

CONTRIBUTORS TO THIS ISSUE

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Ravinarayan Chakrakodi is a lecturer at the Regional Institute of English South India, Bangalore, where he trains in-service teachers in English language pedagogy. He has taught English as a second language to undergraduate students for four years. He completed his MA TESOL at Lancaster University, UK. His special area of interest is Testing and Evaluation. He is also interested in the theories of second language acquisition, writing, teacher education and course design.

Çiler Hatipoğlu is an Associate Professor at the Department of Foreign Language Education, at METU, Ankara, Turkey. She obtained a PhD in Linguistics from UWE, Bristol. Her PhD thesis, entitled “Culture, Gender and Politeness: Apologies in Turkish and British English”, was published as a book in 2009. Her main research areas are foreign language testing and evaluation, SLA, cross-cultural communication, pragmatics, language in e-mails and in the media.

Mike Orr became a coordinator of the MA in ELT program at the University of Balamand, in North Lebanon, in 2006. Prior to this, he worked for the British Council as a teacher trainer based in Beirut. He has a Ph.D. in Applied Linguistics. His current research interests are teacher centred evaluation and reflective practice in teacher education.

Achu Charles Tante is Assistant Lecturer in the Department of Curriculum Studies and Teaching, Faculty of Education, University of Buea, Cameroon. He holds a PhD in ELT/Primary Education and a Masters degree in Applied Linguistics for Young Learners, both from the University of Warwick, UK. He has wide experience in research and pedagogy, having studied and worked in Cameroon, Nigeria and the UK. He is interested in issues concerning Young Learner teaching, learning and assessment, pre-service and in-service teacher training, teacher development in under resourced contexts, gender representation in learning materials, learning disability and EAP.

Gerard Sharpling is a Senior Teaching Fellow in English for Academic Purposes at the Centre for Applied Linguistics, University of Warwick. He contributes to postgraduate and short courses in Language Testing and Evaluation within the department, and was until 2010 responsible for the successful Warwick English Language Test (WELT). Recent publications on language testing have been in the areas of assessing English on foundation programmes, washback in high-stakes national tests, and the relationship between learning strategies and assessment change.

Gosia Sky holds a First Class Honours BA in English Studies, a Diploma in ELT and QTS. She did her MA in TESOL at the University of York and is currently doing a PhD in ELT at the University of Warwick on the motivation of EAP practitioners in British Higher Education, funded by the ESRC. Her main research interests include: motivation, self-concept, identity, English as a Lingua Franca and teacher development. She has recently been involved in the process of updating the British Council's Directory of UK ELT Research for the period 2009-10 and encouraging more contributions from research-active EAP practitioners.