About the Contributors

**Congcong Wang** (Ph.D. in Language, Literacy, and Technology, Washington State University) is an editor, researcher, translator, bilingual writer, and online course developer. She is the associate leader of the Chinese Language Teachers Association-EdTech SIG 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 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.

**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 im-
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**Sawsan Abbadi** (Ed.D.) is a faculty member of the Arabic program in the Department of Modern Languages and Literatures at Loyola University Chicago. She received her M.Ed from the University of Massachusetts, Amherst (2004). She serves in the Department of Teacher Education and Curriculum Studies with concentration on Bilingual, Multicultural, ESL Program. She received her Ed.D from the University of Massachusetts, Amherst (2011) with concentration on Language, Literacy, and Culture Program. Her doctoral thesis is entitled “The Teaching and Learning of Arabic post 9/11: Late Modernity and Possibilities for Change in Language Classrooms.” In discourses of postmodernity, globalization, and new technological and social conditions, this thesis explores complexities of language teaching and learning, with a focus on Arabic in college contexts post 9/11. Dr. Abbadi taught Arabic in a number of prestigious college campuses in the U.S. and presented different stages of her work in diverse national conferences.

**Josh R. Meuth Alldredge** received a B.A. degree in Politics from Whitman College. Pursuing his commitment to community development through education, he conducted ethnographic research in an indigenous village in the Brazilian Amazon to explore barriers and opportunities in sustainable development. After publishing his findings, Josh worked with village leadership to co-design and secure grant
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funding for indigenous youth education in agro-ecological production. Later, Josh worked to expand higher education opportunities for indigenous youth in Bolivia through the Princeton in Latin America Fellowship. Now in Colorado, he works with Head Start to increase access to early education for low-income families, and serves with the Launch High School board to develop entrepreneurship-based education for alternative thinkers.

**Geraldine Blattner** (PhD – Pennsylvania State University) is Associate Professor of French and Linguistics at Florida Atlantic University. She is the Director of the French basic language program and the ESL Program for Academic Readiness (PAR). She is also the coordinator of the French, German, Italian, and Linguistics teaching assistants. Her research focuses on technology-enhanced foreign language teaching and learning, and on sociolinguistic and pragmatic variation in French-language computer-mediated discourse. Her recent publications investigate how social media such as Facebook and Twitter can culturally enhance foreign language classes and develop multiliteracy skills in a second language.

**Brian W. Bodah** holds a Ph.D. in biological and agricultural engineering from Washington State University. He currently serves as the Director of and Agriculture Faculty for WSU Pierce County Extension. His past research includes a variety of research projects studying the heritability of drought tolerance through the use of pea, nutrient, and sediment mitigation in irrigated agriculture through the use of vegetative filter strips, and the development of a portable rainfall simulator capable of mimicking the small drop sizes and low intensities of natural rainfall patterns in the Palouse region of Eastern Washington State. Dr. Bodah has worked with and organized sustainable agriculture in the United States and the Brazilian Amazon, and is involved with conservation themed education in both countries.

**Eliane Bodah** earned her Ph.D. in Horticulture from Washington State University in 2014. She is an Assistant Professor at Seattle University. Dr. Bodah has melded aspects from the field of biology and ideas of sustainability towards education as well. She became a consultant for the United Nations in 2008, and cofounder of the Thaines and Bodah Center for Education and Development advising international students in both Brazil and the U.S. She has taught a variety of courses, including primarily English as a Second Language in public and private Brazilian schools. Dr. Bodah is currently working as a NIH postdoctoral fellow at the University of Washington. She has co-authored several international publications on education and teaching methods, including the bilingual book “EE from Brazil to the US” with Dr. Brian Bodah.

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Amanda Dalola (PhD – University of Texas at Austin) is an Assistant Professor of French and Linguistics at the University of South Carolina. Her research interests include phonetics, sociophonetics, and lab phonology, as well as technology and social media use in the L2 classroom. She is the current Facebook moderator for Gaspard le Gamecq (USC French program) and Français Interactif (UT French program), and has served as a developer for French Online (UT).

