

# Handbook of Research on Foreign Language Education in the Digital Age

Part of the Advances in Educational Technologies and Instructional Design Book Series

Congcong Wang (University of Northern Iowa, USA) and Lisa Winstead (California State University, Fullerton, USA)

## Description:

The role of technology in the learning process can offer significant contributions to help meet the increasing needs of students. In the field of language acquisition, new possibilities for instructional methods have emerged from the integration of such innovations.

The **Handbook of Research on Foreign Language Education in the Digital Age** presents a comprehensive examination of emerging technological tools being utilized within second language learning environments. Highlights theoretical frameworks, multidisciplinary perspectives, and technical trends.

## Readers:

This book is a crucial reference source for professionals, curriculum designers, researchers, and upper-level students interested in the benefits of technology-assisted language acquisition.

**ISBN:** 9781522501770

**Release Date:** June, 2016

**Copyright:** 2016

**Pages:** 450

## Topics Covered:

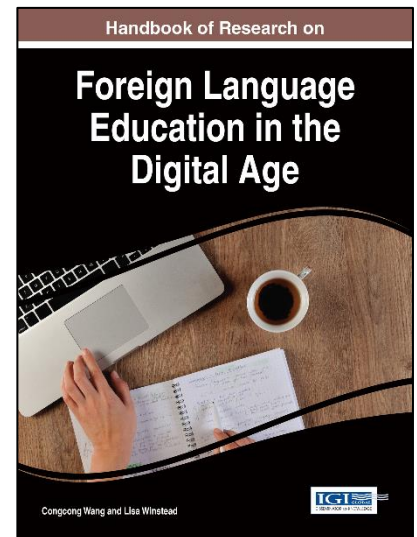
- Blended Learning
- Computer-Assisted Learning
- Content Management Systems
- Digital Literacy
- Mobile Devices
- Online Learning
- Social Media

**Hardcover +  
Free E-Book:**

**\$275.00**

**E-Book +  
Free Hardcover:**

**\$275.00**



## Order Information

Phone: 717-533-8845 x100

Toll Free: 1-866-342-6657

Fax: 717-533-8661 or 717-533-7115

Online Bookstore: [www.igi-global.com](http://www.igi-global.com)



## Table of Contents

### Preface

### Acknowledgments

#### Introduction: Foreign Language Education in the Digital Age

Congcong Wang, University of Northern Iowa, USA  
Lisa Winstead, California State University, Fullerton, USA

#### Chapter 1 Commentary

Reflection: How Now Shapes the Future – Emerging Trends from the  
Less Commonly Taught Languages Trenches  
Jacques du Plessis, President of the National Council of Less  
Commonly Taught Languages, University of Wisconsin-Milwaukee,  
USA, and the University of KwaZulu-Natal, South Africa

## Section I

### Technologies across Continents

#### Chapter 2

The Structural and Dialogic Aspects of Language Massive Open  
Online Courses (LMOOCs) – A Case Study  
Carolyn Fuchs, City University of Hong Kong, Hong Kong, China

#### Chapter 3

Mind Your Hashtags: A Sociopragmatic Study of Student  
Interpretations of French Native Speakers' Tweets  
Geraldine Blattner, Florida Atlantic University, USA  
Amanda Dalola, The University of South Carolina, USA  
Lara Lomicka, The University of South Carolina, USA

#### Chapter 4

Challenges and Perspectives of Language Education Technology in  
Brazil: From Confronting Native Language Loss to Implementing EFL  
Classes  
Eliane Thaines Bodah, Thaines & Bodah Center for Education and  
Development, USA  
Josh Meuth Alldredge, Community Partnership for Child Development,  
USA  
Brian William Bodah, Washington State University, USA  
Alicinda Neckel, IMED University, Brazil  
Emanuelle Goellner, Federal University of Rio Grande do Sul, Brazil

#### Chapter 5

Teaching Spanish in the Digital Age: A Flipped Classroom or Just  
Hybrid?  
Clara Burgo, Loyola University Chicago, USA

#### Chapter 6

Beginning Chinese Foreign Language Online Course Design: Utilizing  
Multiple Digital Modes and Assessments  
Baili Li, Purdue University, USA  
Sijia Yao, Purdue University, USA  
Wei Hong, Purdue University, USA

## Section II

### Web-Collaboration across Languages

#### Chapter 7

Creating a Micro-Immersion Environment through Telecollaboration  
Tasha N. Lewis, Loyola University Maryland, USA

#### Chapter 8

Developing Key Competencies for Life-Long Learning in Online  
Collaboration: Teaching ICT in English as a Medium of Instruction

Margarita Vinagre, Autónoma University of Madrid, Spain

#### Chapter 9

Translanguaging in Multilingual Chat Interaction: Opportunities for  
Intercomprehension between Romance Languages  
Silvia Melo-Pfeifer, University of Hamburg, Germany

#### Chapter 10

French-Chinese Dialogical Interaction via Web Collaborative Blog-  
Writing: Code-Switching to Extend Online Tandem Language Learning  
Ya Rao, Paul Valéry University, France  
Congcong Wang, University of Northern Iowa, USA  
Jacob Bender, University of Iowa, USA

