesty, the quality of feedback given by the learning tool (e.g., *Grammarly*) for students' writing, or other

language teaching- and learning-related concerns experienced by the authors as well as those reported in previous studies. It would also be more fruitful if the authors could provide readers with possible evidence and research-based solutions to overcome those challenges. Readers might also benefit more from the book if the authors follow up their discussions with a simple lesson plan describing classroom activities they have successfully conducted with the support of the technology tools reviewed in the book; a crucial aspect to consider in future editions of this book.

Regardless of the areas of improvement as discussed above, this book review ends with a recommendation that the book would be worth adding to the library of anyone who is looking for various simple technology tools and effective strategies to integrate the tools into their teaching and learning practices. The book also provides a systematic writing genre model that allows academics and reviewers alike to review technology tools concisely, and viable ideas for writing and publication suitable for EFL (graduate) students. Lastly, and by far the greatest strength of this book, it offers key and relevant research findings as well for anyone hoping to enrich their planning of language-learning activities and tasks with the best and wisest use of technology.

THE REVIEWER

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