About the Contributors

**Antonie Alm**, PhD (UCLA) is a senior lecturer in German at the University of Otago in New Zealand where she teaches German language and culture and CALL. She has written on motivational aspects in Internet-based language learning and is currently exploring the suitability of Web 2.0 for the creation of optimal language learning environments. Her particular focus is learner involvement through wikis, blogs and podcasts.

**Christine Appel** is a lecturer of English as a foreign language at the Universitat Oberta de Catalunya in Spain. She has a PhD in applied linguistics from the University of Dublin, Trinity College, and her doctoral thesis is on e-mail tandem language learning. Prior to her current position she lectured at Dublin City University contributing to the computational linguistics degree. Her current teaching and research interests include computer-mediated communication (CMC), Telecollaboration, distance learning, task-based learning and the field of second language acquisition theory.

**Lut Baten** is a full professor at the K.U.Leuven in Belgium where she teaches business English in the Faculty of Economics and ESP and foreign language methodology in the Teacher Training Department. Her research field is LSP, e-learning and foreign language methodology and policy.

**Elena Benito-Ruiz**, ABD, is currently working as an associate lecturer at the Universidad Politécnica de Valencia, Spain. She has a BA with first class honors in English studies and an MA in applied linguistics. She participated in the Fulbright exchange program in the USA. She is also a freelance online tutor for governmental institutions in Valencia. She is an invited lecturer in the MITUPV Exchange project. Her areas of interest and research are ICT and English and Spanish language teaching and the application of Web 2.0 tools in the learning process.

**Nicolas Bouckaert** is currently completing graduate studies in commercial engineering at the Catholic University of Leuven (K.U.Leuven). He previously studied in the School of Management and Economics at the University of Edinburgh. His graduate research is on the economics of healthcare.

**Susan Brown** studied Russian at the University of Cambridge and has a Master’s in educational technology and TESOL from the University of Manchester. Over the last three years she has tutored on and developed courseware for the MA in educational technology and TESOL at the University of Manchester. She has published on ways language teachers assess the value of social software for their practice and on a computer mediated intercultural communication project with the Universities of Plovdiv and Sofia (Bulgaria), and a language institute in Montevideo (Uruguay).
Nat Carney received his MA in TESL from Penn State University. He is an instructor of English and educational technology coordinator at Kwansei Gakuin University’s School of Science and Technology in Japan. His research interests include Internet-mediated foreign language education and intercultural education. He has been blogging with his English students for the past 2 years.

Euline Cutrim Schmid is an assistant professor of English and applied linguistics at the University of Education (Pädagogische Hochschule) in Heidelberg, Germany. She has a PhD in linguistics from Lancaster University, UK. Her doctoral research focused on the use of interactive whiteboard technology for the teaching of English as a foreign language (EFL). She has an MA in language teaching from Lancaster University and an MA in applied linguistics from the Federal University of Rio de Janeiro, Brazil. Before teaching in the higher education context, she taught EFL for more than 10 years in various language schools in Brazil.

Darren Elliott began teaching in Japan in 1999, and has since gained an MA in English language teaching and DELTA at Nottingham Trent University. His dissertation focused on teacher development in times of change. He has taught at Universities in both the UK and Japan and currently works for Nanzan University.

Jim A. Elwood is an assistant professor at Tsukuba University. His interests include psychometrics in EFL/ESL, ICT, and puppetry in SLA. He has published and presented widely at an international level, and is the co-editor and founder of the Tsukuba University Journal, *Out of the Box: The Tsukuba Multilingual Forum*. He is a doctoral candidate at Temple University.

Derek Glover was for twenty years head of a large comprehensive secondary school in Oxfordshire, England, before becoming an educational researcher. He has worked primarily with Keele University where he is an honorary professor and as a distance learning tutor. He also works with Warwick University looking at the impact of educational policy on school improvement, and with London University in educational resource management.

