

***Technology-Mediated Language Teaching: From Social Justice to Artificial Intelligence.* Javier Muñoz-Basols, Luis Cerezo and Mara Fuertes Gutiérrez, Eds. Multilingual Matters, 2025, 330 pp.**

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Technology-Mediated Language Teaching: From Social Justice to Artificial Intelligence is a collection of articles with the overarching purpose of exploring the transformative impact of technology on language education. The book begins with an introductory chapter by Muñoz-Basols et al. outlining the Planning, Personalization, and Implementation (PPI) model which forms the conceptual foundation and structure of the book. These three PPI stages make up the three sections of the book, each with four chapters written by various authors. Furthermore, the chapter topics reflect the stages outlined in the *Application of the PPI (Planning, Personalization, Implementation) model* (p.8) which together form a “tool that encourages readers to reflect on the instructor's role in technology-mediated language teaching” (p.7).

The text addresses digital gaps, describes digital literacy as an “ethical imperative” (p. 3), and positions technology as a central tool for collective and collaborative knowledge construction. The editors aim to provide a useful resource to “educators, researchers, and program or team leaders,” (p.12). They also suggest interdisciplinary reading routes such as a focus on “learning environments, learning agents, upskilling, or teacher training” (p.11).

Planning for technology-mediated teaching is addressed in Part 1, which opens with the chapter *Access to Technology and Social Justice* by Melinda Dooly and Anna Comas-Quinn. Dooly and Comas-Quinn recognise the link between technology-mediated language teaching and systems of “social exclusion due to factors such as ethnicity, gender, sexual orientation, disability, social class or religion” (p. 21). This chapter highlights how closing the digital divide potentially benefits women and marginalised genders, who are explicitly identified as facing unequal access to technology due to sociocultural stigma and unequal domestic duties. As Dooly and Comas-Quinn point out, males have significantly greater access to information and communication technologies (ICTs) compared to their female counterparts in almost all parts of the world (UNESCO, 2019a as cited in Chapter 1, p. 23). The authors call for an emphasis on “digital cultural integrity” (Wang and Winstead, 2016 as cited in chapter 1, p. 29) which encourages young female learners to engage with technology and

aims to counteract the lack of positive gender representation. One significant contribution highlighted in the context of promoting this digital cultural integrity is the role of teachers. Language educators can actively work to help learners overcome the digital divide, not only concerning linguistic and cultural deprivation but also by addressing the lack of positive gender representation online. This initiative aims to foster an understanding and appreciation of the resources and knowledge of different groups, and of linguistic and cultural assets, while also exposing learners to a wider array of languages and cultures.

Moreover, Daria Mizza and Fernando Rubio advocate for Universal Design for Learning (UDL) in Part 1 Chapter 4 *Effective Technological Practices and Diversity*. The authors outline how the UDL framework prioritises inclusive and accessible design for *all* learners by anticipating diverse needs and removing some of the specific challenges faced by women and marginalised genders in language learning environments (CAST, 2024). One context in which UDL can be used is in the creation of a participatory language learning environment (p. 85). Such online environments allow for asynchronous access to learning materials, additional preparation time, automated tools for self-correction, moderated communication forums, individual and social reflection, and many other opportunities helpful to marginalised learners. As such, UDL, coupled with strategies for personalizing learning (pp. 90-92), fosters learner autonomy and creates a safe learning environment for all.

Part 2 introduces the *Personalization* stage of the PPI, with four chapters on how technology can be adapted to meet learners' individual needs. These chapters address the topics of motivation, anxiety, interactions, and assessment and feedback within technology-mediated language learning respectively. However, they do not relate these topics to digital cultural integrity or other gender-related issues described in Chapter 1. This section focuses mostly on the potential benefits of using digital tools without analysing the unequal access by gender. A reader may assume that Chapters 4 to 8 present the possibility of environments utilising a UDL framework to create a safe learning environment free from anxiety and judgment which could benefit all participants, regardless of gender. Discussion regarding anxiety in oral interaction and how it manifests in digital environments is covered in Chapter 6, *Anxiety and Virtual Learning*, by Zsuzsanna Bárkányi and Chapter 7, *Interaction in Virtual Learning Environments*, by Javier Muñoz-Basols and Mara Fuertes Gutiérrez. This is a particularly relevant point for the Japanese context, where oral interaction has long been under-encouraged in language education (p. 150). Bárkányi notes that “when faced with speaking with

other learners ... the respondents felt more confident at the end [after participating in lessons modelled on UDL guidelines] compared to the beginning” (p.149). These results regarding an increase in self-efficacy in oral interaction provide valuable contextual examples for how such digital tools as outlined above may be used to benefit any classroom.

Part 3 presents the implementation stage of the planning and personalization stages discussed in Parts 1 and 2. Readdressing some of the social exclusion described in Chapter 1, Chapter 12, *Digital Ludic Pedagogies (DLP): Videogames, Minigames, Extended Realities and Robots*, by Luis Cerezo and Joan-Tomàs Pujolà describes the concept of social transformation through digital literacy. However, the chapter focusses on the research’s results in relation to language learning and not social empowerment through technology.

Overall, *Technology-Mediated Language Teaching: From Social Justice to Artificial Intelligence* provides a comprehensive approach to technology-mediated language teaching, offering valuable insights into curriculum planning, personalization and implementation. In regards to the social considerations of new technologies, it identifies closing the digital gap and increasing digital literacy as an ethical imperative and recognises the role gender plays in these disparities. For readers specifically interested in integrating gender and other justice-oriented initiatives into language education, the book presents general technological examples that, if further combined with frameworks such as UDL, could become the basis for a more equitable and inclusive classroom.

References

CAST. (2024). *Guideline 7: Design options for welcoming interests & identities. Universal Design for Learning Guidelines version 3.0.* <https://udlguidelines.cast.org>

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