

# Notes on Contributors

## Editors

**Ana Beaven** works at the University of Bologna Language Centre (Italy), where she teaches general English as well as English for Academic Purposes. Her research interests are in the fields of intercultural communication, language teaching and assessment, and the use of technology in the language classroom. She has taken part in various European projects: WebCEF ([www.webcef.eu](http://www.webcef.eu)) and CEFcult ([www.cefcult.eu](http://www.cefcult.eu)), which developed tools for the assessment of oral skills, Performing Languages ([www.performinglanguages.eu](http://www.performinglanguages.eu)), dealing with the application of drama techniques to foreign language teaching, and is coordinator of the IEREST project ([www.ierest-project.eu](http://www.ierest-project.eu)), for the development of intercultural resources for Erasmus students and their teachers.

**Anna Comas-Quinn** is a Lecturer in Spanish at the Department of Languages, at The Open University, UK, and a Teaching Fellow for the Support Centre for Open Resources in Education (SCORE). She led the development of LORO (<http://loro.open.ac.uk>), an open repository of teaching resources for language teachers and learners, and has researched and published in the area of technology-enhanced language learning, mobile language learning, teacher development, and open educational resources and practices. She is also interested in the potential of openness for professional development, and has worked to embed open practices in several projects ranging from the collaborative writing of teaching materials, to the application of drama techniques to language teaching ([www.performinglanguages.eu](http://www.performinglanguages.eu)), or the exploration of Open Translation tools and practices ([www.ot12.org](http://www.ot12.org)).

**Barbara Sawhill** is the Director of the Cooper International Learning Center and a Lecturer in Hispanic Studies at Oberlin College (Oberlin, OH, USA), positions she has held since 1998. Prior to her position at Oberlin, she taught Spanish and directed a language resource center at the pre-university level. Her research interests include the use of blogging, social media, and student self-assessment in language teaching and learning. Author of several articles about the use of social tools and self assessment in language teaching, Barbara is the

Past President of IALLT (<http://iallt.org>). She is a frequent invited presenter at professional conferences, and the lead author for Language Lab Unleashed! (<http://languageunleashed.org>), a blog dedicated to exploring appropriate and effective uses of technology in the language classroom.

## Authors

**Carl Blyth** is an applied linguist with a background in pragmatics and technology and an emphasis on cross-cultural and intercultural interaction. Currently, he is working on an analysis of online dialogues from the Cultura archive, a telecollaboration between French and American universities. Blyth's professional interests also include the use of digital tools and social media to facilitate collaborative social action, with a particular emphasis on textual annotation software for social reading. Working with departmental colleagues and graduate students he created a suite of online pedagogical materials for French (e.g. *Tex's French Grammar*, a pedagogical reference grammar; and *Français interactif*, a blended learning environment for beginning French). He is the Director of the Center for Open Educational Resources and Language Learning (COERLL), a foreign language resource center funded by the US Department of Education. COERLL's mission is to produce and disseminate OERs for the Internet public.

**Kate Borthwick** is an academic coordinator for e-learning at the Centre for Languages, Linguistics and Area Studies (LLAS) based at the University of Southampton, UK. She is an experienced developer of online learning materials and an e-tutor and currently coordinates LLAS activity in relation to the use of technology in language teaching and learning, initiating and managing projects, devising and delivering training, and organising and running events, notably the Centre's annual e-learning symposium. She manages the development and training for the LOC tool (an online authoring tool developed at LLAS), and also manages two online teaching and learning repositories hosted by LLAS (*LanguageBox* and *HumBox*). She has managed all of the Centre's recent projects exploring Open Educational Practice (*The*

*HumBox Project* 2009-10; *Community Café* 2010-2011; *FAVOR* 2011-2012, and *OpenLIVES* 2011-2013) and speaks regularly on the topic of open practice in language education at conferences and other events. She has a background in teaching English to international students across the globe and at universities in the UK.

**Todd Bryant** is the academic technology liaison to the foreign language departments at Dickinson College, Carlisle, Pennsylvania, US, and periodic instructor for the German department. He focuses on connecting language learners with native speakers via The Mixxer ([www.language-exchanges.org](http://www.language-exchanges.org)) and other forms of social media. He has also used and written about games in education including “World of Warcraft” as an immersive environment for a German language course and using “Civilization IV” as a way of demonstrating systems level thinking in the social sciences.

