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Review of Rubin, H., Estrada, L., & Honigsfeld, A. (2022). Digital-age teaching for English learners: A guide to equitable learning for all students (2nd ed.)

Hanrui He

Austin Peay State University, heh@apsu.edu

Andrea Rakushin Lee

Austin Peay State University, leea@apsu.edu

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**Review of Rubin, H., Estrada, L., & Honigsfeld, A. (2022).
*Digital-age teaching for English learners: A guide to
equitable learning for all students* (2nd ed.)**

Hanrui He

heh@apsu.edu

Andrea Rakushin Lee

leea@apsu.edu

Author 1: Hanrui He

Affiliation: Austin Peay State University

Email address: heh@apsu.edu

Author 2: Andrea Rakushin Lee

Affiliation: Austin Peay State University

Email address: leea@apsu.edu

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Review of Rubin, H., Estrada, L., & Honigsfeld, A. (2022). *Digital-age teaching for English learners: A guide to equitable learning for all students* (2nd ed.)

Rubin et al.'s (2022) *Digital-age teaching for English learners: A guide to equitable learning for all students* (2nd ed) is a valuable resource for current and future English language educators striving to meet their students' academic and digital needs and to improve digital literacy equity. As a historically marginalized group, English learners (ELs) are often forgotten in the general classroom or may not be given the attention and resources that they need to thrive. In addition, educators who have not had formal language education training may feel unprepared to teach ELs. This book offers not only practical, ready-to-use materials for classroom implementation but also provides theoretical frameworks and approaches for educators who are interested in exploring digital tools further.

First, the book has many intentionally crafted elements that are valuable to readers. Each chapter is organized systematically with ample visuals that display key concepts. The information is presented clearly and concisely with a good balance of visuals and text. Each chapter includes a "Digital-age learning experience" section explaining how to use new technological tools and resources. Up-to-date resources that can engage ELs in improving English language proficiency are provided. An "Understanding ELs" section explains specific methodologies and strategies that educators can use to teach ELs. The textbook also has a novel approach, including "Make-It-Your-Own Lesson Seeds," which provides quick tips and valuable ideas for enhancing lessons. "Consider This" offers more profound insights into different viewpoints and how to share ideas with coworkers. In the "Digital-Age Explorer's Corner," the authors share authentic stories of educators using various technological tools in English classes. Additionally, each chapter provides questions for discussion and reflection for professional learning network

groups, which readers are encouraged to create. The concise chapter summary makes it easy for educators to pull key concepts for a quick knowledge check.

Holistically, the book can also serve as a comprehensive handbook to educators currently teaching ELs. Additionally, each chapter offers a new perspective. For instance, Chapter 1 discusses multiliteracies and multimodalities in supporting language teaching in a technology-rich world. The idea of flipping Bloom's Taxonomy as an instructional strategy to promote students' critical thinking is fascinating. Chapter 2 centers on the six language domains (listening, speaking, reading, writing, viewing, and visually representing) and how various strategies and technological resources can enhance the development of each domain. Chapters 3, 4, 5, and 6 focus on assessment, instructional, theoretical, and communication methods to promote ELs' critical thinking, creativity, and confidence in learning. It is especially worth noting that the book connects authentic teaching practice with frameworks by detailing how technological theoretical frameworks, such as SAMR (substitution, augmentation, modification, and redefinition), are utilized in teaching. As teacher educators who instruct future teachers on how to implement technological tools in the classroom and become educational leaders in a digital age, we found this chapter especially intriguing. Current classroom teachers often have ample practical experience in teaching. However, they might need more theoretical frameworks and relevant research to support their practice. Incorporating the tech framework mitigates the knowledge gap and assists readers in sense-making. Moreover, Chapters 7 and 8 highlight the critical role that digital literacy plays in building inclusive and safe digital-age learning communities. The authors call on educators to shift from traditional industrialized teaching models to redesigning the physical and virtual classroom to foster a digital-age learning ecosystem. Finally, the book concludes with parting thoughts, tools, and resources connected to the chapters, which can serve as an invaluable inventory for educators to explore further.

There are also areas in which the book could improve. Technology and new research emerge daily, so incorporating emergent tools and more recent research studies to support the various methods of teaching ELs could have further strengthened the book's credibility. Including more data related to technology use and outcomes in language education will be beneficial. Moreover, AI will continue to shape and redefine the educational landscape. Many still have mixed feelings about it due to potential drawbacks and ethical concerns. The book lacks insights into how AI could impact teaching ELs in a digital world. In particular, generative AI is a hot topic in language education. Further examining how generative AI can aid in language development could add more depth to the book. As technology is constantly evolving, educators need to remain mindful that some tools may quickly become obsolete or need updates.

To conclude, Rubin et al.'s (2022) *Digital-age teaching for English learners: A guide to equitable learning for all students* (2nd ed) is a valuable book for EL teachers. Education majors who want to teach ELs and teacher education program leaders should consider adding this book to their must-read list. After reading this book, teachers and preservice teachers will feel more empowered and supported in teaching ELs.