

DATABANK ON STAKEHOLDER VIEWS OF TECHNOLOGY IN LANGUAGE LEARNING TOOLS

JONATHAN TRACE

Keio University

James Dean Brown & Julio Rodriguez

University of Hawai'i at Mānoa

ABSTRACT

This paper reports on the creation of a new databank of technology tools for second language learning based on the results of a questionnaire distributed to directors, instructors, and students within the Language Flagship Program in the United States. A thorough list of technologies across nine categories is provided that highlights what these technologies are, where they can be found, and how different stakeholders have reported using them both inside and outside of the language classroom. The goal of this paper is to create a list of potential and accessible resources for teachers and researchers currently or interested in integrating more technology-based applications and tools into their teaching to promote second language learning, assessment, and maintenance for their students. In addition, this paper is presented in conjunction with a newly available toolkit for technology resources for language learning established by the Language Flagship Technology Innovation Center.

INTRODUCTION

A new databank is available to the CALL community that lists and categorizes a wide variety of technology tools (broadly defined to include hardware, software, websites, apps, etc.) used in language learning by three different stakeholder groups (program directors, instructors, and students). All these people were working or studying at the time in 27 Language Flagship

Programs at 22 institutions around the United States, all of which are part of a collaborative national effort to transform foreign language education.

Separate questionnaires were administered online to members of three stakeholder groups including 14 Language Flagship Program directors, 34 instructors, and 100 students. The questionnaires included both closed-response Likert items and open-response questions. The quantitative and qualitative data that resulted were analyzed and reported in Brown, Trace, and Rodriguez (2016). The quantitative data were further analyzed in Brown, Trace, and Rodriguez (In press). In doing those studies, we realized that people in the different programs were using completely different arrays of hardware, software, websites, apps, and so forth. We also found that the participants did not appear to know what all of their technology options were. As one participant put it concisely, “I’m also not entirely certain I know about the full range of technological options, so I’d like more information on what’s being used in other institutions.” Based on such observations and requests, we decided to compile a databank of all the technology suggestions offered by the directors, instructors, and students in this project. The total number of individual technological suggestions turned out to number 121, spread across nine categories and displayed in Table 1.

Table 1
Technology Categories

Category	Examples
General	Blogs, Online Dictionaries, Streaming Media
Applications	Duolingo, Google Drive, Quizlet
Assessments	ACTFL, STAMP
Course Management Systems	Blackboard, Canvas, Sakai
Hardware & Software	Audacity, Rosetta Stone, Tablets, Smart Phones
Online Dictionaries	Aratools, Pleco
Online Materials	Arabian Desert, FluentU!
Social Network Services	Facebook, LinkedIn
Websites	Wikipedia, Youdao, Vimeo

To make this databank more useful and accessible for practicing language teachers, the goal of this paper is to briefly describe each of these technology categories. In addition, we will provide information about which types of stakeholders (directors, instructors, or students) indicated that these technologies were useful, how they used it, and, in most cases, where these resources can be located on the Internet. The purpose of this paper then is to describe the

databank and point readers toward it so they can further explore these data to their own ends. We hope that this detailed listing of available technologies and the other analyses provided in this report will serve as a valuable resource for all Language Flagship Program stakeholders, as well as readers, learners, and instructors beyond these programs.

TYPES OF LANGUAGE LEARNING TECHNOLOGIES

This section will describe each of the categories of language learning technology listed in Table 1 with specific information related to each suggested resource as provided by stakeholders or as described online.