## Section III

### Less Commonly Taught Languages

#### Chapter 11

Yiddish in the 21<sup>st</sup> Century: New Media to the Rescue of Endangered  
Languages  
Agi Legutko, Columbia University, USA

#### Chapter 12

Korean Foreign Language Learning: Videoconferencing with Native  
Speakers  
Byung-jin Lim, University of Wisconsin-Madison, USA  
Danielle O. Pyun, Ohio State University, USA

#### Chapter 13

Globalization and Possibilities for Intercultural Awareness: Multimodal  
Arabic Culture Portfolios at a Catholic University  
Sawsan Abbadi, Loyola University Chicago, USA

## Section IV

### Teacher Education and Learning Strategies

#### Chapter 14

The Role of Multi-media in Expanding Pre-Service Teachers'  
Understanding of Culturally and Linguistically Diverse Classrooms and  
Furthering their Professional Identities  
Latisha Mary, ESPE de l'Académie de Nancy-Metz, Université de  
Lorraine, France  
Andrea Young, ESPE de l'Académie de Strasbourg, Université de  
Strasbourg, France

#### Chapter 15

Investigating Mobile Assisted English Foreign Language Teaching and  
Learning in China: Issues, Attitudes and Perceptions  
Haixia Liu, Michigan State University, USA and Beijing Normal  
University Zhuhai Campus, China  
Wenhao Tao, Beijing Normal University Zhuhai Campus, China  
William Cain, Michigan State University, USA

#### Chapter 16

Mexican Heritage ELL and Native English Speaker Interaction: A Case  
Study of Tandem Language Learning Strategies  
Lisa Winstead, California State University, Fullerton, USA

#### Chapter 17

The Impact of Blog Peer Feedback on Improving Iranian English  
Foreign Language Students' Writing  
Mohsen Shahrokhi, Islamic Azad University, Iran  
Shima Taheri, Islamic Azad University, Iran

Dr. Congcong Wang (Ph.D. in Language, Literacy, and Technology, Washington State University) is an editor, researcher, translator, bilingual writer, online course developer, and the vice-president of the Iowa Chinese Language Teachers Association. She has a master's degree in Bilingual/ELL Education and B.A. in English. Her research focuses primarily upon computer-assisted language learning, cross-cultural psychology, and teachers' awareness of development and cultural studies. Her qualitative and quantitative research has appeared in the *International Journal of Computer-Assisted Language Learning and Teaching*, and the *Journal of Personality and Social Psychology*. She presents regularly at conferences such as ACTFL, NCOLCTL, CLTA, and NAR bicentennial. Across the United States and China, she has developed a variety of technology-enhanced face-to-face, hybrid, and online courses offered in synchronous and asynchronous formats for four universities and over 10 programs. She has taught a wide array of university courses, including Beginning to Advanced Chinese language, culture, literature, media, history, and instructional technology, as well as EFL/ESL education at the K-12 level. At the University of Northern Iowa, she relishes working with her colleagues in Languages and Literatures who have given her great support in developing this book. In addition to academic publications, she has also published short stories in Chinese, traditional and digital art works, a children's book, and translations. With an interest in bridging cultures and introducing Asian artists to western audiences, she has performed many Chinese-English translations of international research projects, poetry, interviews, documentaries, commercials, and non-profit organizations. She reviews translated poetry for the *North American Review*, the oldest literary magazine in the United States. She enjoys her collaboration with diverse researchers on international research projects and technology-assisted learning programs for student-athletes, migrant students, preservice teachers, and international scholars.

Dr. Lisa Winstead is the Spanish Bilingual Authorization Coordinator and Associate Professor in the Department of Elementary and Bilingual Education at California State University, Fullerton. She received her doctorate in Curriculum and Instruction with an emphasis in language, literacy and culture at the University of the Pacific. She has a master's in International Relations. She has also studied at Waseda University in Japan and Lyon II University in France. These experiences in addition to her high school experience in Mexico, and work as a bilingual reporter for (ABC, Sacramento) Progreso, have influenced her research. Her research interests include heritage and bilingual education, migrant education, second language acquisition, and technological approaches that provide access to language learners globally in socially just and responsive ways. She teaches courses at CSU Fullerton, including Second Languages, Latinos in Education, and Bilingual Methods in Spanish, to prepare teachers who will serve in dual immersion programs. She is also involved in the translation of French and Spanish manuscripts to assist researchers around the world in gaining publication access. Her publications in scholarly peer-reviewed journals include "Apprehension and motivation among adolescent dual language peers" in *Language and Education*, "Coming to voice: Preparing bilingual-bicultural teachers for social justice" in *Equity and Excellence in Education*, and "A journey to medieval China: Using technology-enhanced instruction to develop content and digital literacy skills" in *The Social Studies Journal*. These and other research are regularly presented at regional, national, and international conferences, including the International Symposium on Bilingualism, the National Association for Bilingual Education, the Children's Identity and Citizenship in Europe, and the American Educational Research Association. She is thankful for the support of her colleagues and students during this process.

#### Order Information

Phone: 717-533-8845 x100

Toll Free: 1-866-342-6657

Fax: 717-533-8661 or 717-533-7115

Online Bookstore: [www.igi-global.com](http://www.igi-global.com)

