

Technology in Foreign Language Education:

Exploring the Impact of Video-dubbing and Digital Storytelling on L2 Learning

Abstract

This talk synthesizes and presents the findings of my representative works, namely, the two research projects revolving around the theme of technology in foreign language education, and targeting, respectively, two prominent forms of technology-mediated L2 tasks, viz., video-dubbing and digital storytelling. Capitalizing on a similar research approach, these two projects each collected empirical data via implementing a classroom-based experiment that involved an experimental group and a comparison group, and, in a span of an academic semester, the former group completed the targeted technology-mediated L2 task (namely, the video-dubbing task or the digital storytelling task) by following a series of pre-established procedures twice whereas the latter group simply performed technology-free communicative activities. The collective findings arising from the statistical analyses and the qualitative examinations performed on the gathered data confirmed the substantial impact of video-dubbing and digital storytelling on augmenting L2 speaking proficiency, willingness to communicate, and group cohesion, and highlighted their potential capability in ameliorating foreign language anxiety. Theoretically, these findings lend empirical endorsement to technology-mediated task-based language teaching as an efficient teaching method that could generate favorable learning outcomes via administering tasks that promote meaning-primacy, goal-orientedness, learner-centeredness, authenticity, and reflectiveness. Practically, they foreground the necessity of offering additional guidance in the early stages of developing technology-mediated L2 tasks to ease students into the process, such as holding individual consultation sessions to offer tailor-made feedback.



Title

Vowel Reduction: Theory and Evidence

Abstract

This talk presents a book-centered research program on vowel reduction and its implications for prosodic structure. I develop the Mora Loss and Restoration (MLR) theory, which argues that all vowel reduction involves the loss of moras, with optional mora restoration and feature changes accounting for cross-linguistic variation. Using case studies from New Zealand English and European Portuguese, I show that vowel reduction is not a single uniform process but a constellation of

interacting phonological mechanisms. The analysis explains length–quality independence, speaker variation, and typological patterns. The talk also addresses alternative accounts and argues for the MLR framework on the basis of experimental evidence.