We observed that several kinds of basic language learning technologies fit together into what we identified as a general category of learning tools. As described in Table 2, these included online platforms for different kinds of tasks and activities, such as blogs, news websites, Wikis, and other forms of media-based interactions (e.g., video-chat, instant messaging). While several of these resources overlapped with specific categories (e.g., online dictionaries, course management systems), Table 3 provides the particular stakeholders that referred to these general categories in their responses. Notice that the resources are listed in the first column, followed by the three stakeholder groups: directors, instructors, and students. The thirteen columns that follow indicate the context in which the respondents mentioned the particular technology whether it be: General, Collaboration, Advising, Training, Assessment, Classroom Teaching, Blended Learning, Preparing for Capstone (year), During Capstone (year), After Capstone (year), or Would like to Use (in the future). An “x” in each of the columns indicates the group(s) that suggested the resource and each indicated use of that resource in a language learning context. A similar format was used for subsequent tables in this report.

Table 2
Descriptions of General Language Learning Technologies

Resource Type	Description
Blogs	Online platform for creating content in the form of online diaries, audiovisual albums, commentaries, etc. Many can be used collaboratively or allow comments/feedback and other forms of asynchronous interactions between users.
Corpora	Online repositories of language use in written or spoken forms, allowing users to view words or phrase frequency, in context, in relation to collocations, and other frequency/context-based information.
Corpus Tools	Online tools integrating corpus-based data and text analysis.
Course Management Systems	Used by universities for a variety of classroom purposes, offering teachers the ability to post online activities, assessments, and discussions, manage grades, and coordinate online interactions between other students and teachers.
e-Portfolios	Online or digitally created portfolios designed to display learning achievement and development, such as homework assignments, draft writing, or feedback (instructor, peer/self).
Flashcard Applications	Mobile or web-based applications allowing users to download, adapt, or create and share flashcards for learning purposes.
Instant Messaging	Online messaging applications through desktop, web-based, and mobile platforms used to send/receive text, audio files, images, or videos between two or more individuals asynchronously.
Mobile Dictionaries	Mobile-based dictionary applications, many of which provide several features useful for second language speakers such as pronunciation cues, stroke orders, example sentences, multi-language translations, radical searches, etc.
Mobile Learning Applications	Mobile-based learning applications, typically in the form of flashcards or memorization based games.
MP3 recordings	A digital audio file format used by Apple iTunes, Windows Media Player, Audacity and other.
Online Newspapers	Web-based news sites.
Online Dictionaries	Digital online dictionaries typically focused on providing unidirectional or bidirectional definitions, pronunciation, and grammatical information between two languages.
Podcasts	Online audio programming available for streaming or downloadable to desktop or mobile devices.
Social Networking Services	Online platforms for communication sharing media, and other digitally mediated social interactions.
Streaming Media	Online and web-based accessible media including video, television, cinema, and audio that can be viewed or listened to, but often does not allow the option to download.
Video Conferencing	Application-based platforms for real-time, synchronous communication between two or more parties.
Webinars	Application-based platforms for real-time, synchronous interaction and presentations between two or more parties.
Wikis	User-created web content that typically involves contributions to the same text by multiple individuals.

Table 3
General Language Learning Technologies by Stakeholder and Use

Resource Type	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use Outside Class	Would like to Use
Blogs			x								x	x	x		
Corpora			x						x		x	x			
Corpus Tools			x						x						
Course Management Systems		x					x	x						x	x
e-Portfolios	x											x			
Flashcard Applications		x	x								x	x			x
Instant Messaging		x	x						x				x	x	
Mobile Dictionaries			x						x						
Mobile Learning Applications	x								x						
MP3 recordings			x						x						
Online Newspapers			x						x		x	x	x	x	
Online Dictionaries	x	x	x						x		x	x	x	x	x
Podcasts			x										x	x	x
Social Network Services			x						x		x	x			
Streaming Media	x	x	x					x	x		x	x	x	x	x
Video Conferencing	x										x	x			
Webinars		x									x				
Wikis	x	x						x			x				

Tables 4 and 5 similarly describe online and mobile applications for language learning as selected by stakeholders. Each resource is listed along with a description and, when applicable, its availability in Table 4, followed by stakeholder and use data in Table 5. Applications accounted for a large proportion of suggested resources and included a variety of tools designed for both general and language-specific uses, as well as individual and collaborative use.

