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Web 2.0 and Second Language Learning



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"This Handbook brings together in a single volume about Web 2.0 much of what I tried to accomplish in multiple books about Web 1.0, providing a valuable overview of research, theory, and practice related to the current iteration of educational technology. The Handbook will be of value to a wide range of teachers, administrators, policy makers, and researchers concerned with technology-enhanced learning and will contribute greatly to timely debates affecting language education around the world". --Professor Mark Warschauer, Department of Education, Department of Informatics, University of California, Irvine, USA

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About the Author

Michael Thomas PhD is Associate Professor in English at Nagoya University of Commerce & Business in Japan. Previously he taught second language learning and CALL at the University of Heidelberg in Germany. His research interests are in the language/literature interface, philosophy of linguistics and learning technologies. He is author of *The Reception of Derrida: Translation and Transformation* (Palgrave, 2006) and editor of the *Handbook of Research on Web 2.0 and Second Language Learning*. He is on the editorial boards of the *International Journal of Emerging Technologies & Society*, the *Asian Journal of EFL*, the *Asian ESP Journal* and the reviews board of the *British Journal of Educational Technology*. He is editor-in-chief of the *International Journal of Virtual and Personal Learning Environments*. His current research focuses on a new book entitled, *Diversity in CALL*, with Glenn Stockwell.

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Over the last few years, second generation Internet-based services, or Web 2.0 technologies, have emerged as the new buzzwords in information communication technologies.

The Handbook of Research on Web 2.0 and Second Language Learning investigates how those involved in education teachers, students, and administrators can respond to the opportunities offered by Web 2.0 technology, within existing institutional and pedagogical frameworks. Containing chapters by experts from across the globe, this defining body of research is the first of its kind to focus on second language learning in relation to the history of computer assisted language learning.

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