About the Contributors

Chin-Hsi Lin is an Assistant Professor in the department of Counseling, Educational Psychology, and Special Education and Confucius Institute at Michigan State University. His primary research interest is emerging technologies in language education, especially new forms of social media. He investigates the process and outcome of social learning and authentic communications on a social network site developed for language learning.

Dongbo Zhang holds a PhD in Second Language Acquisition from Carnegie Mellon University. He is currently an Assistant Professor of Second Language Education in the Department of Teacher Education at Michigan State University where he also coordinates the Chinese Teacher Certification Program and the Graduate Certificate in English Language Learner Education. Dr. Zhang’s research interests include second language reading, biliteracy, and language teacher education. His publications have appeared in such journals as Applied Linguistics, Applied Psycholinguistics, Modern Language Journal, Reading and Writing, among others.

Binbin Zheng is an Assistant Professor in the department of Counseling, Educational Psychology, and Special Education and Confucius Institute at Michigan State University. She received her Ph.D. in Language, Literacy, and Technology from the University of California, Irvine in 2013. Dr. Zheng’s research focuses on new technologies and students’ language and literacy development, as well as educational program evaluations. She is particularly interested in investigating the effect of social media on at-risk learners’ language learning.

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Hsiu-Jen Cheng is currently an Assistant Professor in the graduate institution of Teaching Chinese as a Second/Foreign Language at National Kaohsiung Normal University, Taiwan. Her current research projects focus on online Chinese pre-service teacher training. The areas of expertise include pre-service teacher training on mobile devices and digital multimedia integration.

Matthew Deroo is a PhD student at Michigan State University. His research interests are at the intersection of language teaching, student learning, and technology.

Liying Feng is a doctoral student in Curriculum and Instruction with a specialization in Foreign and Second Language Education (FSLE) in the College of Education at the Florida State University. She
teaches Chinese as a foreign language (CFL) in the Department of Modern Language and Linguistics. Her research interests include teaching and learning CFL with comprehensible input strategies, identity development of Chinese heritage college students, and comparative studies of Chinese textbooks.

**Grisel M. Garcia Perez** has a PhD in Applied Linguistics and is a tenured professor who has been teaching languages for 38 years and still says she genuinely enjoys what she does. She considers teaching to be a privileged position that demands humility, respect, and love. Her primary research interest is in the area of second/foreign language teaching and learning. Within this area, she has carried out investigations on e-learning, speech analysis, text analysis, and most recently on intercultural communication and intercultural awareness. At present she is investigating how intercultural development, sensitivity, competence, and communication are interconnected with language learning.

**Sarah Gretter** is a doctoral candidate in the Educational Psychology and Educational Technology program at Michigan State University. Her research focuses on the implementation of media and information literacy in educational settings, along with teacher training in media and information literacy through pedagogical case studies.

**Muriel Grosbois** is an Associate Professor in Applied Linguistics at the School of Education of the University Paris-Sorbonne (ESPE), France. She is head of the didactic research team within the CeLiSo research unit (Centre de Linguistique en Sorbonne). She is in charge of the center for digital resources in languages and cultures and chief editor of the ALSIC journal (Apprentissage des Langues et Systèmes d’Information et de Communication). Her research and teaching focus on language learning in a technology-enhanced context.

**Hisako Hayashi** holds a Ph.D in the Department of Curriculum Theory and Implementation in Education at Simon Fraser University. Her research interests include multilingual students academic, transnational and sociocultural identity construction, Japanese language education (curriculum, instruction and pedagogy) and qualitative research.

**Jason D. Hendryx** received his Ph.D. in Curriculum and Instruction with a focus on Second Language Acquisition from the University of Washington, Seattle in 2008. Hired in 2008 to teach Chinese at the United States Air Force Academy, he went on to train Chinese language teachers at National Taiwan Normal University and is now in charge of the Modern Languages Education program at the University of Wyoming, where his program graduates go on to teach French, Spanish, and German in middle and high schools in the United States. He has presented at conferences and provided professional development workshops for language teachers around the globe. He has published articles concerning Chinese heritage language learners, student grouping approaches, and teaching Chinese culture. His primary research areas are related to enhancing world language teaching practices and understandings, and language play.

**Jiahang Li** is an assistant professor and the associate director at the Confucius Institute at Michigan State University. Dr. Li earned a Ph.D. degree in Reading Education from University of Maryland College Park, his research interests include the impacts that social media has on teaching and learning, educational technology, teacher education, teaching Chinese as a foreign language, and multicultural
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literature. He earned M.A. and B.A degrees in Chinese Classical Philology from Department of Chinese Language and Literature at Peking University, China.

Haixia Liu received her MA degree from Sun Yat-sen University in China in 2005. She has worked in the School of Foreign Language, Beijing Normal University Zhuhai Campus since her graduation in 2005. She is currently a PhD student in the Department of Counseling, Education Psychology and Special Education at the College of Education, Michigan State University. Her research interests include teacher adoption of technology, computer-assisted language learning, language teachers’ educational technology professional development, and comparative education.

Mei-Hui Liu is currently an associate professor in the Department of Foreign Languages and Literature at Tunghai University, Taiwan. Her research focus is mainly on EFL teacher professional development, technology-enhanced language learning, and online learning community. She has published book chapters and academic articles in domestic and international journals. Her recent publications include articles in Computers & Education: An International Journal, Teaching and Teacher Education: An International Journal of Research and Studies, English Teaching & Learning, and Language Learning & Technology.

Cédric Sarré is an associate professor in English as a Foreign Language (EFL) and English Language Teaching (ELT) at Université Paris-Sorbonne, ESPE (School of Education), France. He is a member of the CeLiSo research team (Centre de Linguistique en Sorbonne) and his research interests include language course development in online settings, the integration of technology – especially CMC – in language learning and teaching, and teacher education.

Yanjiang Teng is a Ph.D. candidate in Curriculum, Instruction and Teacher Education at Michigan State University. His research interests are literacy, second language acquisition, and teacher education. He is currently working on a project on the relationship between teacher belief and teaching practice from the perspective of classroom interactions. He has published articles on second language teacher preparation.

Asami Tsuda received her MA in Japanese Linguistics and Pedagogy from the University of Toronto, and has taught beginner to advanced Japanese language courses in Japan, Canada and the USA. Her interests include development of learning materials to support and promote student autonomy in Japanese language learning. She is currently teaching Japanese at Columbia University. She was also a core member of a project called “Multimodal approaches to the empowerment of pronunciation teaching and learning: Creating online interactive tutorial videos”. The materials are open to public and can be found at: http://enunciate.arts.ubc.ca/

Wenxia Wang is Assistant Professor of second and foreign language education at the Florida State University. Her research focuses on second/foreign language teacher education, especially on Chinese language education in the U.S. She directed several STARTALK programs to prepare teachers of critical languages, including Arabic, Chinese, Korean, Portuguese, Russian, and Swahili. At the Florida State University, she teaches undergraduate, Master’s, and doctoral courses in second and foreign language education.
Kazuhiro Yonemoto is Assistant Professor in the International Exchange Center of Tokyo Medical and Dental University. His research interests include educational sociolinguistics, education for language minority students, and affective dimensions of second language teaching and learning particularly in the contexts of Japanese as a second language.

Yining Zhang is currently a doctoral student studying educational technology at Michigan State University. Her research interests include self-regulated learning in online and foreign language settings, and CALL.