Table 4
Descriptions of Applications for Language Learning

Name	Description	Availability
Anki	Online/downloadable flashcard application. Cards are user-created and can include multiple layers of information (e.g., meaning, pronunciation), and media. Card sets can be shared by users.	https://ankiweb.net/about
Doctopus	Add-on for Google Drive (e.g., Docs, Sheets, Drive) to act as a file management system for teachers. Enables teachers to create, organize, and share files with and collect them from students.	http://cloudlab.newvisions.org/add-ons/doctopus
Duolingo	Web and mobile-based application for learning foreign languages (e.g., Spanish, French, German). Users can track their progress using in-application assessments and other reward-based systems.	https://www.duolingo.com/
Google Docs	Google's online, free word processing application. Multiple users can edit, interact, and track changes within the same document, as well as share, upload, and download documents.	https://www.google.com/docs/about/
Google Drive	Google's online, free cloud-based file repository that allows users to create and share different types of documents.	https://www.google.com/drive/
Google Images	Image-based search engine powered by Google. Users can search by image or text to locate image-based information.	https://images.google.com
Google Translate	Machine translation engine powered by Google. Users can translate text lookup definitions, listen to the pronunciation of words, and propose new translations.	https://translate.google.com
GroupMe	Mobile-based group instant messaging application powered by Microsoft across multiple platforms (IOS, Android, Windows). Users can interact asynchronously via sharing texts, images, or multimedia.	https://groupme.com
HelloTalk	Mobile-based (Android & IOS) language learning application to connect foreign language learners with native users of the target language using voice & text, translation, and transliteration.	http://www.hellotalk.com/#en
Italki	Web-based application for connecting language learners with native speakers and foreign language teachers.	https://www.italki.com
Kahoot	Web and mobile application that allows users to create games and activities for learning purposes. Touted as useful for formative assessment purposes.	https://kahoot.it
Memrise	Online and mobile-based flashcard application using crowd-sourced/community-designed cards for over 200 languages.	https://www.memrise.com
OneNote	Online, cloud-based note-taking software developed by Microsoft.	https://www.onenote.com
Padlet	Web-based message board and user-created course management platform for sharing discussions, images, and multimedia.	https://padlet.com
Piazza	Web-based discussion platform for instructors to provide space for students to respond to questions. Sites are managed by the instructor, who can edit responses, track student use, and more.	https://piazza.com
Prezi	Web-based presentation application designed to use a variety of visual styles for presentation and story-telling purposes.	https://prezi.com

Name	Description	Availability
Quizlet	Web and mobile study application utilizing flashcards and other games, both downloadable and user-created. Includes tools for both teachers and students.	https://quizlet.com
Skritter	Online and mobile-based application for learning to write Chinese and Japanese characters. Includes feedback on stroke order, audio files, tone practice, and memorization tools.	http://www.skritter.com
Skype	Video conferencing application for audio (phone) and video conferencing, group chat, and desktop sharing.	http://skype.com
Sound Cloud	Online, cloud-based audio distribution platform for sharing, streaming, and creating audio files. Includes simple social-networking tools such as the ability to follow, like, or share others' works.	https://soundcloud.com
Spotify	Online and mobile-based audio streaming platform providing music, podcasts, and video for users.	https://www.spotify.com/us
Vocabulary Builder	Mobile-based (Android only) application for studying vocabulary.	https://magoosh.com/vocabulary-builder/
VoiceThread	Multimedia discussion platform that can be integrated with other CMSs. Supports the use of images, voice, and video for commenting on documents, presentations, audio, and other multimedia files.	https://voicethread.com/
WeChat	Web and mobile Chinese instant messaging service. Features text, voice, group messaging, video conferencing, and the sharing of multimedia and location information between users.	https://web.wechat.com
WhatsApp	Mobile-based instant messaging platform to send images, text, audio, and video.	https://www.whatsapp.com
Yandex Translate	Web-based translation platform for over 66 different languages.	https://translate.yandex.com

