

Contributors

Editors

Lía D. Kamhi-Stein is a professor in the MA in TESOL program at California State University, Los Angeles. She is originally from Argentina, where she worked as a certified public translator, EFL teacher and EFL program administrator. She also taught translation courses at Universidad de Buenos Aires and English for Specific Purposes courses at Universidad del Salvador. She is editor (or co-editor) of several books, including her most recent one titled *Narrating Their Lives: Examining English Language Teachers' Professional Identities within the Classroom*. She has published extensively on issues of non-native English-speaking professionals and the integration of technology in teacher preparation courses. Dr Kamhi-Stein is the recipient of several teaching awards. She is a past-president of California TESOL and served as a director-at-large on the TESOL board of directors (2004–2007). Dr Kamhi-Stein has been in the TESOL field since 1975.

Gabriel Díaz Maggioli (EdD Candidate, University of Bath, UK) is tenured professor of TESOL at the National Teacher Education College in Uruguay. Prior to that he was national coordinator of the Linguistic Policy Strategic Line in the Department of Education in Uruguay. His most recent publications include *Teaching Language Teachers: Scaffolding Professional Learning* and *Lessons Learned: First Steps Towards Reflective Teaching*. Gabriel has also developed, coordinated or provided expert advice for educational projects sponsored by the World Bank, the Inter-American Development Bank, the European Union, The British Council and the US Department of State in the Americas, Europe, the Middle East and Asia. Gabriel served on the TESOL board of directors (2006–2009) and has been in the TESOL field since 1983.

Luciana C. de Oliveira (PhD, Education with a specialization in second language acquisition, University of California, Davis) is an associate professor in the Department of Teaching and Learning in the School of Education and Human Development at the University of Miami, Florida.

Her research focuses on issues related to teaching English language learners (ELLs) at the K-12 level, including the role of language in learning the content areas; teacher education, advocacy and social justice; and non-native English-speaking teachers in TESOL. Currently, Dr de Oliveira's research examines the linguistic challenges of the Common Core State Standards for ELLs and their implications for teachers of ELLs. She is the series editor of five volumes focused on the Common Core and ELLs (2014–2016) with TESOL Press. Dr de Oliveira has over 20 years of teaching experience in the field of TESOL and served on the TESOL board of directors (2013–2016). She is President-Elect (2017–2018) of the TESOL International Association.

Authors

Mary Jane Abrahams, teacher of English, MA in education, has taught at the university level for over 30 years. Her main research interest is teacher education. She has been involved in training mentor trainers and mentors for schools in Chile, working with the Ministry of Education. She was a member of the team that wrote the Standards for Initial Teacher Education in English. She is head of the English Department at the School of Education in Universidad Alberto Hurtado, the Jesuit University in Chile where she was also involved in the design of a new teacher education curriculum.

Cristina Banfi holds a PhD in linguistics from University College London and is Director of Foreign Languages at the Ministry of Education of the City of Buenos Aires and teacher educator at various institutions. She teaches post-graduate courses at several universities (Universidad de Buenos Aires, Universidad Nacional de Córdoba, Universidad Nacional de Concordia). She has published papers in the *English Language Journal*, the *International Journal of Bilingualism and Bilingual Education* and in other refereed and non-refereed publications. She has published three books on language education and edited several conference proceedings. She has been a member of academic panels for conferences, teacher reviews and postgraduate dissertations. She is currently co-directing a research project at Instituto de Enseñanza Superior en Lenguas Vivas 'Juan Ramón Fernández'.

Maria Celina Barbeito holds an MA in TESL from the University of Arizona. Her research focuses on individual differences in second language learning. Her current research deals with the beliefs about learning and teaching EFL held by secondary school teachers and students. Celina has extensive experience in teacher education and teaches in both undergraduate and graduate programs in Argentina. She has been academic coordinator and is currently head of the Foreign Language Department at the Faculty of Humanities, National University of Río Cuarto, Argentina.

Claudia Brovetto holds a BA in linguistics from Universidad de la República (Montevideo, Uruguay). She obtained her doctoral degree in linguistics from Georgetown University (Washington, DC) in 2002. She has taught linguistics at several academic programs at the undergraduate and graduate levels and in teacher training programs. Dr Brovetto designed and conducted diverse programs for the teaching of foreign languages in the public education system and she was a member of the National Board for Language Policy and Planning in Uruguay. She currently conducts *Ceibal en Inglés*, a project within Plan Ceibal, for the teaching of English through videoconference for public primary and secondary schools in Uruguay.

Carmen T. Chacón holds a PhD in foreign/second language education from Ohio State University. Carmen taught English at secondary and university level for more than 30 years, in Venezuela. She is retired from the Modern Languages Department in the Faculty of Education at the University of Los Andes, Venezuela. Currently, she teaches doctorate courses as an invited professor. She has presented papers at TESOL international and other English teachers' conferences in Latin America. She has published ELT articles and book chapters in Venezuela and the USA. Her research interests include non-native English-speaking teachers' issues, TESOL pedagogy and teacher efficacy.

