

CONTRIBUTORS TO THIS ISSUE

Fadel Alsawayfa is a doctoral student in the Faculty of Education and Children's Services at University of Chester. His research explores the potentiality analysing and representing teachers' perceptions and lived experiences through found poetry. Prior to starting his doctorate, he has worked as teacher educator in the Faculty of Education at Bethlehem University, Palestine. Previously he taught English through drama to primary and secondary school pupils in Palestine. He is particularly interested in arts-based research methods, drama in education, teacher education, creative pedagogy, education and conflict, and cultural education.

Jason Anderson is a teacher, teacher trainer, educational consultant, and author of books for language teachers. He has taught languages, trained teachers, and developed materials to support teachers in primary, secondary, and tertiary contexts, both pre-service and in-service, in Africa, Europe and Asia, for organisations including UNICEF, the British Council and VSO. In 2016 he won the British Council ELTON Local Innovation Award for 'Teaching English in Africa', a practical guide for primary and secondary teachers of English that draws on expertise from across the continent to offer practical support for novice teachers working in Africa.

Malba Barahona is an Associate Lecturer in TESOL at Instituto de Literatura y Ciencias del Lenguaje, Pontificia Universidad Católica de Valparaíso, Chile. Malba Barahona holds a PhD from the Australian National University, a Master in Linguistics from the Universidad de Chile and a degree in the teaching of English from Universidad Metropolitana de Ciencias de la Educación (Pedagógico). Malba has been teaching in higher education institutions over the last 20 years in the fields of foreign language learning, second language teacher education, applied linguistics, and cultural historical activity theory.

David Gerlach is a Deputy Professor for Teaching English as a Foreign Language (TEFL) in the Department of English and American Studies at the University of Regensburg, Germany. He received his PhD for a dissertation on dyslexia and TEFL from the University of Marburg, Germany. Today, his research focuses on teacher education and development, learning difficulties, and inclusive education in the context of (foreign) language teaching.

María Gimena San Martín holds an MA. degree in English (Applied Linguistics). She is a Practicum teacher at the EFL Teacher Education programme and coordinator of the postgraduate Foreign Languages Didactics programme at Facultad de Lenguas, Universidad Nacional de Córdoba, Argentina. Her research interests include Teacher Education and Second Language Acquisition.

Linda Mary Hanington is a teacher educator with extensive experience in Europe and Southeast Asia. She is currently a Senior Lecturer at the National Institute of Education, Nanyang Technological University, Singapore. Her research interests are in the teaching of pronunciation and oral communication skills, teacher professional development and ways to bridge the theory practice gap in teacher education.

Francisca Henríquez is a student of the ELT Program of Pontificia Universidad Católica de Valparaíso (Chile). She is currently doing her final practicum at Colegio Mar Abierto, where she is carrying out an action-research project about how the integration of arts in the EFL classroom can act as a tool for fostering inclusion. In addition, she has been teaching assistant for the subjects Written English for Academic Purposes and Advanced English II. She is interested in special educational needs and non-sexist education.

Kuchah Kuchah is currently a lecturer in TESOL in the Department of Education, University of Bath. He has been involved in English language teacher education for 20 years and has held leading roles within local, regional and international teacher associations including CAMELTA –Cameroon, Africa

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Sue Leather is Director of Sue Leather Associates, an ELT consultancy group which works face to face and online on ELT training and development projects. Sue has a 30-year background in working with teachers, trainers and educational managers to effect change in practice. She has worked with a number of organisations, including the British Council and the Open University, and has trained teachers, trainers and managers from countries across the globe. Sue is currently working with teachers and trainers from Iran in a long-term training and development project. She is also a member of Editorial Panel of the ELT Journal and on the board of the Extensive Reading Foundation.

Brenda Malkiel holds an MA. in Curriculum and Teaching from Teachers College, Columbia University (United States) and a Ph.D. in English from Bar-Ilan University (Israel). She began her teaching career in translator training, sidestepped to the university English Department, and now teaches EAP to future teachers. Brenda is particularly interested in the translation of cognates and the contribution of cognates to language learning.

Huy V. Phung has been working as an instructor of English at Thai Nguyen University, Vietnam for more than 6 years. Currently, he is pursuing a PhD in Second Language Studies at University of Hawai'i, Manoa. He is interested in language teacher education, individual differences in SLA, instructed SLA, and language assessment.

Anitha Devi Pillai is currently a Lecturer at the National Institute of Education, Nanyang Technological University, Singapore. She conducted her doctoral thesis on the discourse structures of pre-service teachers' research papers and their acculturation practices to writing. Her research interests are in the areas of writing pedagogy, text-analysis of student papers and teacher education. She firmly believes that writing teachers need to be writers themselves.

Gerard Sharpling (volume editor) is a Senior Teaching Fellow at the University of Warwick. He has previously worked for the Open University, the University of Birmingham, and the Faculté des Lettres et Sciences Humaines, Université de Nantes (France). His main current areas of interest lie in English for Academic Purposes, and Language Testing. He is particularly interested in empowering students from diverse linguistic and social backgrounds by helping them to develop their writing for publication purposes.

Richard Smith (Reader in ELT & Applied Linguistics, University of Warwick) is a former coordinator of the IATEFL Research SIG (2011-2015) and is well-known for his recent work promoting teacher-research in ELT. He has been academic adviser to several teacher-research mentoring schemes in Latin America and South Asia. Recent relevant publications include *Champion Teachers: Stories of Exploratory Action Research* and *A Handbook for Exploratory Action Research* (both published online by the British Council).