Nicolas Gromik previously worked as an assistant language teacher on the JET program, where he started experimenting with video production. Currently he is an EFL CALL lecturer at Tohoku University in Sendai, Japan. He is an advocate of autonomous learning with a focus on student video productions. His research area is in the field of oral communication through the use of technology, especially in terms of spontaneous speech production. He regularly presents workshops and papers at international conferences; most recently the IATEFL/ELTAI conference in India. Nicolas holds two Master's degrees, one in education and the other in applied linguistics.

Sarah Guth teaches English as a foreign language (EFL) at the Università degli studi di Padova, Italy. Her interests in technology and language learning currently involve computer-based language testing, online learning and academic writing, and the application of social software in language learning contexts. She has developed and offered an academic writing distance learning course for PhD students at the Faculty of Engineering. In 2006 she completed an online Master’s degree in e-learning. She currently conducts EFL courses using Web 2.0 tools such as wikis, blogs, social bookmarking, RSS feeds, Flickr and YouTube in the language classroom and for telecollaboration projects. With colleagues at the University of Padova she organizes international workshops on the use of Web 2.0 in the classroom.
Andy Halvorsen is currently a lecturer in English at Nagoya University of Commerce and Business in Nagoya, Japan. Originally from Seattle, Washington, he has been involved in the field of TESOL for the previous 9 years, with experience teaching and training teachers in Japan, China, Albania, and the United States. His current research interests are in the areas of Computer Mediated Communication and social constructivist theories of second language learning and acquisition.

Neil Heffernan has been teaching in Japan since 1995, and is currently an associate professor at Ehime University. He has research interests in CALL, language testing and other methods of language education evaluation.

Volker Hegelheimer is an associate professor in the PhD program in applied linguistics and technology and the MA program in teaching English as a second language/applied linguistics at Iowa State University. He teaches graduate courses on technology in language teaching and research. His research interests include applications of the WWW and emerging technologies in language learning and language testing and his publications have appeared in Language Testing, System, CALICO Journal, Computer Assisted Language Learning, ReCALL, and Language Learning & Technology.

Samuel Holtzman is an assistant professor at the Nagoya University of Commerce and Business Administration. He has a MEd in social foundations of education and a PhD in educational research policy and evaluation from the University of Virginia. His graduate work ranged from educational technology development to issues of social justice, culminating in a dissertation on “Pedagogy and Technological Inclusion: the Impact of Integrating E-folio into Existing Curricula.” His current research ranges from the construction of reflective curricula to issues of collaborative education, effective technological integration, and the recent resurgence of for-profit educational institutions.

Fiona Joseph has worked within the UK ELT sector for the last 16 years as a university lecturer, textbook author, and now as the founding manager of Flo-Joe, the website for Cambridge examination preparation. In 2003 she was the recipient of the British Council ELTON award for the Flo-Joe website <www.flo-joe.co.uk>. Her interests are ESOL, assessment and the creation of electronic learning materials. She is joint director of Flo-Joe Training and Consultants < www.flo-joeconsulting.co.uk>, working with learning organisations to help them use learning technologies more effectively.

Mike Kelly is an adult educator with 25 years of experience. As a founder of alternative learning styles and outlooks, Mike gained valuable experience working with adult literacy and ESL students. For the past seven years, Mike has been at Interactivist Learning Solutions based in Toronto, Canada, to create learning materials and activities that help adults gain the communication skills they need for work, in the community, or at home.

Trudy Kennell works at the AlphaPlus Centre in Toronto, Canada. As a curriculum developer she works in face-to-face situations and uses an asynchronous online classroom to develop professional development workshops about Web tools for adult literacy and ESL instructors. Trudy started her career in ESL as a volunteer in a parent and preschool program.
Jaroslaw Krajka PhD works as an assistant professor in foreign language methodology and CALL at Warsaw School of Social Psychology, Poland. In 2002 he completed a three-year doctoral studies program at Adam Mickiewicz University in Poznań, Poland, defending a PhD thesis entitled, “The Internet as a Coursebook in EFL.” Dr Krajka has been actively involved in ICT teacher training for The British Council in Poland. Since 2001 he has been the editor-in-chief of the internationally refereed EFL journal, Teaching English with Technology published by the IATEFL Poland Computer SIG.

