About the Contributors

**Shuai Li** is an Assistant Professor of Chinese at Georgia State University. He is the director of GSU’s Chinese program in the Department of Modern and Classical Languages. His research interests include interlanguage pragmatics, Chinese as a second language acquisition, computer-assisted language teaching and learning, and business Chinese instruction. His research papers have appeared in *Language Learning, Modern Language Journal, Pragmatics and Cognition, Chinese as a Second Language Acquisition Research*, and *Journal of Chinese Language Teachers Association*.

**Peter B. Swanson** is an Associate Professor of Foreign Language Education at Georgia State University. He is the Director of Graduate Studies in the Department of Modern and Classical Languages and also serves as the Director of the Foreign Language Teacher Preparation Program. His two strands of research focus on (1) the assessment and the integration of technology into instruction and (2) the recruitment and retention of language teachers. He has authored dozens of publications, and his latest book, *Identifying and recruiting language teachers: A research-based approach* advances an empirical approach to determining the personality patterns of language teachers and methods for recruiting such talented individuals into the profession.

***

**Yuka Akiyama** is a PhD student in Applied Linguistics at the Department of Linguistics, Georgetown University. Her research interests include social interaction, corrective feedback, and task-based language teaching. Her current research agenda is centered on investigating interaction that takes place in telecollaboration/virtual language exchange, a method where language learners teach and learn each other’s languages and cultures using technology. Prior to starting her PhD at Georgetown University, she had taught Japanese at American Universities like the Massachusetts Institute of Technology and Boston University. She also coordinated task-based language exchange projects between schools in Japan and the United States and is actively engaged in setting up such exchange programs at Georgetown University. Her previous publications investigated the effect of dynamic written corrective feedback and the use of telecollaboration for faculty development.

**Li-Yun Chang** is a doctoral candidate in the cognitive psychology program and a graduate student researcher in the Learning Research and Development Center at the University of Pittsburgh. She completed her BEd in 2008 and MEd in 2010 in Educational Psychology and Counseling at National Taiwan Normal University, Taiwan. Her research focuses on the cognitive mechanisms related to second language
acquisition, especially word-level processing. One line of her research focuses on Chinese orthography, specifically the probability that a radical appears in a permissible position within a configuration, and how statistical regularities inform Chinese orthographic learning. Another line of her research investigations how the similarities and differences between writing systems (e.g., English and Chinese) affect how adults learn to read in a foreign language. The methodologies she uses to address these issues include corpus linguistics methods, cognitive experimental approaches, and electrophysiology (ERPs).

Julie Dell-Jones is a doctoral candidate in Second Language Acquisition/Instructional Technology at the University of South Florida. Her research interests include multiliteracies, critical literacy, and multicultural education. She draws from a background in visual arts in her approach to interdisciplinary language pedagogy and advocates for both arts-infused education and arts-based research methodologies. Recently, Julie has led creative collaborative projects using photo-elicitation with English language learners and has used digital storytelling and arts-as-inquiry to explore language-learning experiences. She has taught French and English as a foreign language and English as a second language. She currently teaches various ESOL education courses to pre-service and in-service teachers.

Wenhao Diao is an Assistant professor in the Department of East Asian Studies and an affiliated faculty member in the interdisciplinary graduate program of Second Language Acquisition and Teaching (SLAT) at the University of Arizona. Using sociolinguistic and ethnographic approaches, her research examines language socialization processes between study abroad students and local speakers. She is also interested in understanding how gender, nationality, and place are constructed through language in contemporary China. Dr. Diao received her PhD from Carnegie Mellon University in Pittsburgh, Pennsylvania. Some of her recent work has appeared in *Frontiers: The Interdisciplinary Journal of Study Abroad, Texas Linguistic Forum*, and the *Journal of International Students*.

Miriam Eisenstein Ebsworth is the director of Doctoral and Post-MA Programs in Multilingual, Multicultural Studies at New York University. She has worked with second language learners from K-adult for over 40 years, has mentored second language teachers and researchers, and has held various leadership positions on a local and national level. In addition to her research in sociolinguistics, L2 writing, and second language pedagogy, Miriam is co-developer (with PI Pat Duffy) of *Action Through Words*, an online course for English learners whose content is how the UN works for peace around the world. She is research editor of *Writing and Pedagogy* and also serves on the editorial boards of the *Bilingual Research Journal* and *The International Journal of Foreign Language Teaching*. Dr. Ebsworth is currently chair of the Research SIG of the National Association for Bilingual Education.