Table 5
Application by Stakeholder and Use

Resource Type	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use Outside Class	Would like to Use
Anki			x						x			x		x	x
Doctopus		x		x											
Duolingo			x									x		x	x
Google Docs	x	x	x	x	x				x						x
Google Drive			x						x						
Google Images		x	x						x					x	
Google Translate		x	x						x		x	x	x	x	x
GroupMe			x												x
HelloTalk			x											x	
Italki			x							x				x	
Kahoot	x	x		x				x							
Memrise			x							x				x	
OneNote			x									x			
Padlet		x		x											
Piazza		x							x						
Prezi		x							x						
Quizlet	x	x	x	x		x		x	x					x	x
Skritter			x											x	x
Skype	x	x	x		x	x			x		x	x	x	x	x
Sound Cloud		x							x						
Spotify			x											x	
Vocabulary Builder			x											x	
VoiceThread		x		x				x							
WeChat	x	x	x	x		x	x		x		x	x	x	x	x
WhatsApp			x											x	
Yandex Translate			x						x						

Table 6 provides a list of online-accessible assessment platforms and tools. Because all of these were suggested by directors and instructors alone and were indicated as being used only in assessment contexts, we do not include a specific table for stakeholder and use for this category.

Table 6
Descriptions of Technology-Based Assessments and Tools for Language Learning

Name	Description	Availability
American Council on the Teaching of Foreign Languages (ACTFL)	Online proficiency testing in the four skills based on ACTFL proficiency guidelines. Tests are available for interactive speaking (Oral Proficiency Interview by Computer), interpretative reading and listening, and professional writing.	http://www.actfl.org/ http://www.languagetesting.com/
BYU Foreign Language Achievement Test Service (FLATS)	Brigham Young University's FLATS online proficiency examinations for BYU and non-BYU students. Can sometimes be used for university credit and are designed to test knowledge of a language across all four skills through the first three semesters of university level study (i.e., up to the 201 level).	https://flats.byu.edu/
Computerized Assessment of Proficiency (CAP)	Foreign language test designed as a placement or summative test at the University of Oregon (CASLS) used to determine proficiency following instruction in the four main skills. Contains five sections: interpretative reading, presentational writing, interpretive listening, presentational speaking, and contextualized grammar.	http://cap.uoregon.edu/caslscap/do/login
Interagency Language Roundtable (ILR)	In-house proficiency scale (limited availability).	http://www.govtilr.org/
Language Testing International Standards-based measurement of Proficiency (STAMP)	Online Licensee of ACTFL's online-capable assessments.	http://www.languagetesting.com/
WebCAPE	Online computer-adaptive assessment based on the ACTFL guidelines for learners from middle school through college level developed by the University of Oregon (CASLS).	http://avantassessment.com/stamp4s.html
	Brigham Young University's online, computer-adaptive language placement test, offered in Chinese, English, French, German, Italian, Russian, and Spanish.	http://www.perpetualworks.com/

Tables 7 and 8 describe resources related to Course Management Systems (CMS) used in language learning contexts. While some of these are university- or context-specific, Table 8 gives an idea of the variety of ways in which CMSs can be used for language learning and teaching.

Table 7
Course Management Systems (CMS) used for Language Learning

Name	Description	Availability
Banweb	Standard CMS used by some universities.	University internal web access only
Blackboard	Standard CMS used by some universities.	http://www.blackboard.com/
Canvas	Standard CMS used by some universities.	https://www.canvas.net/
Desire2Learn	Standard CMS used by some universities.	http://www.brightspace.com/
Sakai	Standard CMS used by some universities.	https://sakaiproject.org/
UT Web-based Assessment	Standard CMS used by the University of Texas.	https://quest.cns.utexas.edu/

Table 8
Course Management System by Stakeholder and Use

Name	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use Outside Class	Would like to Use
Banweb		x				x									
Blackboard		x	x				x		x					x	
Canvas		x	x			x	x	x	x		x				
Desire2Learn	x														x
Sakai		x	x			x			x						
UT web-based assessment tools		x						x							

Tables 9 and 10 show information about hardware and software suggested for language learning and include both specific and more general tools.

