

# Foreword

The book you have before you is in line with one of the most democratic movements brought about thanks to the Internet; the elimination of access barriers in order to share research-related literature in hope that this will “lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge” regardless of wealth, location and opportunities. These words are from the Budapest Open Access Initiative<sup>1</sup>, which marked the beginning of the Open Access movement. In the field of higher education, however, there was an earlier initiative led by the Massachusetts Institute of Technology (MIT) in the USA. MIT launched its Open Courseware (OCW)<sup>2</sup> programme in 2001, consisting of a web-based publication of virtually all MIT course content, having grown from barely 50 in-house courses to a current 2150 courses delivered by 250 institutions worldwide open to any interested party and freely available from their website.

These two examples strike me as being the ideal framework for this book... a) because it is freely distributed to language teachers throughout and b) because of the generosity of the practitioners and researchers who have contributed to this publication, and who are willing to share with the language learning and teaching community at large their work and expertise.

Congratulations to all!!

**Ana Gimeno-Sanz**

Universidad Politécnica de Valencia, Spain

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<sup>1</sup> Available from <http://www.budapestopenaccessinitiative.org/read>

<sup>2</sup> More information available from <http://ocw.mit.edu>



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