**Anna Calvi** works as an Associate Lecturer, Teacher Trainer, Consultant and Author and specialises in English for Academic Purposes and Italian. She has an honours Open Degree from The Open University, a Master in English for Academic Purposes from Warwick University, a Postgraduate Diploma in Online and Distance Education from The Open University as well as the CELTA (Certificate in English Language Teaching to Adults) and the DELTA (Diploma in English Language Teaching to Adults- Modules 1 and 2). She has been teaching Italian as a Foreign Language for 10 years at the Warwick University Language Centre and for 7 years at The Open University. She has written paper and online materials for Italian, French and EAP courses. She is currently co-writing the new edition of *Andante*, the OU Beginners’ Italian textbook.

**Marco Cappellini** is a PhD student in the research team STL (Savoirs, Textes, Langage - UMR 8163 CNRS) at Lille 3 University, France. He graduated in 2010, having researched scaffolding in a Teletandem environment for French and Chinese as foreign languages. He has worked in language teaching and teacher education at Lille 3 University (France) and at the Dalian University of Foreign Languages (China). His research focuses on learner autonomy,

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**Alison Dickens** is currently Assistant Director of the Centre for Languages, Linguistics and Area Studies (LLAS), based at the University of Southampton, UK, responsible for the Higher Education dimension of its activities: the programme of training for staff, resource and course development, income generation and project work. She has directed or co-directed 3 EU funded projects: *Opening the Door to Language Learning* (2002-2005), *The Language Café* (2006-2008), *LanQua* (2007-2010) as well as directed projects in the fields of e-learning/Open Education Resources (*The HumBox Project* 2009-10; *Community Café* 2010-2011; *FAVOR* 2011-2012, and *OpenLIVES* 2011-2013). She has a background in language teaching and has worked in primary and secondary schools as well as in the HE sector for the past 17 years. She is a founder member of LLAS and with the small core team has built up a thriving and respected centre with a reputation for delivering high quality training, resources and advice to the languages and linguistics community in Higher Education.

**Annette Duensing** is a Senior Lecturer at The Open University, UK, and is responsible for the academic line-management and teacher development of a team of part-time teachers supporting students studying languages in the East of England region of the university. Annette has studied and taught Open University modules herself, and has extensive experience in developing language and language-related study materials. Outside The Open University she has been an author and academic editor for a number of language textbooks for different publishers. Annette conducts scholarship into students' perception of supported online learning and teacher development for this context, and has contributed to scholarly publications on blended teaching and learning, for instance as a co-author of a chapter on assessment in *Teaching Languages in Blended Contexts* (Murphy, Nicolson, & Southgate, eds., 2011).

**Matilde Gallardo** is a Senior Lecturer in the Department of Languages at The Open University, UK, where she has academic line-management and

teacher-development responsibilities for the team of language teachers in the South East region. Matilde has extensive experience of MFL teacher professional development and has carried out scholarly activity and research into motivating factors of online collaboration and teachers' perceptions of their professional identity in blended contexts. She has led a joint online project for teachers of Spanish with the University of Córdoba, Spain, and more recently she has coordinated a collaborative staff development project on Dyslexia and Modern Language Learning. Her interests are in the field of collaborative online peer support and professional development in Open Educational Practices. She is co-author of the section on teacher development in *Teaching Languages in Blended Contexts* (Murphy, Nicolson, & Southgate, eds., 2011).

**Dr Cecilia Gorla** is a Lecturer in Italian at the Language Centre, School of Cultures, Languages and Area Studies, University of Nottingham, UK. She has a PhD in Linguistics and is the author of *Subject Clitics in the Northern Italian Dialects: a comparative study based on the Minimalist Program and Optimality Theory* (Kluwer Academic Publisher 2004). Cecilia teaches Italian and Linguistics, and directs a postgraduate Masters degree in Digital Technologies for Language Teaching. In 2010, she obtained an MSc in eLearning at the University of Edinburgh and since then technology enhanced language learning and teaching is the focus of Cecilia's practice as well as her research. Specifically, Cecilia is currently investigating the theoretical implications and the pedagogical affordances and limitations of open courses within the context of language teaching.