Table 9
Hardware and Software Tools for Language Learning

Name	Description	Availability
Adobe Connect	Video conferencing software using Adobe Flash; includes synchronous audio/video conferencing for presentations or meetings, web conferencing using video and desktop/screen sharing.	http://www.adobe.com/products/adobeconnect.html
Audacity	Open-source audio recording and editing software that provides audio recording and editing tools for both users unfamiliar with audio-editing software as well as advanced experts.	http://audacityteam.org/
Digital pen	Electronic pen that converts handwritten notes and sketches on paper to digital counterparts. They pair with devices (phones, tablets, etc.) and require syncing with an app or software.	https://en.wikipedia.org/wiki/Digital_pen
FileMaker	Database software for creating and managing custom digital records and record collections.	http://www.filemaker.com/
GoToMeeting	Online video conferencing software for facilitating meetings and conferences via synchronous video chat. Allows screen sharing with multiple users.	http://www.gotomeeting.com/
Njstar	Software developer working with Chinese and Japanese translation, word processing, and dictionary applications (paid).	http://www.njstar.com/cms/
Presentation Software	Software for creating and displaying slideshow content (e.g., PowerPoint).	
Rosetta Stone	Software for learning languages based on memorization using images, audio, and text. Primarily focused on vocabulary and grammar acquisition.	http://www.rosettastone.com/
Smart Phone	Mobile phone with access to mobile-based applications.	
SmartBoard	Interactive electronic board (or eBoard) developed by Smart Technologies. Allows for the synchronous sharing and manipulation of digital content across individual users.	http://education.smarttech.com/
SmartBoard Notebook	Application developed for use with SmartBoard. It allows the creation of interactive content based on libraries of media or user-created screen captures.	http://education.smarttech.com/en/products/notebook
Spreadsheet Software	Software for creating and analyzing numerical data (e.g., Excel).	
Tablet	Notebook device with access to mobile-based applications.	
Voiceboard	Windows only platform for integrating multimedia into presentations.	https://www.voiceboard.co.uk/
Wenlin	Software for learning Chinese that includes a dictionary, image/character recognition, flashcard learning, and search features.	http://www.wenlin.com/
Wimba	Blackboard Collaborate application for creating voice-based converting documents and other offline materials into interactive, online materials. Allows for the integration of audio, video, hyperlinking, popups, flashcards, and other tools into a Word document.	http://www.wimba.com/products/wimba_create
WordSmith	Software for searching and identifying patterns in language corpora (i.e., concordancing software). Available in multiple languages.	http://www.lexically.net/wordsmith/

Table 10
Hardware and Software by Stakeholder and Use

Name	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use outside Class	Would like to Use
Adobe Connect	x				x										
Audacity	x	x							x						
Electronic handwriting pen			x						x						
FileMaker	x	x				x									
GoToMeeting	x				x										
Njstar	x														x
Presentation Software	x	x	x			x			x		x	x		x	
Rosetta Stone			x								x			x	x
Smart Phone		x				x									
SmartBoard	x	x							x						x
SmartBoard Notebook	x								x						
Spreadsheet Software		x				x									
Tablet	x	x	x										x		x
Voiceboard		x													x
Wenlin	x														x
Wimba		x													x
WordSmith		x													x

Tables 11 and 12 display suggested resources in the category of online dictionaries, while Tables 13 and 14 display information about online materials useful for language learning and teaching. These are specific to only those languages in The Language Flagship Programs, and as such, these particular lists are not meant to be comprehensive, but rather to provide a sample of possible resources available.

