

CONTRIBUTORS TO THIS ISSUE

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Doreen Spiteri taught in secondary and post-secondary schools for 11 years, before becoming a teacher educator at the University of Malta in 2000. She holds an MA (TESOL) and a PhD from the Institute of Education, University of London. She teaches on pre-service teacher education degree programmes and her work involves running courses in ELT methodology, supervising student-teachers' field practice and dissertations. She is often involved in giving continuous professional development sessions to secondary school English teachers. Her interests lie in teacher education, and language testing and assessment.

Eva Waltermann is a research and teaching assistant in the English Department at the University of Geneva, and in the University Teacher Training Institute. She completed a MA in English linguistics in 2009, and a MAS in Secondary Teacher Education in 2012, both at the University of Geneva. Besides her PhD research on subject matter knowledge of language teachers, she is also teaching English in a public secondary school.

Daniel Xerri is a teacher of English and the chairperson of the EFL Monitoring Board in Malta. He holds postgraduate degrees in English and Applied Linguistics, and is currently completing a PhD in Education at the University of York. His main research interest is teacher education and development in English Language Teaching. In 2013, he was awarded the Terry Furlong Prize for Research by the National

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