**Sarah Heiser** is a Lecturer in the Department of Languages at The Open University, UK. She is based at The Open University in London and is responsible for the academic line-management and teacher development of the London languages team of part-time teachers. Her interests include Open Educational Resources and Open Educational Practices (OER/OEP), staff development by experiential learning in online spaces, student strategies for language learning and young students in Higher Education. She has been an active member of the Department of Languages VLE group. She is co-author

of the section on teacher development in *Teaching Languages in Blended Contexts* (Murphy, Nicolson, & Southgate, eds., 2011).

**María Dolores Iglesias Mora** has been working as an Associate Lecturer of Spanish with The Open University for the last eleven years teaching courses from Beginners to Upper Intermediate levels. She holds an MA in Teaching English for International Business from the University of Central Lancashire and has collaborated in several projects about open educational resources and teaching practice. She has worked as a Spanish Lecturer at the University of Central Lancashire on a part time basis, as well as previously holding different management positions as Language Coordinator and Head of Languages in several institutions. Although a Spanish specialist, she has also taught English as a Foreign Language, and Study Skills for university students. In Spain she worked with corporate clients at the Spanish Ministry of Development, Alcatel and Robert Bosch companies. In Japan, she taught undergraduate and postgraduate university students and collaborated in the publication of a Spanish textbook for Beginners students. She is actively engaged in producing her own educational resources and has published some of them in LORO.

After a career of teaching and management in secondary schools, **Terry King** is currently a Research Associate in the School of European Languages, Culture and Society (SELCS) at University College London (UCL). His particular interest is in motivating school students to continue the study of languages at university. He manages the ATLAS, CROSSROADS, NEARPEERS and ONSTREAM projects. The first encourages school students to learn a new language at University, the second and third use a VLE to link pupils in secondary schools with undergraduates and teachers of the target language. The ONSTREAM project facilitates on-line collaboration between teachers of Russian in three sectors, HE, secondary and supplementary schools. From 2001 to 2011, he worked as a Research Fellow in the Centre for the Advancement of Teaching and Learning at UCL, attracting funding from a range of external sources. In addition, funded by an ESRC small award, he has conducted research into factors affecting recruitment to HE courses in the less widely taught languages and, for UCL, investigated its Personal Tutoring

system. He has published in *ReCALL* and the *Language Learning Journal* and contributed a chapter to the book *Telecollaboration 2.0* (2010).

**David Elvis Leeming** has been a Senior Lecturer at the University of Central Lancashire in the School of Language, Literature, and International Studies for the past ten years. He leads an undergraduate degree in International Business Communication. He has a great deal of experience of working with students from a multicultural environment, and has taught in Greece and Japan. David holds an Executive MBA as well as an MA in Teaching English for International Business and an MSc in Multimedia Computing. He is also working toward a Professional Doctorate in Elite Performance and is MBTI step one qualified, Belbin Team Roles accredited, and the Richard Lewis Intercultural Communication model accredited. He is a Fellow of the Higher Education Academy. His research interests revolve around Intercultural Communication specifically team work and leadership. He is also interested in how to embed blended learning within global programmes.

**Antonio Martínez-Arboleda** (*Licenciado en Derecho*, MA Business Law, FHEA) is Principal Teaching Fellow in Spanish at the School of Modern Languages and Cultures at the University of Leeds. He began his career in language teaching at the Instituto Cervantes and the University of Leeds in 1998, as he was furthering his postgraduate studies in UK Law and Politics. In 1999 he introduced a module on Spanish Politics and started to teach Spanish in an Economic and Business context in the University of Leeds programme. In 2002 he designed the Autonomous Learning Portfolio currently used in Spanish and other languages at his institution. From 2002 to 2009, he created a range of resources for the development of academic skills through professional simulations, often using e-learning and group activities. In 2009, he commenced his work on Open Educational Resources as part of the HumBox Team. In 2011 he was awarded a SCORE fellowship to work on OER review by employers and became co-researcher of the JISC funded project OpenLIVES on digitised Life Stories. He is a member of the JORUM UK Steering Group and has been heavily involved in the design of the University of Leeds OER institutional policy.

**Anna Motzo** is an Associate Lecturer, Consultant and Author and is the Italian Language Coach at the Royal Academy of Music in London. She has a Degree in Philosophy from the University of Rome (Italy) and a PGCE from the Institute of Education (London). She has spent more than ten years teaching Italian to international students both in Italy and in the UK. Her main area of interest is devising and developing learning materials. Since joining the OU in 2007, she has become more interested in e-learning and has taken part in various projects including most recently one focusing on the implications of designing digital resources for learners with dyslexia. She is Member of the Italian Committee (Association for Language Learning). She is currently co-writing the new edition of *Andante*, the OU Beginners' Italian textbook.

