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Education à l'image et communication numérique. Le rôle des médias dans les nouvelles pratiques éducatives

Alfabetización visual y comunicación digital. El papel de los medios en las nuevas prácticas educativas

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Our society is evolving at great speed from a digital standpoint. Communication is being transformed accordingly and, due to technology, is different from what it used to be just a few decades ago. But while the workplace is embracing all these innovations, it seems that the educational system does not incorporate these changes in communication and technology into the language teaching and learning process or, at best, it falls behind. However, because of the COVID-19 pandemic, a big step has been taken in the educational field towards digitalisation. The educational system, from school to higher education, has a major role to play, not only in preparing students for the digitalised labour market but also to help them become global citizens fully committed to society. Although students at present are considered to be digital natives and they are living immersed in technological tools and media communication, when it comes to use those tools in an academic environment or to produce multimodal texts, their digital skills are not as developed as expected.

This compilation of papers is aimed at redesigning the future of education to integrate digital and multimedia technology in language teaching and looks into this situation offering solutions, projects and tasks to be implemented in the classroom while also providing some results of the research carried out to this end.

Written in three languages (English, French and Spanish), this volume is divided into two parts and opens with an introductory section in which the authors state their purpose, “the present

volume aims to combine research with teaching practice to become a reference for language teachers, trainers, and researchers in educational innovation worldwide” (2022, 3).

The first part of this book refers to redesigning the future of education through digitalisation while in the second part the integration of digital and multimedia technologies in language teaching is addressed. This monograph consists of 14 chapters which aim at ways of promoting creativity and innovation in the area of visual literacy and digital communication in the classroom.

Under Part I in Section 1, *Transmedia and Student Engagement*, we find four interesting articles dealing with visual literacy and language education from different perspectives. Amor Pérez Rodríguez (Universidad de Huelva) highlights the importance of developing the media competence as part of the communicative skills of language students using multimodal texts and bringing into the classroom the current ways of storytelling that students are exposed to everyday through hypermedia, transmedia, multimedia, and multimodal texts.

Annalisa Raffone (University of Naples “L’Oriental”) claims for the need of new instructional designs in L2 teaching and learning, specifically focusing on Digital Storytelling (DTS). She carried out a case study with EFL Italian University students. The findings of this mixed method analysis reveal that students found DTS very motivating and rewarding to develop digital, research, language, cooperative, organizational, and problem-solving skills through active learning. Students positively perceived the meaningful integration of technology in the English language learning context. DST in the L2 classroom represents a transformative experience for both teachers and students, shifting from a teacher-centered to a student-centered approach.

Carmen Herrero (Manchester Metropolitan University) refers to how digital technologies have transformed the way in which we communicate and how this has had a clear impact on education, particularly relevant in second language teaching and learning. In this chapter she analyses the preliminary results of an (exploratory) research project “Transmedia practices: open educational resources for students by students,” carried out at Manchester Metropolitan University, and outlines an example of OER enabled pedagogy that aims to reduce the digital dissonance between informal and formal digital learning.

In the last paper of this section, Corina Sandu (King’s University College at Western, Canada) explains the Molière project, her new method for teaching and assessing a French literature online course aimed at Anglophone students. It was developed in Canada over a seven-week period during the pandemic, the main goal being to overcome the distance and the interaction difficulties in an on-line course by encouraging students to read French classics and to take part in on-line class discussions. The Molière project was developed in three stages: a) multimedia digital artefacts production; b) portfolio creation; and c) peer feedback—assessed through three detailed rubrics. An important part of the project comprises students’ feedback on their own experience with this method. The results are very impressive: with 100% participation of the students, 97.3% of them being vastly interested in the way they had learnt.

Under Part 1 in Section 2, *Challenges and Opportunities*, Francesca Nicora, Oriana Bologna and Laura Incalcaterra McLoughlin (National University of Ireland, Galway) address the need to redesign the future of higher education institutions to bring them in line with the needs of the current workplace. Based on the Lilac project, they have designed a module for teaching languages on-line, comprising learning technologies for students to succeed in a digitalised labour market. Curricula in higher education should be updated accordingly. Their findings derived from the data analysis of students’ self-evaluations and reflections reveal an improvement in terms of confidence and self-esteem in the five macro-areas explored in the field of learning and teaching languages

on-line: moving to e-learning, digital and organisational skills, social and collaborative engagement and on-line assessment.

In Chapter 6, Claudia Ioana Doroholschi, Loredana Bercuci, Mădălina Chitez, Andreea Dincă and Roxana Rogobete (West University of Timișoara, Romania) analyse the abrupt transfer to on-line teaching that took place as the result of the COVID-19 pandemic. This shift to on-line teaching is considered from the academic staff point of view at the West University of Timișoara, in Romania. This “emergency remote teaching” (Barbour, Labonte, Hodges, Moore, Lockee, Trust, Bond, Hill & Kelly, 2020) meant that the on-line transition took all by surprise and face-to-face classes were just moved on-line without hardly any preparation, using only the existing available digital tools in any given institution. The challenges the authors present in this study go in line with the findings of previous studies (Bryson & Andres 2020; Cutri & Mena 2020; van der Spoel, Noroozi, Schuurink & van Ginkel, 2020; Iglesias-Pradas, Hernández-García, Chaparro-Peláez & Prieto, 2021). The authors give a detailed account of the experiences of ten faculty members during these difficult times to conclude that, although they all prefer face-to-face teaching, digitalisation is a necessity in higher education along with adequate teacher training.