Table 11
Online Dictionaries for Language Learning

Name	Description	Availability
Aratools	Online, mobile, and software-based Arabic-English dictionary that includes morphological and part-of-speech information on over 80,000 Arabic words.	http://aratools.com/
Multitran	Online multilingual Russian dictionary utilizing crowd-sourced entries, morphological information, and discussion forums.	http://www.multitran.ru/
Pleco	Mobile-based English-Chinese dictionary that can search by pinyin, English, radicals, and images. Includes access to multiple dictionaries and audio files by native users of both languages.	https://www.pleco.com/

Table 12
Online Dictionaries by Stakeholder and Use

Name	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use outside Class	Would like to Use
Aratools			x						x					x	
Multitran			x											x	
Pleco	x	x	x	x			x		x		x	x	x	x	x

Table 13
Online Materials for Language Learning

Name	Description	Availability
Al-Kitaab	Companion website for the Al-Kitaab Arabic Language program published by Georgetown University Press. Includes interactive tasks, video, and audio files for teachers and students.	alkitaabtextbook.com
Arabian Desert	Vocabulary and grammar website for Modern Standard and Egyptian Arabic. Includes idioms, expressions, and proverbs in Arabic and links to other Arabic language learning resources.	http://arabic.desert-sky.net/index.html
Aswaat Arabiyya	Website archive of authentic videos in Arabic using listening tasks arranged by proficiency level.	http://www.laits.utexas.edu/aswaat/
Chinese Text Project	Online, open-access digital library of pre-modern Chinese texts for language learning and research purposes. Includes a dictionary, corpus tools, discussion forums, and a searchable text database.	http://ctext.org/
Chinesepod	Web-based learning application for Mandarin Chinese utilizing audio lessons, individual online interactions with tutors, and online or mobile-based review activities.	https://chinesepod.com/
Cultura	Online platform for sharing language-based materials that students in different cultures examine separately and then discuss via online forums and video conferencing software.	https://cultura.mit.edu/
FluentU!	Online repository of foreign language multimedia (e.g., movie trailers, presentations), with access to interactive subtitles, assessment activities, and blogs from both educators and learners.	http://www.fluentu.com/
GLOSS (Defense Language Institute)	Online reading and listening modules for language self-study using authentic materials, explanations, and feedback. Designed for improving and maintaining foreign language ability.	https://gloss.dlifl.edu/
Joint Language University	Web-based language learning site created by the U.S. government for learning, maintaining, and assessing language skills. Includes a materials and assessments related to both language and culture.	https://jlu.wbtrain.com/sumtotal/jlu2.0/HOME/index.asp
Lingua Folio	Web-based self-assessment/online portfolio tool for language learners to track, display, and maintain their learning based in part on the ACTFL guidelines.	http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index
StarTalk	Online resources for language learning and professional development centered on a number of strategically important languages identified by the National Security Language Initiative.	https://startalk.umd.edu/public/searchresources
Test of Proficiency in Korean (TOPIK) Practice	Online practice questions and sample tests based on the TOPIK, which measures reading, listening, and writing across four levels of proficiency. The actual test is only administered in person.	http://www.topik.go.kr/usr/lang/index.do?home_seq=221
Yabla	Web-based language learning platform utilizing primarily video with dual-language subtitles and games for a variety of languages.	https://www.yabla.com/
Yabla Chinese	Chinese subset of the Yabla web-based learning tool.	https://chinese.yabla.com/
Yellow Bridge	Web-based resource for learning Chinese and Chinese culture for English speakers. Includes flashcards, dictionaries, and grammar lessons on both language and culture.	http://www.yellowbridge.com/

Table 14
Online Materials by Stakeholder and Use

Name	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use outside Class	Would like to Use
Al-Kitaab		x	x	x		x			x				x	x	x
Arabian Desert			x											x	
Aswaat Arabiyya		x						x							
Chinese Text Project			x											x	
Chinesepod	x										x				
Cultura	x				x						x				
FluentU!	x		x								x			x	x
GLOSS (Defense Language Institute)	x	x		x		x			x		x				
Joint Language University	x												x		
Lingua Folio		x									x				
StarTalk		x					x								
Test of Proficiency in Korean (TOPIK) Practice		x						x							
Yabla			x						x						
Yabla Chinese	x						x								
Yellow Bridge			x						x						

Tables 15 and 16 describe social networking services (SNS) used or suggested for use by different language programs.

