About the Contributors

**John Paul Loucky**, EdD, is a professor at Seinan JoGakuin University in Japan and has taught all areas of TESOL/EFL for over 20 years. His U.S. doctoral dissertation compared CALL-based vocabulary learning with other methods. He researches and writes widely on L2 reading, Web 2.0 readability and literacy issues, and vocabulary development. Presentations and memberships have included AILA, APA CALL, CALICO, Didascalia/Linguapolis, Euro CALL, JALT & JALT CALL, JLTA, KASELE, & LET. He contributes to SLVA, ER-Extensive Reading Yahoo, and ETJ online discussion groups. His website at www.CALL4All.us provides a clearinghouse of CALL organizations and serves as a virtual encyclopedia of language education sites for all major languages. Research articles & links: http://call4all.us///home/_all.php?fi=1.

**Jean L. Ware** received her BA in Mathematics and Computer Science from Whitworth University (formerly Whitworth College) with a minor in secondary Education in 1977. She received an MA in English: TESOL from Eastern Washington University in 2000. She has been teaching English and computer-skills at Japanese universities since 1999. Her research interests include optimizing students’ learning through technology, multimedia, and via extensive reading and extensive listening. Prior to coming to Japan, she worked as a computer programmer doing both real-time programming and writing C-programs running on Unix. Her last project included building a spreadsheet-like data editor for a custom database as part of a strategic-analysis system.

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**Kevin Barrons** currently is a faculty member at Grand Valley State University in the Seidman College of Business where he teaches management information systems courses. Dr. Barrons research is focused on the Strategic Information Technology and Applications. In addition to this, he has reviewed the guiding practices for successful learning outcomes in teams.
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David Casenove is a paleobiologist who specializes in the study of Early Cambrian nektonic ecosystems. He joined the ALESS (Active Learning of English for Science Students) Program at the University of Tokyo in 2011 in order to familiarize Japanese students with the logical articulation of scientific communication in speaking and writing.

Leslie Cohen has been teaching English at Ruppin Academic Center since 2003. Her B.A. and M.A. degrees are in Cultural Anthropology, and she has been working with the Ruppin Immigration program for the past five years. As an immigrant to Israel (in 1980), she has first-hand familiarity with immigration to Israel, and the many complexities it entails. During her 36 years in Israel, she has become familiar with several different Israeli ethnic and cultural groups. Ms. Cohen is a member of Kibbutz Ein Hashofet and has taught English at every level from elementary school through high school and college. In addition, she has more than fifteen years of experience with teaching and supervising teachers-in-training at two teacher education colleges in Israel: the Oranim Academic College of Education (Tivon) and the Arab Academic College of Education (Haifa). Ms. Cohen is a member of H-INET, the umbrella organization for English teachers at higher education institutions in Israel. She has also been a presenter at many English teaching conferences. Ms. Cohen has published numerous articles on teaching English in a variety of professional journals. She is currently co-writing a textbook for the Pre-Academic program at Ruppin Academic Center.

Edo Forsythe is an Assoc. Professor of English and American Studies at Hirosaki Gakiun University. Edward “Edo” Forsythe teaches both EFL and content courses related to western culture. He is currently an Ed.D. Candidate at Northcentral University, researching mobile technology in Japanese university EFL education. A graduate of the Middlebury Institute of International Studies at Monterey (MIIS) with an MA in Teaching Foreign Languages (Russian concentration), Edo has worked as a Russian translator, linguist, and language instructor for the U.S. Navy and the U.S. National Security Agency.

Hilda Galvez received her MS in TESOL from Fordham University in New York City, where she received a Fordham Fellowship. In 2005 she received her Ed.S. from Seton Hall University in Education Management and Leadership, where she received a National Fellowship. In 2013, she received her Ph.D., In Education Management and Leadership from Capella University. Currently, she is an adjunct professor for Pillar College where she teaches writing.
**Afef Ahmed Gasmi** is a senior EFL lecturer at Middle East College, Oman. Her areas of expertise include syllabus design, English language assessment, and program evaluation. Her research interests involve technology-assisted language teaching and assessment. She is particularly interested in exploring the impact of technology integration on the engagement of EFL learners.

**Steve Kirk** is an applied linguist specializing in second language acquisition and particularly the acquisition of spoken fluency. He has taught EFL/ESL in the US and Japan over the last 20 years, and currently teaches scientific research paper writing in the ALESS (Active Learning of English for Science Students) Program at the University of Tokyo.

**Tal Levy** has a B.A. degree in political science. For several years, she has worked as a “Tour Guide” parallel to learning towards a “Teaching Certificate in TESOL”. She then became a professional ESL/EFL teacher first in high school and then in college. She specialized in ESP gaining an LCCI Certificate in Teaching English for Business. In addition she became an expert in “Learning Disabilities” and served as the language advisor in the National Committee of Learning disabilities. She completed a master of education in Educational Technology & English Language Teaching from the University of Manchester in 2006. Tal became an expert in remedial teaching programs to false beginners and instructs SEN teachers in the field. Today Tal serves as the head of The English in a medium size college. Tal was one of the co-founders of SALTI SEAL – The Society for Affective & Effective learning. She is an active member of The higher education network of English teachers in her country (H-INET) and a frequent presenter at national and international conferences.

**Magara Maeda** currently teaches Japanese in a hybrid environment at UWRF. She has taught beginning to advanced levels of Japanese Language along with the teacher development in the U.S., Australia, and Japan. Her research interests include heritage language learner, content-based instruction, bilingualism, and SLA.

**Natalia Roberts** currently teaches Russian in a hybrid environment at UW-La Crosse. She has taught beginning and intermediate levels of Russian Language. Her research interests include integration of technology in the world language classroom, communicative language teaching and task-based instruction.

**Lauren Rosen** is currently the director of the University of Wisconsin System Collaborative Language Program. For over 25 years she has been integrating technology into her language courses and working closely with K-16 language educators in developing engaging collaborative approaches to technology integration into a
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variety of learning environments including both traditional and distance courses. She has also designed and taught online courses for educators on the integration of web-based technology in language learning. She has published numerous articles on the integration of Internet technology for learning world languages and successful approaches to blended learning for language courses. She is a regular presenter at state and national conferences on topics related to developing 21st Century Skills in the World Language classroom. She received the 2014 ACTFL/Cengage Learning Faculty Development Programs Award for Excellence in Foreign Language Instruction Using Technology with IALLT (Postsecondary).

Feng Teng is a language teacher educator at the department of English, Nanning University, China. His main research focuses on vocabulary, extensive reading and listening, and computer-assisted language development. He has published widely in international journals. His latest publications appeared in TESL Reporter and Malaysian Journal of ELT Research.

Michael Thomas has worked at universities in the UK, Germany and Japan and is currently an Associate Professor in Digital Education and Learning at the University of Central Lancashire, UK. He holds a PhD in Applied Linguistics from Lancaster University and a PhD in Literature and Cultural Theory from Newcastle University. He has authored or edited fifteen books and is founding editor of two book series, Digital Education and Learning (Palgrave) and Advances in Digital Language Learning and Teaching (Bloomsbury).