

CONTRIBUTORS TO THIS ISSUE

Jason Anderson is a teacher educator, educational consultant, award-winning author, and researcher, working in both language teaching and mainstream education. He has supported teachers in over 20 countries worldwide, pre-service and in-service, for national ministries of education and organizations including UNICEF, the British Council, and the University of Warwick. He has published research on aspects of language teaching, multilingualism, teacher reflection, lesson planning, and teacher education. His main interests include teaching methodology, multilingualism, and the contextual challenges of primary and secondary teachers working in low- and middle-income contexts, where he has spent much of his career as a teacher educator.

Leon Emanuel Avalos is a teacher of English, who has only recently graduated from Universidad Nacional de La Pampa (UNLPam) in Argentina. As a student, he demonstrated an early interest in Phonetics and Phonology, and he served as an undergraduate teacher assistant in a course in this field. As a result of his experience in that position, he presented both locally and regionally. Lately, his interest veered towards the use of audiovisual techniques in the teaching of literature, and he unofficially aided a course on English literature in the ELT programme at UNLPam. He has also worked as a freelance teacher and translator.

Enrique Alejandro Basabe is a lecturer in the Department of Foreign Languages at Universidad Nacional de La Pampa (UNLPam), Argentina. He holds an MA in ELT and BCS (Warwick, UK, 2004), and MA in English with a concentration in English and American literature (Rio Cuarto, Argentina, 2007) and a PhD in Education (Southern Illinois University, USA, 2011). He currently teaches text grammar and contemporary literature in the ELTE programme at UNLPam, where he also does research on literature and its teaching at advanced levels of English. His main interests are teacher education and cultural issues in the English, American, and Latin American contexts.

Erzsébet Békés is a Hungarian English teacher residing and working in Ecuador. She is the co-author of a concise volume titled *Why NNESTs?: International English and the implications for teacher development*. Over her 40-year career as a language teacher, she taught English as a volunteer in Greece, Ethiopia and the Amazonian jungle. Her interests include exploratory action research, teacher training and development, plurilingualism and intercultural communication. She is presently a volunteer teacher-research mentor at the National University of Education and is involved in supporting the classroom research and publishing activities of English teachers and English major students.

Mara Lucía Ciaffoni is an advanced student in the English Language Teaching programme (ELT) at Universidad Nacional de La Pampa (UNLPam), and, since 2018, she has been an undergraduate teacher assistant in English Literature II, a course belonging in the same programme. Her interests are mainly related to the teaching of language and literature, and they lately include the use of visual literacy in ELT. She has been teaching English in the private sector, focusing on approaches to bring children and teenagers closer to literature and the arts. She also combines working and studying with the practice of Argentinian folk dances as well as flamenco.

Pamela Hartman is associate professor of English at Ball State University. She is former Director of English Education and advisor for the English Education club at BSU. She has taught English for almost 30 years, both at the high school and college levels.

Shinji Okumura earned his Ph.D. in Applied Linguistics from Monash University, Australia. He is an Associate Professor of English language education in the Department of Education at Mukogawa Women's

University in Hyogo, Japan, and he engages in pre-service teacher training, specializing in teaching English at the primary level. Dr. Okumura's research interests include language-in-education policy, foreign language education in primary schools, and bilingual education (esp. English and Japanese). His work has also focused on telecollaboration and vertical exchange for developing students' intercultural competence involving the global community.

Rebecca Shapiro is an associate professor of English and linguistics at the City University of New York. Her work has focused on the rhetorical depictions of Jews in eighteenth-century texts as well as sociolinguistic and lexicographic analyses of works by Hester Thrale, Maria Edgeworth, and Ann Fisher. Her book, *Fixing Babel*, looks at seventeenth- and eighteenth-century dictionary front matter. Her latest project traces specific words diachronically to show their political and legal underpinnings. She is also working on a handbook for lawyers who wish to use historical dictionaries properly. She has four cats: Zalman, Mimi, Malka, and Isidore.

Xiaomei Sun is currently a PhD student and tutor at the University of Edinburgh, with 16 years of working experience as an EFL teacher in China. Her PhD research addresses the issue of implementing extensive reading in a second and foreign language in secondary schools. Her research interests also include teacher development and children's literature.

Katie Webb is a dedicated educator with more than five years of practical experience teaching General English, English for Specific Purposes and English for Academic Purposes (EAP) in Europe and Asia. In addition, she has recognised and well-respect ELT qualifications, including a CELTA, DELTA*, a MA in ELT (with a specialism in Teacher Education) and a MA Social Science Research. She is currently undertaking a Ph.D at Warwick University. Her main research interests are technology in pre-service, and in-service teacher education and peer-observation for development.