Table 15
Social Networking Platforms (SNP) for Language Learning

Name	Description	Availability
Douban	Chinese SNP that allows users to create online profiles, share experiences and activities, and create content related to Chinese media and society (e.g., films, books, music, city life).	http://www.douban.com/
Facebook	SNP with applications for sharing user profiles, information, and media.	http://www.facebook.com/
LinkedIn	Web-based, business-centric SNP website designed for professional networking purposes.	https://www.linkedin.com/
Sina Weibo	Online Chinese platform translated as a "microblog", meant to share news, activities, videos, images, and other information between users.	http://weibo.com/login?lang=en-us
Tumblr	Online and mobile-based microblogging and SNP where users can post audio, video, text, and images in the form of a short blog.	https://www.tumblr.com/
Twitter	SNP for sharing short length text and multimedia content. Users can respond to, comment on, and repost messages by other users.	https://twitter.com
Vkontakte	SNP based in Russia. Allows users to post content in the form of videos, images, audio, and text, create pages or groups, and play web-based games.	https://vk.com/

Table 16
Social Networking Platform by Stakeholder and Use

Name	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use Outside Class	Would like to Use
Douban	x	x					x								
Facebook		x	x			x			x			x	x	x	x
LinkedIn			x												x
Sina Weibo			x								x				
Tumblr			x											x	
Twitter		x				x									
Vkontakte			x											x	

Lastly, Tables 17 and 18 provide a list of websites for potential use in language learning contexts, and while this list does include a variety of different types of content and resources, it is certainly far from exhaustive.

Table 17
Websites for Language Learning

Name	Description	Availability
Baidu.com	Chinese language search engine for websites, images, and audio files. Includes editable encyclopedia and discussion forum functions.	http://www.baidu.com/
Center for Language and Technology at the University of Hawaii at Manoa (UHM)	UHM's in-house center devoted to supporting and informing the use of technology for language learning purposes, primarily through professional development aimed at foreign language instructors and researchers.	https://clt.manoa.hawaii.edu/
Central Chinese Television (CCTV)	Website for Chinese state television, including information about news, entertainment, and programming for its broadcast channels.	http://www.cntv.cn/
DramaFever	Repository of foreign-based media, including Korean drama, Latin American Telenovelas, and other Asian media.	http://www.dramafever.com/
Educanon	Learning platform to create and share educational and instructional video lessons and activities.	https://www.educanon.com/
Google	Web search engine for text, images, and other multimedia.	http://www.google.com/
Mosfilm	Homepage for Russian Cinema Concern film, containing historical information about Russian film and streaming Russian media.	http://www.mosfilm.ru
National Corpus Russian frequency tables	Web-based corpus of modern Russian containing over 300 million words based on written and oral Russian texts.	http://ruscorpora.ru/
Renminwang	Online version of the Chinese newspaper the People's Daily.	http://www.people.com.cn/
Russian Simplified News	News websites presented in simplified Russian, such as the National Capital Language Resource Center.	http://nclrc.org/webcasts/russian/
Russian Websites	Russian language websites related to language corpora, online dictionaries, and news.	http://gramota.ru/
Scola	Web-based provider of foreign language television and educational programming.	http://www.scola.org/Default.aspx
Viki	Video streaming website for film and television programming from around the world, including Korean Dramas and Bollywood films.	https://www.viki.com
Vimeo	Web and mobile-based video sharing platform. Users can upload, share, and view content from around the world.	https://vimeo.com
Vocaroo	Web-based voice recording platform. Allows user to record or upload voice/audio files and then send them to others.	http://vocaroo.com
Wikipedia	Online, user-created and maintained encyclopedia available in different languages across the world.	https://en.wikipedia.org/wiki/Main_Page
Wiktionary	Web-based language dictionary that includes multiple definitions, examples, synonyms, and translations across different languages.	https://www.wiktionary.org/
ru.Wiktionary	Russian section of wiktionary.org.	https://ru.wiktionary.org/wiki/Заглавная_страница

