

CONTRIBUTORS TO THIS ISSUE

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Reem Doukmak has been an English language tutor and seminar supervisor at the Higher Institute of Languages in Al-Baath University in Syria. She is currently undertaking a PhD degree in English Language Teaching at the Centre for Applied Linguistics, University of Warwick. Her main research interests fall in the areas of refugee education, ethnography and conversation analysis, with a particular interest in the role of social interaction in language learning.

Merissa Ocampo embraces an academic career that combines the fields of health, linguistics and language teaching. Particularly interested in nutrition and health education, her recent research examined stress, burnout and coping strategies in ESL teachers in Japan. A strong interest in aspects of intercultural communication has also been motivated by Dr Ocampo's long residence in Japan.

Richard Pinner is an Assistant Professor at Sophia University, Tokyo, Japan where he is part of the Department of English Literature. He is also a PhD candidate at the University of Warwick. His main research inquiry is based around the motivational dynamics of authenticity in language learning and teaching.

Kim Rockell is Associate Professor at the Centre for Language Research, University of Aizu, Japan. An ethnomusicologist and language educator with over a decade's experience teaching EFL students in Japan and Taiwan, his present work combines musicological and linguistic interests. In addition to exploring the relationship between language and music, his research examines computer assisted language learning incorporating music and Hispanic influence in the music of the Asia-Pacific.

María Cristina Sarasa holds a graduate degree in EFL and an MA in Higher Education from Universidad Nacional de Mar del Plata, Argentina, where she is a full-time tenured EFL teacher educator at the Department of Modern Languages, School of Humanities. She is also a researcher with the Education and Cultural Studies Research Group. Her current research interests include narrative inquiry into good teachers' biographies and teacher education.