



Contributors to this Issue

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Deborah (Debbie) Corder is senior lecturer in the School of Language and Culture at the Auckland University of Technology. She has taught Japanese at secondary and tertiary level, and now teaches mainly in the area of intercultural competence. Her research interests include intercultural competence, study abroad, learner autonomy, and the affordances of technology for learning and teaching.

Djasmeyni, Cindy Carla

Cindy Carla Djasmeyni received a Bachelor's degree in English Language Education from Atma Jaya Catholic University of Indonesia. She had presented a paper at Konferensi Linguistik Tahunan, an annual international conference conducted by Atma Jaya. Her academic interests include curriculum and materials development, teaching methodology, cognitive aspects of language learning, and language learning strategies. At the moment, she is an independent English language tutor who is preparing for graduate school in language education.

Escandón, Arturo

Arturo Escandón, PhD, is full professor of Language Education in the Department of Spanish and Latin American Studies at Nanzan University, Nagoya, Japan. His research deals with applying post-Vygotskian theory approaches such as Sociocultural and Cultural–Historical Activity Theory to the teaching and learning of foreign languages in tertiary education contexts. He also draws on Basil Bernstein's sociology of pedagogy with the purpose of studying the links amongst social organizations, discourse, consciousness and knowledge.

Fernando Gomez R., Luis

Luis Fernando Gomez R. holds a Ph.D. in English Studies from Illinois State University, USA, an M.A. in Education from Carthage College, USA, and a B.A. degree in English and Spanish from Universidad Pedagógica Nacional (UPN). He is a Fulbright scholar and is currently an associate teacher at UPN, Bogotá, Colombia. He has published articles in several indexed journals. His main research interests are intercultural competence, critical pedagogy, pre-service teachers' professional development, and the teaching of literature in EFL (English as a Foreign Language) education.

Harvey, Sharon

Associate Professor Sharon Harvey is Head of the School of Language and Culture and Deputy Dean (Research) of the Faculty of Culture and Society. Sharon was an ESOL and workplace literacy teacher for many years. Over the last 20 years, she has been closely involved in the development of postgraduate programmes and a research culture at AUT. Research interests include critical language and migrant studies, discourse analysis, language learning and teaching, language policy and planning, intercultural communication and competency, and language teacher development.

Misieng, Jecky

Dr Jecky Misieng had worked for six years in Malaysia as a secondary school English teacher before becoming a teacher trainer and trainer of trainers at a Malaysian teacher's training college in 1993. At present, he is a faculty member of the Faculty of Language and Communication Studies, University of Malaysia, Sarawak (UNIMAS), having joined the institution in 2001. He holds a PhD in Curriculum and Instruction from the University of South Florida, specializing in Measurement and Evaluation. His research interests cover language studies, research methods, educational measurement and evaluation, and faculty development.

Nomnian, Singhanat

Singhanat Nomnian is an Associate Professor of English at Research Institute for Languages and Cultures of Asia, Mahidol University, Thailand. He obtained his MA (TEFL) from Thammasat University in Thailand and EdD (TESOL & Applied Linguistics) from the University of Leicester in England. He obtained an Advanced Specialist Certificate with distinction in Language Assessment from RELC in Singapore. He was awarded Australian Awards (Endeavour Postdoctoral Research Fellowship) under the supervision of Professor Alastair Pennycook at the University of Technology Sydney (UTS) in Australia. His research interests include ESP/EAP, World Englishes, intercultural communication, language, culture and identity. He can be reached at snomnian@hotmail.com.

Osa-Melero, Lucía

Lucía Osa-Melero is an Assistant Professor in the Department of Modern Languages and Literatures at Duquesne University where she has restructured the lower level Spanish program. She obtained her PhD from Universitat de Valencia (Spain) and her M.A. and M.A.T. from the University of Iowa. Publications include “En Comunidad: Comunicación y Conexión” and “En Acción: Español, comunidad y aprendizaje,” college-level Spanish language learning textbooks focused on community-engaged learning. She has also published research on reading comprehension, cooperative teaching and community engagement pedagogy.

Ramanair, Joseph

Dr. Joseph Ramanair is a Senior lecturer at the Faculty of Language and Communication Studies, Universiti Malaysia Sarawak (UNIMAS). He obtained his PhD in Language Education from the University of Waikato, New Zealand, specialising in the integration of technology in English language programmes. Dr. Ramanair has been teaching English language for twenty years at various levels in educational institutions both in Malaysia and overseas. His research interests include technology integration, English language pedagogy, and teacher development.

Ramírez-Gómez, Danya

Danya Ramírez-Gómez, PhD, teaches Spanish and Japanese in the Department of English, Literature and World Languages at Ferris State University, Michigan, United States. Her research focuses on the learning of foreign languages by adults over the age of 60 – or foreign language geragogy – and the exploration of mechanisms to introduce theoretical notions of the syntax-semantics interface in the foreign language classroom. She is the author of “Language Teaching and the Older Adult: The Significance of Experience.”

Rethinasamy, Souba

Dr Souba Rethinasamy is Associate Professor at the Faculty of Language and Communication Stud-

ies, and also serves as Research Fellow at the Institute of Social Informatics and Technological Innovations, Universiti Malaysia Sarawak (UNIMAS). She obtained her PhD in Language Testing and Evaluation from Roehampton University, London. She has more than twenty years of experience in teaching English language at the tertiary level. Her research interests include ICT in language teaching, language performance assessment, and rural education.

Roskvist, Annelies

Annelies Roskvist is a senior lecturer in the School of Language and Culture at Auckland University of Technology (AUT). She has taught ESOL to migrants and refugees, but now teaches mainly in the school's Language Teacher Education programmes. Her research interests include professional learning for in-service language teachers, study abroad, and the development of intercultural competence.

Stacey, Karen

Karen Stacey (now retired) lectured in the School of Language and Culture at Auckland University of Technology. Her research interests included study abroad as professional development for language teachers and the teaching of English to migrants and refugees.

Vitchenko, Olga

Olga Vitchenko is a qualified EFL teacher, trainer and researcher with more than nine years' experience in public and private sectors of education in Kazakhstan and the United Kingdom. She holds a Bachelor's degree in Teaching Foreign Languages (Karaganda State University, 2007) and an MPhil degree in Education (University of Cambridge, 2014). Since 2010, she has been working at the Department of Foreign Languages of Karaganda State Technical University, designing and teaching GE and ESP courses. Her career path fueled her research interest in multilingual education, with particular focus on CLIL.

Wijaya, David

David Wijaya holds an Ed.M. in TESOL from Boston University School of Education. He is a lecturer of English Language Education at Atma Jaya Catholic University of Indonesia. He is currently teaching cognitive English grammar and teaching methodology courses. His research interests revolve around applications of Cognitive Linguistics to instructed language learning, second language acquisition, TSLT (Task-Supported Language Teaching), and language teacher cognition. He has presented papers on these topics at a number of conferences.