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.

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Topics Covered:

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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 Biliteracy, 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.