Handbook of Research on Foreign Language Education in the Digital Age

Preface
Acknowledgments
Table of Contents
Detailed Table of Contents

Introduction: Foreign Language Education in the Digital Age
Congcong Wang, University of Northern Iowa, USA
Lisa Winstead, California State University, Fullerton, USA

Chapter 1 Commentary
Reflection: How Now Shapes the Future – Emerging Trends from the Less Commonly Taught Languages Trenches
Jacques du Plessis, President of the National Council of Less Commonly Taught Languages, University of Wisconsin-Milwaukee, USA, and the University of KwaZulu-Natal, South Africa

Section I
Technologies across Continents

Chapter 2
The Structural and Dialogic Aspects of Language Massive Open Online Courses (LMOOCs) – A Case Study
Carolin Fuchs, City University of Hong Kong, Hong Kong, China

Chapter 3
Mind Your Hashtags: A Sociopragmatic Study of Student Interpretations of French Native Speakers’ Tweets
Geraldine Blattner, Florida Atlantic University, USA
Amanda Dalola, The University of South Carolina, USA
Lara Lomicka, The University of South Carolina, USA

Chapter 4
Challenges and Perspectives of Language Education Technology in Brazil: From Confronting Native Language Loss to Implementing EFL Classes
Eliane Thaines Bodah, Thaines & Bodah Center for Education and Development, USA
Josh Meuth Alldredge, Community Partnership for Child Development, USA
Brian William Bodah, Washington State University, USA
Alcindo Neckel, IMED University, Brazil
Emanuelle Goellner, Federal University of Rio Grande do Sul, Brazil

Chapter 5
Teaching Spanish in the Digital Age: A Flipped Classroom or Just Hybrid?
Clara Burgo, Loyola University Chicago, USA

Chapter 6
Beginning Chinese Foreign Language Online Course Design: Utilizing Multiple Digital Modes and Assessments
   Baily Li, Purdue University, USA
   Sijia Yao, Purdue University, USA
   Wei Hong, Purdue University, USA

Section II
Web-Collaboration across Languages

Chapter 7
Creating a Micro-Immersion Environment through Telecollaboration
   Tasha Lewis, Loyola Marymount University Maryland, USA

Chapter 8
Developing Key Competencies for Life-Long Learning in Online Collaboration: Teaching ICT in English as a Medium of Instruction
   Margarita Vinagre, Autónoma University of Madrid, Spain

Chapter 9
Translanguaging in Multilingual Chat Interaction: Opportunities for Intercomprehension between Romance Languages
   Sílvia Melo-Pfeifer, University of Hamburg, Germany

Chapter 10
French-Chinese Dialogical Interaction via Web Collaborative Blog-Writing: Code-Switching to Extend Online Tandem Language Learning
   Ya Rao, Paul Valery University, France
   Congcong Wang, University of Northern Iowa, USA
   Jacob Bender, University of Iowa, USA

Section III
Less Commonly Taught Languages

Chapter 11
Yiddish in the 21st Century: New Media to the Rescue of Endangered Languages
   Agi Legutko, Columbia University, USA

Chapter 12
Korean Foreign Language Learning: Videoconferencing with Native Speakers
   Byung-jin Lim, University of Wisconsin-Madison, USA
   Danielle O. Pyun, Ohio State University, USA

Chapter 13
Globalization and Possibilities for Intercultural Awareness: Multimodal Arabic Culture Portfolios at a Catholic University
   Sawsan Abbadi, Loyola University Chicago, USA
Section IV
Teacher Education and Learning Strategies

Chapter 14
The Role of Multi-media in Expanding Pre-Service Teachers’ Understanding of Culturally and Linguistically Diverse Classrooms and Furthering their Professional Identities
Latisha Mary, ESPE de l’Académie de Nancy-Metz, Université de Lorraine, France
Andrea Young, ESPE de l’Académie de Strasbourg, Université de Strasbourg, France

Chapter 15
Investigating Mobile Assisted English Foreign Language Teaching and Learning in China: Issues, Attitudes and Perceptions
Haixia Liu, Michigan State University, USA and Beijing Normal University Zhuhai Campus, China
Wenhao Tao, Beijing Normal University Zhuhai Campus, China
William Cain, Michigan State University, USA

Chapter 16
Mexican Heritage ELL and Native English Speaker Interaction: A Case Study of Tandem Language Learning Strategies
Lisa Winstead, California State University, Fullerton, USA

Chapter 17
The Impact of Blog Peer Feedback on Improving Iranian English Foreign Language Students’ Writing
Mohsen Shahrokhi, Islamic Azad University, Iran
Shima Taheri, Islamic Azad University, Iran

Detailed Table of Contents
Introduction
Book Overview
About the Contributors