

Contributors to this Issue

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Majid Amerian is an assistant professor at Arak University, Iran. He is interested in sociocultural theory and its applications in second language acquisition. His work also covers a wide range of topics from materials development and evaluation to issues related to teacher education and testing. He has published several articles and supervised master's and PhD dissertations in TEFL.

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Fouzia Phyllis Amroun is an English language lecturer in the Preparatory Year Program, Prince Sultan University, Saudi Arabia. She is the holder of an MA in T.E.S.O.L. and a BA in Arabic & English Language. Her students recognize her as a natural teacher and a good listener. She has over twenty years of teaching experience, including in ESL and ELT in the UK and in Arab speaking countries. Her research interests are in interaction between genders, second language acquisition and intercultural competence.

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Musinah Charlot-Muhammad is a Lecturer in the Deanship of Educational Services at Prince Sultan University, Riyadh, KSA, where she has been a faculty member since 2012. Musinah completed her M.Ed. degree in teaching and learning, TESOL, at Northeastern University, Boston, Massachusetts, USA, and her undergraduate studies at Xavier University, New Orleans, Louisiana, USA. She is also a CELTA certified instructor from Teaching House, San Diego, California, USA. Her research interests lie in the area of language learning and acquisition. She continues to collaborate with researchers to produce research to improve teaching and learning.

Correa, Maite

Dr. Maite Correa is an Associate Professor of Applied Linguistics and Spanish Linguistics in the Department of Languages, Literatures and Cultures at Colorado State University. She teaches various courses focusing on second language teaching methodology, Hispanic linguistics, and Hispanic phonetics and phonology. She has published papers on various topics in second language learning, which include articles on critical pedagogies and heritage language learning, educational linguistics, and academic integrity. Dr. Correa also does work on program evaluation and assessment for INTO at Colorado State University.

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Cristina Eccius-Wellmann (orcid.org/0000-0001-7681-7840) has been involved in mathematics teaching, teacher training, and technological materials for mathematics teaching for more than 40 years. She holds a PhD in Pedagogy from the University of Hamburg, Germany. She has published several papers in refereed journals and spoken in conferences such as ICME, ICME, IBEC, RELME, among others, in fields such as math education, algebraic errors, math anxiety, and metacognition. She is a member of Escuela de Ciencias Económicas y Empresariales at Universidad Panamericana, Campus Guadalajara.

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Dr. Elizabeth Enkin is an Associate Professor of Spanish Applied Linguistics and is Vice Chair in the Department of Modern Languages and Literatures at the University of Nebraska-Lincoln. She teaches courses on foreign language teaching methodology, language curriculum development, and Hispanic linguistics. Her research focuses on second language learning and teaching, and her published work includes articles on sentence processing, online language learning and teaching, and the professional development of modern language graduate students.

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Schuetze, Ulf

Dr. Ulf Schuetze is a Professor of Second Language Acquisition in the Department of Germanic & Slavic Studies at the University of Victoria, Canada. He is also the associate director of the Digital Second Language Learning lab at UVic. His research interest is in computer-assisted language learning, lexical processing, as well as the sustainability of technology in second language acquisition. In his book *Language Learning and the Brain* (Cambridge University Press, 2017), he explains the dynamic environment when recording and producing words in another language.

Widodo, Handoyo Puji

Handoyo Puji Widodo is an Associate Professor of English Language Center (ELC) at Shantou University. Widodo has published extensively in refereed journals and edited volumes. He has been actively involved in a wide range of (teacher) professional development activities (e.g. joint research projects & peer mentoring programs) in Indonesia and overseas. His areas of specialization include language teaching methodology, language curriculum and materials development, systemic functional linguistics (SFL) in language education, and teacher professional development. His work has been grounded in socio-semiotic, socio-cognitive, sociocultural, and critical theories of language pedagogies.

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