Carolin Fuchs is Assistant Professor in the Department of English at City University of Hong Kong. Her primary research interests include telecollaborative and technology-mediated language learning and language teacher education. Specifically, her work focuses upon computer-mediated communication and negotiation, multiliteracies, language play, intercultural learning, social media, networked technologies, and LMOOCs. Prior to joining City U in fall 2015, Carolin was a Lecturer in the TESOL/Applied Linguistics Program at Teachers College, Columbia University, in New York City. She has also worked at the Middlebury Institute of International Studies at Monterey, the Pennsylvania State University, and the University of California at Berkeley.

Emanuelle Goellner holds a B.S. degree in Biology from the University of Passo Fundo. She has an M.S. in engineering, with a concentration on infrastructure and the environment. Her PhD studies are on agricultural and environmental microbiology at the Federal University of Rio Grande do Sul, Brazil. She also works with water resources management, solid waste management, environmental sanitation, and corporate environmental management. Emanuelle also has a specialization in teaching for higher education.

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Bailu Li is a PhD candidate of Applied Linguistics at Purdue University, USA. She also teaches Chinese at all levels and Business Chinese as a senior graduate instructor. Over the past 3 years, she has been the chief developer and main instructor for elementary Chinese distance courses at Purdue. She is currently conducting a new project that compares the learning outcomes of oral and written proficiency between distance and classroom students. Her research interests include technology-advanced language teaching and learning, experiential learning in Chinese classroom, and Chinese multimedia study.

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**Jacques du Plessis** grew up in South Africa. He was in the South African Navy for 2 years, concurrently starting his tertiary education at the University of South Africa. He then transferred to the University of Pretoria. In 1984, he transferred to the USA to do his BA (Linguistics, French minor). In 1992 he completed his MA (Linguistics and Language Acquisition) at BYU. He received a PhD from Utah State University in Instructional Technology. He has been teaching Afrikaans at the university level since 1985. Since 2002, he has been on the faculty of the University of Wisconsin, Milwaukee. He developed the first fully online foreign language course at UWM. As part of his research, Jacques developed one of the pioneering Open Course Ware sites for foreign languages in 2004: www.openlanguages.net/Afrikaans. Currently he is developing web-based foreign language learning tools for the blind. Dr. du Plessis is currently the president of the National Council for Less Commonly Taught Languages.

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Margarita Vinagre holds a Ph.D. in English Linguistics from the University of Seville and an M. Phil in Applied Linguistics from Trinity College Dublin. Currently she works as an Associate Professor at Autónoma Universidad de Madrid. Her main research interests focus on the integration of technologies in the foreign language classroom, and more specifically, on the development of intercultural and linguistic competences in virtual collaboration. She has published widely on these topics and has coordinated research projects on virtual collaboration and language learning with Trinity College Dublin, the Open University UK, Dublin City University, Dublin Institute of Technology and High School Utrecht. She is currently the principal investigator on a research project in collaboration with the Universities of Hawaii and Columbia.

Sijia Yao earned her PhD in Comparative Literature from Purdue University in May 2016. She will start to teach Chinese language and literature in the University of Nebraska–Lincoln in August 2016. Her publications explore both Chinese language teaching and Chinese literature. She taught various levels of Chinese courses as well as world literature courses. Since she joined the distance Chinese research team in 2013, Sijia has been exploring better on-line assessment, and developing such course materi-
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**Andrea Young** gained her Ph.D. from Aston University in 1994 for research into motivation and attitudes towards foreign language learning. She has been a lecturer in language education at the *Ecole Supérieure du Professoral et de l’Education* at the University of Strasbourg since 1998. Her research and teaching interests include teacher education for the support of second language acquisition, home/school educational partnerships, teacher language awareness, plurilingual and intercultural education. She has been involved in a number of European projects in these areas, notably with the European Centre for Modern Languages in Graz. Her recent publications include: “Unpacking teachers’ language ideologies: attitudes, beliefs and practiced language policies in schools in Alsace, France,” *Language Awareness*, 23:1-2 and “Looking through the language lens: Monolingual taint or plurilingual tint?” in Conteh, J. & Meier, G. (eds.) *The multilingual turn in languages education: opportunities and challenges for individuals and societies*. 