**Irina Nelson** is a Senior Teaching Fellow in Spanish at the University of Southampton. She studied at King's College London. She has an MA in Latin American Studies from the Institute of Latin American Studies, University of London and an MA in Translation Studies from the University of Westminster. She is a member of the Institute of Translation and Interpreting (ITI) and a professional translator for the Areas of Media, Sustainable Development and the Environment. She has worked at the University of Southampton since 2001 and since the implementation of Southampton's VLE in 2003, she has been involved in the production of learning materials in a digital form in order to foster language acquisition. She has used different technologies to make accessible text, audio, video and testing exercises. She was one of the partners in the JISC-funded OpenLIVES project. As part of this project, she created a suite of interactive learning objects on the topic of oral history, which she has published as OERs, and which she makes use of with her students. Her students were heavily involved in OpenLIVES project activities and she continues to encourage students to create open digital content as part of their language learning.

**Alicia Pozo-Gutiérrez** is a Lecturer in Spanish Social and Political Studies at the Department of Modern Languages, University of Southampton. She has a PhD from the University of Southampton. Using oral history and ethnographic methods, she researches exile and migration in the Spanish-speaking world,



with a focus on return migration in times of social and political change. She researched the life histories of former Basque evacuee children from the Spanish Civil War in Britain and she is currently working on the project ‘From Transition to Crisis: An Oral History of Democratic Spain’. She teaches courses on Spanish social and political history, and transnational studies at undergraduate and postgraduate level. She was a partner on the JISC-funded OpenLIVES project and was the contributor of the original research data used as the basis for the project. This data consisted of audio interview recordings with Spanish migrants, and it was collected for a research project called ‘Tales of Return,’ which took place in 2008. The OpenLIVES project gave Alicia the opportunity to extend the life of the data she had collected, which would have otherwise been archived out of public view, and to reach new audiences.

**Klaus-Dieter Rossade** is Lecturer in German and currently Director of the Language Studies Programme at the Faculty of Education and Language Studies (FELS) at The Open University, UK. For the last 15 years, he has produced distance learning teaching and learning materials, including open educational resources and designed language and culture courses in German at all levels. His research interests include the fields of intercultural communication and technology enhanced language learning. His PhD research focussed on the history of German Studies, intellectuals in totalitarian systems and questions relating to memory and ‘dealing with the past’. He is a Fellow of the Higher Education Academy in the UK.

**Sandra Silipo** works as an Associate Lecturer, Consultant and Author for The Open University, UK. She has a Degree in Classics from the University of Turin (Italy) and an MA in Applied Linguistics from the University of East Anglia (Norwich, UK). She qualified in 1995 as Teacher of Italian as a Foreign Language (University of Siena for Foreigners, Italy) and as a Teacher of Foreign Languages to Adults in 2000 (RSA TFLA Diploma) while working as a Curriculum Support Tutor for the Languages Department of the Norfolk Adult Education Service. She has been teaching Italian as a Foreign Language for the past 20 years, both online and face-to-face. She is the co-author of *Colloquial Italian 2* for the Routledge Colloquial 2 series (Lymer & Silipo,

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**Julie Watson** is Principal Teaching Fellow in e-Learning and Head of eLanguages in Modern Languages at the University of Southampton. She has an extensive background in directing and teaching EFL/EAP courses in the UK and overseas. She moved into the field of e-learning in 2001 and has been involved in a range of projects involving new technologies since then. She designed and led the development of the Prepare for Success website for international students, and led the design of the LOC authoring tool, the development of eLanguages Toolkits and a range of online courses, including the MA in ELT: Online. She has been involved in several OER projects and more recently, in researching digital literacies and developing a MOOC. Her main research interests are learning design, the implementation of new technologies in language learning, and online tutoring.

**Susanne Winchester** is an Associate Lecturer in German at The Open University, UK, and has over 20 years experience as a teacher, examiner, curriculum coordinator and teacher trainer in secondary, further and higher education. She is the author of *Talk German 2* in the BBC Active Series. In recent years, she has developed a keen interest in technology enhanced language learning and teaching, in particular task-based learning in virtual worlds. She is currently working on research for a Doctorate in Education (EdD) qualification at The Open University, examining the use of electronic vocabulary training programmes for vocabulary learning.



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