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.

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**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 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
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**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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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.

Wei Hong is Professor of Applied Linguistics and the Director of Chinese Language Program in the School of Languages and Cultures at Purdue University, USA. Since 2007, she has been also serving as the Director of the Confucius Institute. She has been teaching and publishing in pragmatics, Business Chinese, Chinese as a foreign language and advising Ph.D. students. Dr. Hong works closely with the business community, K-12 schools, and academia in the State of Indiana in promoting Chinese language education. In 2010, Dr. Hong was elected to the Board of Advisors of Chinese Language Teachers Association in the U.S.

Agnieszka Legutko is Lecturer in Yiddish and Director of the Yiddish Language Program at Columbia University. She specializes in modern Yiddish literature, language, and culture, women and gender studies, and spirit possession in Judaism. Her publications have appeared in several journals and essay collections on Yiddish literature and culture, such as Cwiszn, Bridges, Lilith, Jewish Quarterly, and Silent Souls? Women in Yiddish Culture. Her research interests include trauma, memory, performance, and the body represented in modern Jewish culture, as well as digital technology and language pedagogy. In her work, she explores the possibilities offered by digital humanities in Yiddish literature and culture, and especially new media integration in the Yiddish language instruction. She received her Ph.D. with distinction in Yiddish Studies from Columbia University and is currently completing a manuscript exploring the trope of dybbuk possession in modern Jewish culture and developing a number of Yiddish-related digital projects.

Tasha N. Lewis has been an Assistant Professor of Spanish at Loyola University Maryland since 2011, where she teaches Spanish language courses as well as various other linguistics courses. She
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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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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 Professeurat 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.