Research Design

Table 1: Case Study 1 Participants (Fall 2008)

Country	USA (TC)	Germany (PHH)	Poland (WSL)	UK (OU)
Institution				
Participants (N=78)	26	21	13	18
Participant Description	Pre-service T (M.A. candidates - TESOL/Applied Linguistics)	Pre-service T (state exam EFL candidates – primary/secondary)	Language learner (German B1/B2)	Language learner (German B2)
Nature of Course	TESOL- classroom practices (FTF)	Task-based language learning/ media literacy (FTF)	German language course (FTF)	German lang. course (online only)

Table 2: Case Study 1 Focus Group 1 (TC/PHH Participants)

Group 1	Nationality	Teaching Experience	Technology Exp./Goal
Rita (TC)	American	Has already taught various age groups in different cultural contexts	Has taken technology courses; proficiency in computer tools; use CMC inside/ outside classroom
Colleen (TC)	Chinese	Little	Develop syllabus for Chinese EFL college Ss
Susan (TC)	Korean-American	Little (1 yr HS and young adults in Japan)	K-12; Math for ESL students
Silke (PHH)	German	Has taught at secondary and graduate levels	Get first-hand experience with telecollaboration projects

> Project Phases and Task Design:
Each case study spread over 10 weeks respectively and was split into three phases:

1. The Introductory Phase (2 weeks)
2. The Project Phase (7 weeks)
3. The Evaluation Phase (1 week)

Table 3: Case Study 2 Participants (Fall 2009)

Country	USA (TC)	Germany (PHH)	Poland (WSL)	UK (OU)
Institution				
Participants (N=101)	53	20	18	10
Participant Description	Pre-service T (M.A. candidates - TESOL/Applied Linguistics)	Pre-service T (state exam EFL candidates – primary/secondary)	Pre- and in-service T (extramural)	In-service T (EFL, ESL, EAP)
Nature of Course	TESOL-classroom practices (FTF)	Task-based language learning media literacy (FTF)	ICT in ELT (blended)	Staff development (online only)

[Tables 1 and 3 adapted from: http://llt.msu.edu/issues/october2012/fuchsetal.pdf]

Table 4: Case Study 2 Focus Group 7 (TC Participants)

Group 7	Nationality	Teaching Experience	Technology Exp./Goal
Erika (TC)	Taiwanese-American	EFL in Taiwan; BA in Elementary Educ.	Wants to teach at HS or university overseas
Fahmida (TC)	Pakistan	2.5 years; Academic Literacy, ELT for Secondary School Ts; Primary School	Has used Moodle, Elluminate online forums; wants to use CALL as formal way of teaching EFL; focus of EdD
Pavlos (TC)	Cypriot	BA in Primary Ed; Greek & English; Primary school	English in primary schools or University of Cyprus; focus on TESOL and technology
Suzanne (TC)	South-African	8.5 years: English & Drama in HS (2 yrs SA, 4 years in UK)	Teacher training for technology; big need to have well-trained EFL/ESL Ts
Seiki (TC)	Japan	None	K-12 ESL in the US, English Ed at universities overseas

> Exploratory case studies based on Action Research and Exploratory Practice (e.g., Allwright & Hanks, 2009; Nunan & Bailey, 2009)

> Data triangulation through different instruments

CMC Data, Questionnaires, Journals, Tasks