

## A Book Review of Researching and Teaching Second Language Writing in the Digital Age

Eunjeong Park<sup>1</sup>

<sup>1</sup>(Department of English Education, Sunchon National University, South Korea)

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**ABSTRACT:** Technology is essential in second language (L2) education, requiring both teachers and students to be digitally competent. Mimi Li's book, "Researching and Teaching Second Language Writing in the Digital Age," provides a thorough exploration of how digital technologies impact L2 writing. It addresses key areas such as multimodality, collaborative creative writing, and automated writing assessment, aiming to bridge the gap between research and practice. The book is structured into ten chapters, with six focusing on specific research topics including computer-mediated teacher feedback, peer response, digital multimodal composing, collaborative writing, automated writing evaluation, and corpus-based instruction. Each chapter reviews recent literature, discusses future research opportunities, and offers pedagogical implications. The book concludes by summarizing the main ideas and providing practical resources for educators and researchers. It serves as a valuable guide for those interested in L2 writing, CALL, and TALL, and is particularly useful for postgraduate learners and faculty in applied linguistics and education.

**KEYWORDS:** Automated writing assessment, L2 writing, multimodality, technology

Technology is vitally important in the second language (L2) education, and both teachers and students need to be digitally competent because the effective use of technology is critical in today's educational environment. This book aims at offering readers a comprehensive account of the latest advancements of six primary research areas demonstrating how digital technologies influence other aspects of L2 writing, as outlined by the author, Mimi Li. It serves as a comprehensive guide for L2 researchers and teachers, particularly those working in L2 writing and applied linguistics. This book speaks to the need to fill the existing gap in L2 writing and use of digital technologies. It concerns areas such as multimodality, collaborative creative writing with the help of technology, and automatic writing assessment, which have received attention in the last decade. The book aims to bridge the gap between research and practice, facilitating connections between the two.

It consists of ten chapters with six of them being content chapters that involve specific research topics. Each content chapter is divided into four subsections, covering the introduction to the topic and key terms, the analysis of the recently published literature in the last decade, future research directions and opportunities, and pedagogical implications. The book begins with an introduction (Chapter 1) outlining the subsequent chapters and stressing its potential for and relevant to L2 instruction in formal education settings. Chapter 2 provides an overview of the changing prospects of L2 writing and its key theoretical frameworks, exploring their connections to the advances in digitalities and the roles of literacy, feedback, assessment, and identity of L2

writers. It introduces major concepts such as digital literacies and computer-mediated communication and discusses core theories that have informed L2 writing research.

Chapters 3 to 8 outline six key research areas that have secured a significant grip in the field of L2 writing. Chapter 3 focuses on computer-mediated teacher feedback (CMTF), defining and describing different types of feedback and reviewing prominent articles on the topic. It explores themes such as attitudes and perceptions of CMTF and students' uptake of teacher feedback. The chapter provides practical suggestions for teachers, such as the use of specific platforms like Microsoft Teams for corrective feedback. Chapter 4 discusses computer-mediated peer response (CMPR), highlighting the benefits of online peer feedback over face-to-face feedback. It categorizes key research into themes such as different modes of peer feedback and the impact of CMPR on students' writing. The chapter also offers a list of applications and websites suitable for peer response. Chapter 5 explores digital multimodal composing (DMC), focusing on the use of various resources to create meaning. It categorizes key texts into themes related to DMC processes, both students' and teachers' perspectives, and learning and outcome development. The chapter recommends applications and websites for implementing DMC. Chapter 6 delves into computer-mediated collaborative writing (CMCW), discussing the research supporting its use in the classroom setting. It examines themes of prior research related to interaction, the writing process, written outcomes, influencing factors, and students' perceptions. The chapter concludes with technology resources for CMCW. Chapter 7 focuses on automated writing evaluation (AWE), discussing its relevance to L2 learning and reviewing key articles on topics such as AWE validity, perceptions, impact, and influencing factors. It highlights the need for more research in languages other than English and presents a list of AWE resources. Chapter 8 explores corpus analysis and corpus-based writing instruction, emphasizing the use of corpora as tools for data-driven learning and self-evaluation of writing. It outlines key research studies related to corpus approaches in L2 writing and covers themes such as corpus analysis, corpus-based instruction, learner-corpus interaction, and the effects of data-driven learning on genre learning and writing development.

Chapter 9 offers diverse scholarly resources, including books, journals, and websites, providing detailed descriptions for educational use. It serves as a reference beyond the book and a professional development resource, extending information on conferences and training opportunities. The final chapter, Conclusion, summarizes the main ideas presented throughout the book. It includes figures illustrating the interaction of teachers, students, and technology in digital L2 writing classrooms, as well as the overall contents covered in the book. The chapter discusses limitations and concludes with remarks about the growing field of L2 digital writing, expressing the hope that the book will serve as a foundation for further exploration and embrace of digital writing by scholars.

"Researching and Teaching Second Language Writing in the Digital Age" proposes multiple approaches to understanding and facilitating second language writing in the postmodern era. From this perspective, this review interrogates how new technologies are reconfiguring the nature of L2 writing and writing practices while offering both potential benefits and risks to the learners and teachers in the areas of L2 writing. The book includes the directions of L2 writing and technology that include the digital multimodal composing, asking for the tech mediated collaborative writing, seeking help from teachers and peers through online mode, automated writing evaluation, and corpus-based writing instruction. After a review of the related literature, the book discusses the theoretical approaches toward the integration of technology in the classroom and suggests practical guidelines for improved instruction in technologically enhanced learning environments to assist scholars in the teaching-learning process, along with exhaustive lists of valuable sources and methods for new research. Likewise, it is useful for researcher, teachers of English and/or other foreign and second language, and postgraduate learners in the fields of applied linguistics and education. Overall, this book can be highly beneficial to those who have interest in L2 writing, computer-assisted language learning (CALL), and technology-assisted language learning (TALL). It is a great source that can be helpful for graduate students and faculty, who attempt to investigate the pertinent issues of the fields. The structure of content chapters according to the stages of a research process allows the reader to easily follow the flow, and to distinguish its connection to prior publications. The book also has its practical value for further research, as it enriches the subject and can be an invaluable source of literature.