In line with the previous study, but this time from the students’ perspective, Alexandra Cotoc and Raluca Pop (Babeș-Bolyai University) analyse the issues of on-line teaching in the COVID-19 pandemic in Romania to investigate students’ attitudes towards the use of some digital tools: on-line quizzes, Mentimeter, Kahoot, Millionaire game and Padlet. Their findings show how the students rank these apps, but they also indicate a strong preference for video conferences (synchronous meetings). Even further, they reveal that students are still used to the traditional setting, and they have a preference for a face-to-face environment.

Section 1 of Part II of the volume, *Visually Oriented Approaches to Teaching Language Skills and Competences*, begins with Marija Mijušković and Saša Simović (University of Montenegro) studying the use of digital technologies to develop reading comprehension skills in English as a foreign language at the University of Montenegro. The technologies—jigsaw reading, chain storytelling and role-play—are used to enrich the teaching material and thus as complementary to a textbook. In the same line, Mackarena Kartsevski (Pontificia Universidad Católica de Valparaíso), Cristian Sanhueza-Campos and Katia Sáez Carrillo (Universidad de Concepción) provide a study to enhance vocabulary and reading comprehension in SLA through a specific type of hypermedia gloss (lexical hyperlinks) carried out in two Chilean public schools. The results show that using a vocabulary strategy to support comprehension is highly effective for vocabulary knowledge and reading comprehension. It is very interesting to see how learners decrease the clicking on the hyperlink for words that appear repeatedly, suggesting that they have learnt the meaning of that word. Indeed, this study could help EFL teachers to create computer-based environments in order to motivate students to learn vocabulary and to prepare students for standardized tests as the authors suggest.

Elise Cantiran (Université Paris 3 La Sorbonne Nouvelle), focusing on primary students, develops the use of another digital tool, Popplet, to help second graders to visualize their learning and promote social emotional learning (SEL) and collaborative work on a remote learning context due to COVID-19. The skills developed are reading comprehension —by creating their own characters to be part of a story—, the ability of understanding others’ feelings and collaborative work. We should highlight here that, before exposing the children to Popplet, quite a long time was invested in creating routines with the students which gave them the confidence and familiarity required to complete the task.

Katja Anderson (University of Maryland Global Campus, USA) and Natasha Audrey Anderson (Johannes Gutenberg University, Mainz, Germany) provide a very useful wide range of Open Educational Resources (OER) for German, French and English courses that can be easily and freely accessed and adapted. Another excellent practice that the authors suggest is to conduct virtual field trips that will take language students closer to the cultural aspects of the language. These visual field trips are based on a three-way model of reception, interaction, and production to develop digital and media literacy in accordance with the CEFR Companion Volume published in 2020 (Council of Europe, 2020). A list of best practices for organising visual trips together with guiding questions are provided for the benefit of the instructors.

In the second section of Part 2, we find three articles under the umbrella of *Image, Video and Audio-Based Learning Experiences*. Paula Wood Borque (Universidad de Zaragoza) opens with a pilot corpus of films and series (CAMELLS) and how they are exploited in the secondary EFL classroom. The corpus, which has been compiled following students' preferences for films and series, contains a useful coding system for some language features, such as topics, subtopics, language function, grammar structures and semiotics based on authentic language and socio-cultural aspects.

María Carmen Sánchez-Vizcaíno (University of Economics, Bratislava) analyses the potential of the videoclip within the European context to foster citizenship, inclusion, and democracy (European Union, 2019) in the language classroom. She describes a bitter scenario for the European youth in terms of racism and coexistence of different cultures. In light of the findings, she claims the need to introduce visual literacy in the current pedagogies in the educational system.

Geneviève Guetemme (Université d'Orléans) proposes the study of the visual arts and the reflection on images at school in line with UNESCO's new media and information literacy program launched in April 2021. The inclusion of Visual Studies as a pedagogical method in any subject serves as a critical approach to promote critical thinking and questioning on social matters from an early age. There are three stages in the pedagogical method: a) information, b) evaluation and c) interpretation. The author highlights the importance of learning by doing and illustrates the method with the study of images from the artist and journalist Zehra Doğan.

The volume under review is potentially appealing to researchers, institutions and language instructors of all educational levels. It comes in the right moment of technological developments, changing methodological approaches and the acceptance of new literacies. Throughout the articles, we find connections amongst educational policies and new ways of communication in a globalised world of languages.

This innovative volume offers not only an extensive review of the most recent research on this matter, but it is also accessible to practitioners as each section suggests some activities that could make the teaching of the language more attractive by virtue of digital and multimedia technologies.

For language teachers, the appeal will depend on their pedagogical, technological confidence, sensitivity and, indeed, their willingness to embrace technology and visual literacy in the language classroom. For language learners, it will depend on their attitudes to accept technological novelties in the language classroom. Further research would be welcomed in this area.

The book is highly recommended reading as a source of inspiration. Let us hope that the second volume will be forthcoming soon.

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