The Foreign Service Institute categorized languages into different levels according to how much time a learner needed to take to get proficiency. For example, the institute said an ordinary person who will need 1,320 hours to be proficient in Chinese; and, 480 hours to reach the same level in French, Spanish, and Italian.

Many researchers are doing research on how to use ICT to help teachers teaching languages better and to help students learning language efficiently. The National Security Education Program (NSEP), at the U.S. Department of Defense, proposed $24 million to create incentives to teach and study critical need languages in K-12; and, also proposed $1 million to do nationwide Department of Education E-Learning Language Clearinghouse in order to deliver foreign language education resources to teachers and students across the country.

Moreover, The College Board's report showed that there were more than 2,400 schools that had shown their interests in participating the Advanced Placement (AP) Program in Chinese. Consequently, The College Board offered Chinese AP courses to high school students in 2006, Chinese Language and Culture. Currently, the College Board offers AP program for seven different languages include Chinese, English, French, German, Italian, Japanese, and Spanish (http://apcentral.collegeboard.com/apc/public/courses.descriptions/index.html).

In general speaking, it is quite difficult to teach a language if there is not good enough or suitable teaching materials and teachers. Fortunately, e-learning courses make it easy for students learning both languages and cultures, via Information and Communication Technologies (ICT). This book can offer both students and teachers good language and culture e-learning research resources, furthermore, it can be a forum to give potential teachers and researchers opportunities to suggest and participate in developing upcoming language and culture related e-learning courses.

THE OBJECTIVES OF THIS BOOK

The objectives of this book are trying to collect high-quality Language and Culture e-learning researches and courses and to be a reliable teaching resource to teachers. Section I mainly focuses on the researches of learning languages with ICTs and Section II focuses on finding the relations between language and culture learning. Moreover, the Section III in this book reveals the technologies which enhance Language and Culture, teaching and learning. There are selected readings in Section IV, including culture-based language learning objects for Computer Assisted Language Learning (CALL), intercultural reflections on designing/developing culturally-oriented learning and collaborative project-based learning, principles of good practice for virtual international collaboration, and communication barriers and conflicts in cross-cultural e-learning.
THE AUDIENCE

a. Students who want to learn either second language or culture.
b. Teachers who teach language and culture and want to know reliable and high quality e-learning research results and resources.
c. Researchers who are doing language and culture related e-learning researches can have the idea of the latest research results and see if there is any opportunity for collaboration.

THE SCHOLARLY VALUE OF THIS BOOK

a. Researchers can have a reliable resource about the latest research progress of language and culture e-learning researches.
b. Teachers can take this book as resource references when they are teaching language and culture.
c. Researchers and teachers can make suggestions and comments to the authors in developing next generation language and culture learning technologies.