John Paul Loucky, EdD, is an associate professor at Seinam Jogakuin University in Japan, where he has taught all areas of TESOL/EFL for 20 years. His doctoral dissertation compared CALL-based vocabulary learning with audio-lingual and sustained silent reading methods. He also holds a Master’s of Science in reading education from Syracuse University in New York and a Master’s of Professional Studies in cross-cultural ministries from the Alliance Theological Seminary in New York. He has written extensively on L2 reading and vocabulary development for many journals and for engineering and online encyclopedias.

Jenny Ang Lu holds a Master’s degree in English language teaching from the Graduate School of English at the National Taiwan Normal University (NTNU), a Bachelor of Arts degree in applied foreign languages and an Associate degree in information management. Aside from teaching English to adults, she also translates Chinese government documents and websites into English, assists in English learning coursebook production, and provides voice-recording services for the accompanying CDs. She is interested in exploring the use of podcasts in English language teaching, extensive reading, and promoting bilingualism.

George MacLean is an EFL lecturer at Tsukuba University, Japan. His former positions in the international school system and the Japanese education system at various times have been as a primary-junior high-school teacher, resource teacher and Deputy-Principal. He has published and presented frequently at an international level in the areas of ICT, mobile learning, and materials development. Other interests include content-based instruction and intercultural communications. He is co-editor of the Tsukuba University Journal, Out of the Box: The Tsukuba Multilingual Forum.

Masahiro Matsui graduated from Future University, Japan, in 2007. Studying in the School of Systems Information Science, his graduate study project involved researching the impact of ICT in education. He is now employed by Toshiba TEC. His Website is <http://homepage.mac.com/graduat estudy>.

Rob McBride has been an educator for many years. He began his ESL teaching career in Brazil and continued in ESL for newcomers upon his return to Canada. He currently teaches workplace communications and ethics at Algonquin College. Parallel to his career as an educator, Rob has been a writer, producer, or consultant on many television, new media and print-based initiatives in adult ESL and literacy.

Steve McCarty is a professor at Osaka Jogakuin College in Japan. He is president emeritus of the World Association for Online Education, elected president several times from 1998-2007. He teaches content-based EFL courses, such as topic discussion, research paper writing, bilingual education and computer communication. Chapters on “Global Online Education” and “Global Virtual Organizations”
About the Contributors


**David Miller** has been leader of the Keele University interactive whiteboard research team for the last eight years. He has an extensive list of publications including professional, management and academic journals. He has also developed and written secondary mathematics materials, some of which have been designed to be used on interactive whiteboards. He works in initial teacher education and before this taught mathematics in two English secondary schools.

**Gary Motteram**, EdD, is a senior lecturer in Education at the University of Manchester where he has worked for over twenty years. During this time he set up and still runs a Master’s in educational technology and TESOL, which is taught both on-site in Manchester and by e-learning. He has presented at conferences and published regularly in the fields of technology in language learning and distance language teacher education. He is currently co-ordinator of the Learning Technologies Special Interest Group of the IATEFL.

**Tony Mullen** is a lecturer in the Department of Computer Science at Tsuda College, Tokyo. He is active in research in the fields of Computer-Assisted Language Learning and natural language processing, as well as being keenly interested in online collaboration, open-source development, and 3D graphics and animation. He is the author of the books *Introducing Character Animation with Blender* and *Bounce, Tumble, and Splash! Simulating the Physical World with Blender 3D*, both published by Sybex/Wiley.

**Anne O’Bryan** is a PhD student in applied linguistics and technology at Iowa State University, where she has taught ESL writing, listening, reading and speaking courses, as well as freshmen composition. Her research interests include learner strategies in CALL, the effects of strategy training on CALL use, and the integration of technology into the language classroom. She has published in *TESL-EJ*, *ReCALL*, and *CALICO Journal*, presented at international conferences including *CALICO*, *TESOL*, and *EUROCALL*, and conducted CALL workshops.