Name	Description	Availability
UCLA Center for Digital Humanities	Humanities related technology support center offered by UCLA, offers professional development, student support, and technology information/resources for educational purposes.	http://www.cdh.ucla.edu/
Youdao	Web-based search engine in Chinese similar to Google.com, where users can search for websites, images, news, and other media.	http://www.yellowbridge.com/
YouKu	Web-based platform for uploading and sharing videos in China.	http://www.youku.com/
YouTube	Web- and mobile-based platform for uploading and sharing videos worldwide.	https://www.youtube.com/

Table 18
Websites by Stakeholder and Use

Name	Source			Uses											
	Directors	Instructors	Students	General	Collaboration	Advising	Training	Assessment	Classroom Teaching	Blended Learning	Preparing for Capstone	During Capstone	After Capstone	Use Outside Class	Would like to Use
Baidu.com			x											x	
Center for Language and Technology at the University of Hawaii at Manoa (UHM)		x					x								
Central Chinese Television (CCTV)			x											x	
DramaFever			x											x	
Educanon		x		x											
Google		x	x						x					x	
Mosfilm			x											x	
National Corpus															
Russian frequency tables	x					x									
Renminwang			x											x	
Russian Simplified News	x					x									
Russian Websites			x												x
Scola	x	x		x							x	x	x		
UCLA Center for Digital Humanities	x						x								
Viki			x											x	
Vimeo	x						x		x						
Vocaroo		x						x							
Wikipedia			x						x			x		x	
Wiktionary			x											x	
ru.Wiktionary			x											x	
Youdao	x		x						x		x				
YouKu			x											x	
YouTube	x	x	x						x			x	x	x	x

CONCLUSION

Our goal in providing the above information about technology resources is to give language teachers and materials developers a centralized starting point for examining the ways in which technology can be integrated into language learning and to briefly detail how these different resources can be utilized. This list is not meant to be exhaustive, nor is it our goal to analyze the responses and uses identified by stakeholders in this project (for that information please see <http://lftic.lll.hawaii.edu/survey-results/>). Instead, we hope that these data might open up opportunities for teachers and students alike to expand on ideas for how technology can be applied for language learning, assessment, and maintenance beyond just using a class website or CMS.

This collection of resources has already been utilized in the establishment of an online toolkit for language learning technologies created by the Language Flagship Technology Innovation Center. This toolkit is available online at <http://lftic.lll.hawaii.edu/toolkit> and provides descriptions, URLs, and more information about all of the tools listed in the databank, and it is being regularly updated as new information becomes available. Together with the toolkit, we hope these resources will reach a wider audience than the Language Flagship alone and help language teachers from various contexts consider a wider range of options based on audience and purpose of use when adopting technology for their programs so that the best choices can be made of these important language education tools.

REFERENCES

- Brown, J. D., Trace, J., & Rodriguez, J. (2016). *Stakeholder views of the place of technology in Flagship Programs*. Honolulu, HI: Center for Language & Technology, University of Hawai'i at Mānoa. Available online at: http://lftic.lll.hawaii.edu/?page_id=1618 (click on Flagship Survey Full Report at the bottom).
- Brown, J. D., Trace, J., & Rodriguez, J. (In press). How do stakeholder groups' views vary on technology in language learning? *Calico Journal*.