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
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
Carolin 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 Blathner, 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 Traines Bodah, Traines & Bodah Center for Education and
Development, USA
Josh Meuth Aldredge, Community Partnership for Child Development,
USA
Brian William Bodah, Washington State University, USA
Alcindo 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
Bailii 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 Valery 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 21st 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
Furthing 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
Wenhai 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 Shahrokhii, 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.