Michael Thomas and Hayo Reinders, eds. *Task-Based Language Learning and Teaching with Technology*. London: Continuum International Publishing Group. 2012. 242 pp. $55 (Paperback). ISBN: 9781441124012.

One of the first edited volumes to highlight research at the interface of task-based language learning and technology, Thomas and Reinders' text provides the reader with an introduction to the theoretical and pedagogical role of computer-assisted language learning (CALL) in task-based language teaching (TBLT), with a particular focus on computer-mediated communication (CMC), Intelligent CALL (ICALL), and Web 2.0 technologies. Divided into two sections, this text seeks to advance research agendas in both CALL and TBLT by presenting an overview of research on the use of tasks in technology-mediated contexts as well as chapters addressing the pedagogical application of computer-mediated tasks.

Following an introductory chapter that emphasizes the potentially beneficial relationship between these two areas of research, part 1 opens with Müller-Hartmann and Schocker-v. Ditfurth's review of TBLT in CMC. This chapter, which focuses on the sociocultural approach of activity theory (AT) for the use of technology-mediated tasks, presents an overview of research centered on the classroom. By taking a multidimensional view, the authors highlight the benefits of integrating the perspectives of AT and task-based pedagogy to more thoroughly examine the complexities of the computer-mediated learning environment. Extending the theoretical orientation of Chapter 2, Peterson's chapter explores the influence of psycholinguistic and sociocultural interactionist approaches on the use of tasks in network-based CALL. Acknowledging the centrality of interaction to both theories of language learning, the author then discusses nine empirical studies, which examine CMC as an environment for language learning. This research highlights many of the advantages and challenges of this unique context, and addresses the instructor's role in designing CMC tasks that encourage active participation.

Building on the overviews presented in the previous two chapters, Chapter 4 explores the subfield of ICALL, which applies Artificial Intelligence technologies to language learning, and how it has benefited from incorporating task-based approaches. Specifically, Schulze references *Spion*, a spy game that assists students in learning German, and *Herr Kommissar*, which places learners in the role of detective within a virtual world. The author addresses the difficulties of developing such games and of transferring the

software to other contexts, thereby presenting a realistic picture of some of the methodological challenges of designing and implementing ICALL. Chapters 5 and 6 discuss findings from studies that examine task design and CMC, presenting the reader with considerations for creating tasks for virtual learning environments. For example, Stockwell examines the differential effects of synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ACMC) on learner performance. Results indicated that students were more grammatically accurate during the SCMC task, a finding attributed to learner avoidance of more complex sentences. In Chapter 6, Collentine examines the output of advanced and intermediate university-level learners of Spanish during an interrupted task chatting activity and a post-task chatting activity. An analysis of the lexical and morphosyntactic complexity of the output led the author to conclude that advanced learners could benefit from interrupted CMC tasks, and intermediate learners from low-pressure post-task chats, suggesting that learners of varying proficiencies may react differently to diverse digital environments.

Shifting the focus to the pedagogical applications of technology-mediated tasks, part 2 begins with Hampel's chapter investigating how technology and language-learning tasks foster learner development in a blended language course. Through an examination of several task features, the author attempts to show how a focus on computer mediation as well as learner interaction and support can inform the design of CMC tasks. Although Hampel includes useful tables illustrating various facets of task construction, a sample task would have provided further illustration of theory in practice, especially for readers who may be new to the field. In Chapter 8, Raith and Hegelheimer investigate the contribution of e-portfolios to the development of preservice teachers' competency with task-based pedagogy. After uploading participants' teaching videos, trainees reflected on their and their peers' success at incorporating tasks in a language lesson, demonstrating the potential for e-portfolios to serve as an effective web-based medium for highlighting teachers' multimodal capabilities and their capacity to engage in communities of reflective practice.

Returning to the subfield of ICALL, Chapter 9 presents a research prototype of a virtual world, *Edubba*, aimed at supporting the "development of content-based writing and reading skills for 13–16 year old ESL/EAL learners" (p. 177). Through a critical analysis of a sequence of activities, Reeder demonstrates the software's potential to engage learners in authentic language tasks representative of those encountered by real-world journalists. The pilot study in Chapter 10 focuses on a telecollaborative encounter involving pre- and in-service teachers from the United States and Germany, and learners of

German in Poland and the United Kingdom. Although Hauck argues that "telecollaboration is particularly well-suited to raise awareness of online modes and meaning making, and to foster the development of multimodal literacy" (p. 199), an examination of participant exchanges was hindered by modification of the task mid-project, potentially impacting the strength of the conclusions readers may be able to draw from this particular chapter.

By emphasizing the utility of technology-mediated tasks, the final chapter renews the call for continued interdisciplinary research in TBLT and CALL. Motteram and Thomas present two promising vignettes detailing the language learning possibilities of virtual classrooms and Second Life, concluding with a call for teachers to consider both technological and methodological developments during the process of task design.

With contributions from a wide range of international researchers, this volume firmly situates CMC and Web 2.0 technologies in SLA theories and affirms the symbiotic relationship between TBLT and CALL. The variety of research presented in this book may inspire both novice and experienced researchers who wish to forge a tighter, advantageous connection between TBLT and CALL. Furthermore, teachers will find in this volume a comprehensive theoretical foundation upon which to design and implement technology-mediated pedagogical tasks. Overall, the content is thought provoking and insightful, and will serve as a fruitful starting point for instructors, researchers, and graduate students interested in second language task-based research and CMC.

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