

From the guest editors

**New Waves in Technology-enhanced Development
for Chinese-language Teachers**

Lin, Chin-Hsi
(林金锡)
Michigan State University
(密西根州立大学)
chinhsi@msu.edu

Tseng, Miao-fen
(曾妙芬)
University of Virginia
(弗吉尼亚大学)
mt3z@virginia.edu

There is no doubt that technology has changed how we think about education. However, despite mounting evidence about the numerous ways that technology facilitates Chinese-language learning (for a review, see Wu, 2016), comparatively little attention has been paid to the roles of technology in the education of Chinese-language teachers. Given that teachers are the major decision-makers regarding technology integration in language classes (Lin, Zhang, & Zheng, 2017), it is imperative that we gain a clearer understanding of issues related to their training. If teachers are insufficiently prepared for technology integration, it is unrealistic to expect that they will be able to capitalize on technology's demonstrated capacity to meaningfully engage learners.

The main goal for this special issue is to advance our understanding of technology in teacher education through an exploration of current trends and practices in the training of teachers of Chinese. It brings together articles that represent a wide variety of contexts, formats, and research methods – such variety being essential, as teaching and learning are both highly context-specific (Freeman & Johnson, 1998).

This issue features the following articles.

In *Technology and the education of Chinese-language teachers*, Lin, Liu, and Hu provide a qualitative synthesis of trends and gaps in the literature on technology and Chinese-language teachers' education. They categorize the reviewed literature into three main areas: 1) technology standards in Chinese-language teacher education, 2) the application of technology in such education, and 3) factors predicting technology adoption. The authors conclude with specific recommendations for researchers and practitioners in each area.

Examining pre-service Chinese teachers' multimedia design reports on Cheng's development and implementation of a program in Taiwan aimed at improving pre-service Chinese-language teachers' multimedia designs for online teaching. Her observations of

15 pre-service teachers revealed that they were able to incorporate various multimedia design principles into their online teaching, but that their implementation was inconsistent. This study highlights the importance of developing pre-service teachers' awareness of multimedia design for online teaching.

In *The development of skills required for online Chinese-language teaching*, Tseng details an intensive summer training program in the U.S. that aims at developing in-service Chinese-language teachers' online teaching skills. Based on observation of the program's online and face-to-face training components, Tseng found distinct improvements in the trainees' online teaching skills and in their pedagogical techniques.

In *Developing electronic teaching portfolios*, Chen documents six areas of improvement linked to the use of e-portfolios by 10 pre-service teachers in U.S. Based on the results, the author contends that using e-portfolios will help pre-service Chinese-language teachers advance academically and professionally, by facilitating regular reflection and teaching practice.

Like Tseng's paper (this issue), *Pre-service teacher training for online Chinese teaching* by Hsin, Hsieh, and Chang-Blust focuses on the development of pre-service Chinese-language teachers' online-teaching skills, but in a Taiwanese rather than a U.S. setting. Hsin et al. name their model CROPA, for courses, review, observation, practice, and adjustment – which between them cover all three of the components highlighted by Lin et al. (this issue). CROPA generated positive feedback from online students, and its creators offer recommendations about teaching via teleconferencing.

In short, the articles in this special issue of *Journal of Technology and Chinese Language Teaching* tend to reinforce the findings of the synthesis by Lin et al. (this issue) on the trends and research gaps in technology and Chinese-language teacher education. This issue also reminds us of the importance of both context and pedagogical knowledge when designing teacher-education programs. We should also be cautious about merely providing training in pedagogical and technological knowledge, however, for – as Liu, Lin, Zhang, and Zheng (2017) have noted – understanding language teachers' pedagogical beliefs is perhaps equally important. For those seeking to improve Chinese-language teachers' technology integration, modifying their pedagogical beliefs would be a logical first step.

References

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