

CONTRIBUTORS

Mashael Al-Hamly is an Associate Professor at the Department of English Language and Literature at Kuwait University. She has a Ph.D. in Computer-Assisted Language Learning from the University of East Anglia, UK. Dr. Al-Hamly teaches English Language and Linguistics to undergraduate and postgraduate students as well as to the community-center adult learners at Kuwait University. She has published in regional as well international journals in the areas of testing, using computers in learning foreign languages, and translation studies.

Fatma Alwan has experience in TEFL as a teacher, supervisor, and a curriculum writer in the Ministry of Education, UAE. She has an Ed.D. in TEFL from Exeter University, UK. Her main interests lie in the following areas of research: (1) improving learning outcomes and instruction using NLP, (2) teacher training, (3) teacher evaluation, (4) curriculum issues, and (5) educational change.

Caroline Brandt has a Ph.D. in TESOL from the University of East Anglia, UK, and is currently Assistant Professor with the Petroleum Institute in Abu Dhabi, United Arab Emirates, where she teaches communication skills to undergraduate engineers. Caroline has worked in ELT for more than 22 years in diverse institutions in Europe, the Middle East, and the Asia-Pacific region. Her research interests include critical pedagogy, qualitative research methods, and teacher education and development. She is the author of *Success on Your Certificate Course in English Language Teaching: A Guide to Becoming a Teacher in ELT/TESOL* (2006).

Lyn Bray has extensive experience teaching migrants and overseas students in Australia, including programs in workplace education, vocational preparation, and foundation studies. She has also taught in the Philippines, Indonesia, China, Laos, and the United Arab Emirates. As a teacher educator, she has trained English teachers at a summer school in Romania, developed a program for a Sudanese community school in Adelaide, and lectured in TESOL at the University of South Australia, where she is currently undertaking Ph.D. studies.

Peter Burden is an Associate Professor at Okayama Shoka University in Japan where he has taught English for fifteen years. His research interests include

student and teacher perceptions of classroom events and how these perceptions are often not shared. He has published a number of articles on the use of students' Mother Tongue in English classes.

Jill Burton is associate professor of applied linguistics in the School of Education, University of South Australia, Adelaide. She supervises research students in TESOL, and researches, edits, and writes on reflective practice, teacher learning, and classroom discourse. She has just completed a 21-volume of *Case Studies in TESOL Practice* as series editor for TESOL Publications, Inc.

Liying Cheng (Ph.D.) is an Associate Professor and a Director of the Assessment and Evaluation Group (AEG) at the Faculty of Education, Queen's University. Her primary research interests are the impact of testing on instruction and the relationship between assessment and instruction in classrooms. Her recent evaluation project is the program evaluation of the Bachelor of Education program (B. Ed.) for the Alternative Teacher Accreditation Program for Teachers with International Experience (ATAPTIE).

Christine Coombe has a Ph.D. in Foreign/Second Language Education and Testing from The Ohio State University. She is currently on the English faculty of Dubai Men's College and works as an Assessment Leader for the Higher Colleges of Technology. She has spent 14 years living and working in the Arabian Gulf. Christine is co-editor of the *Assessment Practices* volume in the TESOL Case Studies series (with Nancy Hubley).

Andy Curtis has an M.A. in Applied Linguistics and a Ph.D. in International Education from the University of York, UK. He has worked on professional development with 10,000 language educators in more than 20 countries. He has also co-edited two books: one on language testing and one on color, race, and language teaching; co-authored one book on teacher professional development; and published 35 book chapters, refereed articles, and papers.

Peter Davidson teaches composition at Zayed University in Dubai, having previously taught in New Zealand, Japan, the UK, and Turkey. He recently co-edited *Teacher Education and Professional Learning: Insights from the Arabian Gulf*, *Vocabulary Teaching and Learning in Another Language*, and *Assessment in the Arab World*. He is particularly interested in vocabulary teaching and learning, language testing, and teacher evaluation.

Deniz Kurtoglu Eken (Ph.D.) is the Director of the School of Languages at Sabanci University in Turkey. She has worked as an EFL teacher, an M.A. lecturer, and a trainer on many training programs, including UCLES and British Council courses. Since 1997, she has also been designing and running diploma and certificate programs in trainer training, which is her main area of expertise. Her research interests include supervisory practices and qualitative research.

Dorit Kaufman is director of the Professional Education Program at Stony Brook University, State University of New York (SUNY). Her research interests include native language attrition and narrative development in children, teacher education, content-based instruction, and constructivist pedagogy. She received the R. Neil Appleby Outstanding Teacher Educator Award and the SUNY President's and Chancellor's Awards for Excellence in Teaching. Dorit is co-editor of the two Content-Based Instruction volumes in the TESOL Case Studies series (with JoAnn Crandall).

Mary Lou McCloskey is Director of Teacher Development and Curriculum Design for Educo in Atlanta, Georgia. A former teacher in primary and secondary multilingual, multicultural classrooms, she works internationally as an author and consultant with teachers, teacher educators, and departments and ministries of education. She has written widely on aspects of teaching school-age English learners and has co-authored five programs for school-age learners.

Lindsay Miller is an Associate Professor in the Department of English and Communication and Associate Dean (Administration) in the Faculty of Humanities and Social Sciences at City University of Hong Kong. He is the co-author of *Establishing Self-Access: From Theory to Practice*: CUP (with D. Gardner), and *Second Language Listening: Theory to Practice*: CUP (with J. Flowerdew).

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Phil Quirke is Director of Madinat Zayed College, Higher Colleges of Technology, UAE. He has been in educational management for more than fifteen years and has published extensively on teacher development. Phil was also the section editor for the first three volumes of the Out of the Box section of the *Essential Teacher*.

Donna Sobel is an Associate Professor in the Special Education program at the University of Colorado at Denver & Health Sciences Center. She serves as a Site Professor at one of UCDHSC's professional development schools. Dr. Sobel's concerns about the attitudes that teachers hold regarding issues of diversity, including persons with disabilities, has led to a series of investigations of teachers' beliefs toward addressing the educational needs of learners from diverse backgrounds and with diverse needs.

Stephen Stoyhoff is a professor of English and director of the MA TESL program at Minnesota State University, Mankato, where he teaches courses in research methods, second language assessment, and second language literacy develop-

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Barbara Thornton is an educational development consultant based in Sao Paulo, Brazil. Before becoming a freelance consultant, she was director of the MA TESOL and Applied Linguistics at the University of Leicester, UK. Barbara has worked with teachers and teacher educators in more than 20 countries on five continents.

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Salah Troudi is a lecturer of TESOL and language education at the University of Exeter, UK. He is the director of the Doctorate of Education in TESOL programme in Dubai, and his research interests include teacher education, critical applied linguistics, critical pedagogy, language policy, and curriculum and syllabus design. He has published a number of articles in the area of teacher education.

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Jean Young is the Head of the English Language Centre at City University of Hong Kong. Her previous posts include Co-ordinator, Teacher Training at the Language Institute of the University of Waikato, New Zealand, and Deputy Director, British Council English Language Centre, Hong Kong. Her research interests include learner autonomy, teacher development, and the evaluation of teaching.