

CONTRIBUTORS TO THIS ISSUE

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.

Daniel Baines is the Director of Studies at Oxford House Prague and a Trinity CertTESOL and DipTESOL tutor. He holds an MA TESOL from Sheffield Hallam University and has given talks at conferences in the Czech Republic, Slovakia, Spain and most recently at IATEFL in the UK. His primary research interests are native speakerism in ELT and reflection in initial teacher training. He was a finalist in the 2014 British Council ELT Masters Dissertation Award.

Luis Carabantes Leal is an English teacher from Chile. He holds a BA in English Language Teaching from the Catholic University of Temuco, an MA in English Language Teaching and Applied Linguistics from King's College London, and is currently doing a PhD in Education at University College London. He has experience in teaching English at primary, secondary and tertiary education as well as training pre-service and in-service teachers of English. His current research aims at exploring how pre-service teachers of English learn to design their language teaching materials.

Jingli Jiang is a teacher/researcher at the Pedagogic Research Institute for Basic Education of Beijing Academy of Educational Sciences, in China. She was the first Chinese Hornby Scholar, graduating from the 2015 ELT Masters Programme in the Centre for Applied Linguistic, University of Warwick. As a senior teacher, she is responsible for directing secondary school English teaching, conducting academic research related to ELT, and conducting training for secondary school English teachers in Beijing. She also provides information and advice for the Beijing education administrative department to establish and adjust policies for education.

Marek Kiczowski is an IELTS examiner, holds CELTA, DELTA and a BA in English. He has taught English in six countries and is currently based in Leuven, Belgium, where he teaches EAP at the local university. He is working towards a PhD in TESOL at the University of York, and his research focuses on ELF and native speakerism in ELT. He advocates equal professional opportunities for 'non-native' English speaking teachers through TEFL Equity Advocates (www.teflequityadvocates.com). He also co-authors the TEFL Show podcasts (www.theteflshow.com) and keeps a now sporadically updated blog about ELT at TEFL Reflections (www.teflreflections.wordpress.com).

Karin Krummenacher is a teacher trainer from Switzerland. She holds the DELTA and has been working on initial teaching training courses since 2013. She is a conference speaker and a published writer. Karin is a full-time trainer for Oxford TEFL, the only provider of Trinity accredited teacher training courses in the Czech Republic. Her latest research project looks at the effects of narratives in post lesson reflection tasks for teachers in training.

Alexey Kukharuk has worked in Japan for 6 years. He is interested in teacher education and professional development, and holds a Masters degree in TESOL (Teacher Education). He is a licensed teacher for secondary and higher education in Russia. He obtained his undergraduate degree and teaching credentials from the University of Magnitorsk, and was awarded his MEd TESOL by the University of Manchester. His research interests include teacher education and training and professional development, particularly the conditions under which they take place

William (Bill) Littlewood worked for several years in secondary schools and teacher education in the UK. Since coming to Hong Kong in 1991 to join an EFL curriculum project, he has worked at tertiary institutions and is currently Honorary Professor at the Hong Kong Baptist University. He has served on several government committees in both the UK and Hong Kong. His books have been used widely in teacher education. He has presented plenary papers at many international conferences and published widely on applied linguistics and language teaching.

Robert J. Lowe is a lecturer in the Department of English Communication at Tokyo Kasei University, Japan. His main area of research is native-speakerism in English language teaching, with a particular focus on professional issues in Japanese higher education. He also researches special educational needs in ELT, and the Japanese shadow education industry. He is a PhD candidate at Canterbury Christ Church University, and a co-host of the TEFLology podcast (teflology-podcast.com).

Gerard Sharpling is a Senior Teaching Fellow within the Centre for Applied Linguistics, University of Warwick and is the chief editor of the ELTED journal. He has nearly 30 years of experience working in language teaching, assessment and teacher education in the Further and Higher Education sectors. He has worked for the Open University (West Midlands and London regions) and the Faculté des Lettres et Sciences Humaines, Université de Nantes (France), as well as the University of Warwick. His main current area of interest lies in Health and Social Care, especially mental health.

Hugh Scott Smith has lived and worked in Japan for a total of ten years. Scott holds a PGDE in ESOL from the University of Bolton and an MSc in Language Teaching from the University of Edinburgh. His research interests primarily include reflection as a condition of learning, criterion-referenced assessment and self-assessment, and Gricean pragmatics.