Paula Garrett-Rucks (PhD in Second Language Acquisition with concentration in French) is an active researcher in foreign language instruction and learning and second language learner identity. Recent and forthcoming publications center on the formation of learners’ cultural perceptions and stereotypes, the role of affect in second language learning and the use of technology in foreign language instruction. Dr. Garrett-Rucks has presented her papers nationally and internationally at venues such as AAAL, AILA, ACTFL, CERCLL and SLRF in addition to having conducted multiple workshops and presentations at the local and state levels. Dr. Garrett-Rucks also serves as a reviewer for peer-reviewed scholarly journals such as the *Modern Language Journal* and *Foreign Language Annals*. 
About the Contributors

**Zoe Handley** is a Lecturer in Language Education in the Department of Education at the University of York. She supervises doctoral students and teaches on the MA in Teaching English to speakers of Other Languages (TESOL) and the MA in Applied Linguistics for English Language Teaching. Her research interests are in computer-mediated task-based language learning and computer-assisted pronunciation training.

**Noriko Ishihara** holds a PhD in curriculum and instruction from the University of Minnesota and is currently associate professor of EFL/TESOL at Hosei University in Tokyo, Japan. She also advises graduate students at Temple University Japan and leads language teachers’ professional development course in instructional pragmatics at the Center for Advanced Research in Language Acquisition (CARLA) at the University of Minnesota. She has designed a web-based curriculum for learning L2 Japanese pragmatics and developed ESOL materials for intercultural communication. Her research interests include instructional pragmatics, identity, technology-mediated language learning/teaching and language teacher development. She has authored or co-authored papers in these areas for *TESOL Quarterly, TESL Canada Journal, Modern Language Journal, TESL-EJ, Teaching and Learning Pragmatics* (2010, book co-authored with Andrew D. Cohen, Pearson/Longman), and *Communication in Context* (2010, Japanese pragmatics textbook co-authored with Magara Maeda, Routledge), among others.

**Keiko Kitade** (PhD, University of Hawaii at Manoa, and MA, Columbia University) is associate professor of Japanese and Japanese language teacher education at the College of Letters and Graduate School of Education Language and Information Science, Ritsumeikan University, Japan. Her interests are second-language learning, computer-mediated communication, intercultural learning, and teacher development. Her research has appeared in various journals related to Computer-Assisted Language Learning including *Computer-Assisted Language Instruction Consortium Journal, Computer-Assisted Language Learning*, and *Language Learning and Technology*.

**Ilka Kostka** (PhD, New York University) is a full-time faculty member at Northeastern University, where she teaches courses in academic reading and writing to both undergraduate and graduate ESL students. She has also taught English at the Wuhan University Summer Intensive English Program (WUSIEP) in Wuhan, China. She is currently the Chief Copy Editor of TESL-EJ, and a member of the Book Publications Standing Committee of TESOL International Association.

**Cynthia Lee** is an Associate Professor at the Centre for Applied English Studies at the University of Hong Kong. She has extensive tertiary teaching and supervision experiences. Her research interests are in the use of computers for second language writing and writing consultations, teaching and learning of pragmatics in the Chinese context, and tutor-tutee interactions in writing consultations. She has published papers in various international referred journals such as *Computer-Assisted Language Learning, Pragmatics, Journal of Pragmatics*, and *Teaching in Higher Education*. She has also authored, co-authored, and co-edited several books with international scholars. Her recent co-edited book is *Communication and Language: Surmounting Barriers to Cross-cultural Understanding* (with Alexander S. Yeung and Elinor L. Brown) published by Information Age Publishing, Inc. in 2012.
Li Li is currently a Research Associate at the Singapore Centre for Chinese Language. Previously, she worked as a Research Associate at the Centre for Research in Pedagogy and Practice at National Institute of Education in Singapore. She earned her master’s degree in Engineering in 2006 and PhD in Applied Linguistics in 2009, both from the Communication University of China. She is interested in bilingual education, second language acquisition, teaching Chinese as a second language, and computational linguistics. Her work has appeared in *International Journal of Bilingual Education and Bilingualism*, *Journal of Chinese Language Teaching* and other reputable Chinese journals.

Liu Li is an Assistant professor of Chinese at Ball State University. She holds a Masters Degree in Linguistics from Beijing Normal University in China and a PhD in Second Language Acquisition from Carnegie Mellon University in USA. Broadly, her research interests include Chinese linguistics and teaching/learning Chinese as a second language. Currently, she focuses on second language reading including improving second language literacy through computer-assisted language learning. She has published articles in Chinese discourse analysis, transfer of readings skills from L1 to L2, and learning Chinese as a second language in various contexts. Her goal for research and teaching is to provide students with better opportunities to develop the skills, knowledge, awareness and attitudes necessary to participate in a multicultural society and in an interconnected global landscape.