**Mark Pegrum** is a lecturer in the Graduate School of Education at the University of Western Australia, where he teaches in the areas of e-learning and TESOL, as well as running a number of teacher education units in blended mode. His most recent publication is *Brave New Classrooms: Democratic Education and the Internet*, co-edited with Joe Lockard and published by Peter Lang in 2007. His current research interests include social and cultural aspects of asynchronous discussion forums and the application of Web 2.0 technology to teaching. Further information on his work can be found on his wiki at <http://e-language.wikispaces.com/>.

**Thomas Raith** is a doctoral researcher at the University of Education (Pädagogische Hochschule) in Heidelberg, Germany. His main fields of research are new media in the language classroom, task-based language learning and standards in language teacher education. He has several years experience as a secondary school teacher and in teacher education.
Margaret Rasulo holds an MA in education from the Open University and a PhD in English for specific purposes from the University of Naples - Federico II. For several years she has been a lecturer at the University of Naples ‘L’Orientale’ where she currently teaches English language and linguistics. As a teacher trainer, she has worked extensively with the Italian Ministry of Public Education running pre-service and in-service training courses for English language teachers and has collaborated with the Teaching College of the ‘Orientale’ (SISS), where she is currently involved in pre-service teacher training. Her most recent research interests are in the field of online course design and delivery.

Bernd Rüschoff holds the chair in didactics and applied linguistics in the Institute for Anglophone Studies at the University of Duisburg-Essen in Germany. His research and development focuses on aspects of e-learning and virtual learning platforms for applied linguistics as well as the use of digital media tools for language learning. He has been involved in a number of European Union projects and contributed to various Council of Europe activities, e.g. as a director of studies in modern languages ‘New Style’ workshops. A former president of EUROCALL, he is currently the president of the German Association of Applied Linguistics (GAL).

Trevor Shanklin, PhD, is the director of the Language Acquisition Research Center language labs at San Diego State University. He is a language teacher and teacher trainer with a background in linguistics and experience in Central and Eastern Europe. Most recently he coordinated a literacy project at ten federal schools on the Navajo Nation for the Chinle Technology Consortium. He gives numerous workshops and conference presentations on the use of digital recording technology for oral skills assessment.

Matthias Sturm works as a distance learning coordinator at the AlphaPlus Centre, a resource centre for research and technology for adult education in Toronto, Canada. Since 2003, he has researched distance and online delivery opportunities for adult literacy in Ontario. Previously, he worked on documenting the ways learners feel the use of technologies impact their learning of tangible as well as intangible skills. Matthias has also worked as an English and German second language teacher.

Peter Travis worked in ELT as a lecturer and textbook author before moving into ILT, becoming ILT Manager at a Further Education College in the West Midlands, UK. He was responsible for the strategic development of ICT across the college and for staff training in the use of new technology. In 2005 Peter was shortlisted for the QIA Star Award for the ‘E-Learning Tutor of the Year’ sponsored by Microsoft. Peter left FE in 2006 and is now joint director of Flo-Joe Training and Consultants and he also runs the Splendid Speaking website <www.splendid-speaking.com>.

Kay Vallance, BA, is a comprehensive school teacher responsible for teaching Key Stage 3, Key Stage 4 (GCSE) and Key Stage 5 (A Level) Welsh, and Key Stage 3 ICT at Brynteg Comprehensive School, Bridgend, South Wales, UK.

Michael Vallance, EdD, is professor at Future University, Japan. He has a Doctorate in education from Durham University and a Master’s degree in computer assisted learning from Stirling University, UK. He is the co-author of *Using IT in the Language Classroom* and co-editor of *Teaching English to ESL Chinese students*. He is currently involved in a number of ICT-enabled research projects such
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**Shudong Wang** is an associate professor at Hiroshima Shudo University in Japan. He received his undergraduate diploma in English education in China, and his Master’s and Doctoral degrees in the engineering field in Japan. His research interests include CALL, e-learning systems, technologies of speech recognition and speech synthesis, and how to apply these technologies to foreign language teaching and learning.

**Kan Yingli**, holds a BA and MA in business and economics from the K.U.Leuven, with a major in accountancy and finance, and is currently studying towards her PhD.