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Miriam Jorge holds a PhD in applied linguistics. She is an associate professor at the School of Education and faculty in the Graduate Program in Applied Linguistics at the School of Letters at the Universidade Federal de Minas Gerais (UFMG). Her research interests are critical pedagogies in language and language teacher education; multicultural youth literature in EFL teaching; literacies, cultures and languages in the internationalization of Brazilian higher education; and race relations in Brazil. Dr Jorge has worked for the Brazilian Ministry of Education, where she was responsible for the definition of criteria and the coordination of a countrywide team of researchers and evaluators in the first edition of the Brazilian *National Program of School Textbooks*. In the USA, she has taught courses on race relations, racial identities and the African diaspora in Brazil. Currently, she is the Associate Dean of International Affairs at UFMG.

Natalie A. Kuhlman is professor Emeritus in the Dual Language Department, College of Education, San Diego State University. Among other publications, she is the co-author of several volumes focusing on professional standards and a volume on assessment in K-12 contexts. She is past president of CATESOL, was on the board of directors of both the National Council for the Accreditation of Teachers (2004–2010) and TESOL (1996–1999). She was an original member of the TESOL p-12 ESL Teacher Standards Team (1999–2012) and the Accreditation Standards Expert Group that created Short-Term Certificate Standards (TESOL, 2015). Dr Kuhlman has worked in Ecuador, Uruguay and Albania to apply the TESOL standards to English language teacher preparation.

Danielle Barbosa Lins de Almeida (PhD) is an associate professor at the Department of Modern Foreign Languages and the post-graduate course in linguistics at the Federal University of Paraíba, Brazil. She obtained her doctoral degree at the Federal University of Santa Catarina, with co-tutoring studies at the University of New South Wales in Sydney, Australia. She has recently concluded her post-doctoral research at the Universidad de Buenos Aires, where she has also worked as a visiting scholar. In 2015, Dr Almeida was awarded a Scholarship of Research Productivity by the National Council for Scientific and Technological Development in Brazil. Her research interests focus on discourse analysis, visual grammar, multimodality, systemic functional linguistics, cultural and media studies. She coordinates the Visual Semiotics and Multimodality Research Group at the Federal University of Paraíba.

María Matilde Olivero works in the field of second language teacher education as an instructor and a researcher at the National University of Río Cuarto, Argentina. Her main research interests include teacher development and individual differences in second language learning. Currently, her research explores students and pre-service teachers' beliefs about learning and teaching English as a foreign language. At present, she is a Fulbright scholar working on her doctoral studies in the Second Language Acquisition and Instructional Technology program of the University of South Florida.

Rebecca Pozzi is a PhD candidate in Hispanic linguistics with a designated emphasis on second language acquisition at the University of California, Davis. She has taught Spanish, English as a second language and/or graduate courses in foreign language education at the University of Nebraska at Kearney, UC Davis, Miami University and Purdue University. In addition, she has taught Spanish for a study abroad program at the National University of Cuyo in Mendoza, Argentina, as well as English as a foreign language for the teacher training school at the National University

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Pablo Silva Ríos, teacher of English since 1993, holds an MA in applied linguistics from the University of Lancaster, UK. His professional career has developed in the classroom with adolescent and adult students, as well as pre-service EFL teacher trainees. He has also been involved in several curriculum development and assessment projects at the Ministerio de Educación, as well as educational holdings and international organizations such as the World Bank. Currently, he is the director of the English Pedagogy program at Universidad Alberto Hurtado. Pablo's areas of interest include teacher education and learning assessment.

Mónica Rodríguez-Bonces holds a PhD in regional and economic integration and development in the field of education and an MA in applied linguistics. Her research interests include curriculum design, bilingual education and professional development. Monica has extensive experience as a teacher, researcher and trainer in the USA and Colombia and has taught in both graduate and undergraduate programs. She has been a department chair, research coordinator, academic dean, professor and international consultant. Mónica is currently the Academic Coordinator for Pearson and Research Counselor at Sabana University.

Elisabeth Serrano holds a BA in education and was the cultural specialist at the US embassy in Quito between 2003 and 2015. While serving as specialist, part of her portfolio included the management of English language programs in Ecuador. In that role, she was the coordinator for the national curriculum project described in Chapter 5 in this volume, and acted as liaison between the US embassy, the universities and the government institutions that participated, acting in that capacity until the completion of the project in January 2015. Currently, Ms Serrano is exploring other areas of interest but remains an active member of the ELT community, including serving as a member of the board of directors of ECUATESOL, a new English teacher-oriented organization in Ecuador that is applying to become a TESOL affiliate. She is also doing consultancy work about the quality of education in Ecuador.

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Adriana Maria Tenuta holds a PhD in linguistics. She is an associate professor at the Federal University of Minas Gerais, Brazil, where she has taught in both graduate and undergraduate programs. Her research relates to the fields of theoretical and descriptive linguistics in the functional and/or cognitive perspectives. She has experience as a researcher in the area of English grammar teaching. Adriana was a coordinator of the Brazilian National Program of School Textbooks (2011) and the coordinator of CEI, a specialization course for English teachers, from 2010 to 2013. Currently, she is the coordinator of CENEX, an extension center that offers courses in modern and classical languages, at the School of Letters, the Federal University of Minas Gerais, Brazil.

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Patricia Veciño is a teacher of English. She graduated from Instituto Joaquín V. Gonzalez in the City of Buenos Aires. She holds a degree in education from Quilmes National University and has specialized in educational technology. She is a lecturer in didactics and new technologies at Instituto de Enseñanza Superior en Lenguas Vivas 'Juan Ramón Fernández'. She is also a member of the Curriculum Design Committee for the Province of Buenos Aires. She has reviewed and published ELT materials and conducted ELT training courses throughout Argentina.