Mimi Li just received her PhD in Second Language Acquisition/ Instructional Technology from the University of South Florida in the USA. She is a new faculty member in the English Department of Marshall University and teaches in the MA TESOL program. She also taught a range of courses in English as a Foreign Language, ESOL teacher education, and Chinese as a Foreign Language in the past decade. Her research interests include computer-assisted language learning, second language writing, and English for academic/specific purposes. Her articles have appeared in journals such as *Computer Assisted Language Learning, System, Computers & Education, IALLT Journal*, and *Asian ESP Journal*.

Peter Prince is a senior lecturer in Applied Linguistics in Aix-Marseille University, where he set up and ran a self-access centre, coordinating its activities, and developing online courses and materials for non-specialist learners of English. His research interests include second language lexical access and vocabulary acquisition, second language listening comprehension, and motivation and autonomy in second language acquisition. He has been involved in teacher training both in France and abroad, with a particular focus on the motivational aspects of EFL vocabulary acquisition. Keenly interested in fiction, his current focus is on harnessing the potential of stories to enhance vocabulary acquisition.

Yumi Takamiya is an Assistant Professor at Gettysburg College, USA. She gained her PhD in Applied Linguistics from Purdue University, USA, in 2010. She is an experienced Japanese language teacher having worked in Japan and the USA. Her research interests include pragmatics, language pedagogy, technology-mediated language learning, second language acquisition, teacher development, and language assessment. Using a conversation analytic approach, she is currently investigating how second language learners of Japanese develop pragmatic competence. She has worked on a series of research projects focused on classroom interactions and dialogic teaching that rely on a sociocognitive approach, Dynamic Assessment, and Action Research. She is co-editor (with Yuko Saegusa) of *From Japan to the world: Life*.
About the Contributors

history of Japanese language teachers (Bunkyo University Press, 2012), and she has authored a number of articles in the journals Kotoba [Language] and Gengo to Bunka [Language & Culture].

Yi Xu received her PhD degree in Second Language Acquisition and Teaching at the University of Arizona in 2009. Currently, she is an Assistant Professor of Chinese Language and Linguistics and Coordinator of the Chinese Language Program at the University of Pittsburgh. She has taught Chinese as a foreign language courses from beginning to advanced levels, English as a second/foreign language courses, and content courses on second language acquisition and Chinese linguistics. Her research interests are interdisciplinary in nature, and her recent projects focus on Chinese as a foreign language. Those include learner language development at the syntax level, using psycholinguistic methodologies in second language acquisition research, corpus linguistics, computer-assisted language learning, and orthographic and character learning in Chinese.

Dongbo Zhang (PhD, Carnegie Mellon University) is an Assistant professor in the Department of Teacher Education at Michigan State University. Prior to his current appointment, he was a research scientist in the Center for Research in Pedagogy and Practice at National Institute of Education in Singapore. His research interests include second language education, bilingual children’s literacy acquisition, and language teacher education. His recent publications have appeared in Applied Psycholinguistics, International Journal of Bilingualism, Modern Language Journal, among many other journals. He is the author of China through the Dynasties: Cultural and historical milestones published by Cengage Learning (2010, with Shouhui Zhao).

Helen Zhao is an Assistant Professor in the English Department at Chinese University of Hong Kong. She works in the area of second language acquisition with a focus on grammar instruction and computer assisted language learning. She explores methods of teaching grammatical structures (English article, tense and aspect, preposition, verb particle construction, etc.) that have shown to be difficult for advanced and near-native second language learners. She aims at helping these learners to overcome the barriers to ultimate attainment. She designs computer-based language instruction that draws connection with theories and models in cognitive psychology and learning sciences. These instructional tools have been applied in English learning programs in China, Japan, Hong Kong, and Singapore.

Shouhui Zhao is a tenured associate professor at the University of Bergen. He obtained his PhD in linguistics from the University of Sydney. His work has appeared in Language Policy, Current Issues in Language Planning, Language Problems and Language Planning, Asia-Pacific Education Researcher, International Journal of Bilingual Education and Bilingualism and numerous Chinese journals. He is the author of Planning Chinese Characters: Evolution, revolution and reaction published by Springer (2008, with R.B. Baldauf, Jr.) and China through the Dynasties: Cultural and historical milestones published by Cengage Learning (2010, with Dongbo Zhang). A professionally trained language teacher, Dr. Zhao has taught and researched Chinese language and culture at eight universities in six different countries since 1988 upon completion of his MA study at Renmin University of China in Beijing.