

Contributors

Editors

Mohammad N. Karimi is a Professor of Applied Linguistics affiliated with the department of Foreign Languages, Kharazmi University, Tehran, Iran, where he teaches graduate and post-graduate courses including Second Language Acquisition, Critique of Language Teaching Issues, Psycholinguistics/Psychology of Language Learning, among others. His main areas of interest and research include cognitive aspects of language learning and teaching, second language teacher education/development, teacher cognition, learner beliefs and psychology of language learning/teaching. He has published on these areas in well-accredited journals such as *System*, *Applied Linguistics*, *Innovations in Language Learning and Teaching*, *Language Teaching Research*, *Language Awareness*, *Modern Language Journal*, *Journal of Neurolinguistics*, *Journal of Psycholinguistic Research*, *Assessing Writing*, *Current Psychology*, *Contemporary Educational Psychology*, *Thinking Skills and Creativity*, *Computers and Composition*, *Second Language Teacher Education*, *Discourse Processes*, *Reading Psychology*, *Middle School Journal*, *Journal of Education for Teaching*, among others. He serves on the editorial board of a number of local and international journals.

Luis Javier Pentón Herrera is an award-winning Spanish and English educator and a best-selling author. In 2024, he was selected as the 2024 TESOL Teacher of the Year, awarded by the TESOL International Association and National Geographic Learning. He is a Professor (Profesor uczelni, in Polish) at Akademia Ekonomiczno-Humanistyczna w Warszawie, Poland, Co-Editor of the *Contemporary Perspectives on Learning Environments* book series (IAP), Co-Editor of *Tapestry: A Multimedia Journal for Teachers and English Learners* and Associate Editor of *Language Teacher Education Research*. Further, he is a Fulbright and English Language Specialist with the U.S. Department of State. Previously, he served as the 38th President of Maryland TESOL from 2018 to 2019, and earned the rank of Sergeant while serving in the United States Marine Corps (USMC). Two of his professional accolades include the '30 Up and Coming Emerging Leaders in TESOL', awarded by TESOL.

International Association in 2016, and the J. Estill Alexander Future Leader in Literacy Award, awarded by the Association of Literacy Educators and Researchers (ALER) in 2018 when his dissertation was chosen as ALER's 2018 Outstanding Dissertation of the Year. Dr Pentón Herrera's current teaching and research projects are situated at the intersection of identity, emotions and well-being in language and literacy education, social-emotional learning (SEL), autoethnography and storytelling, refugee education and language weaponization. His books can be found in the University of Michigan Press, Routledge, Springer, Brill, De Gruyter, TESOL Press, Bucharest University Press and Rowman & Littlefield. Originally from La Habana, Cuba, Dr Pentón Herrera enjoys creative writing, playing with his two doggies, Virgo and Maui, and running in his free time.

Behzad Mansouri holds a PhD in Curriculum and Instruction with an interdisciplinary specialization in teacher education, applied linguistics, research methodology and programme evaluation from the University of Alabama, Tuscaloosa. He is mainly interested in conducting programme evaluations and researching language teacher emotions, identity and agency. His research has appeared in scholarly outlets such as the *Journal of Moral Education*, *Asia-Pacific Education Researcher*, *TESL-EJ*, *Pedagogy, Culture and Society*, *System*, *Current Psychology* and the *TESOL Encyclopedia of ELT*, etc. He also serves on the editorial board of a number of journals in language education. Dr Mansouri has also guest edited a special issue on Advances in Research on Teacher Cognition for *TESL-EJ*. Currently, he is a Program Evaluator and Research Specialist at Lakeshore Foundation, an internationally recognized non-profit organization with the mission of promoting advocacy and inclusion for individuals with disabilities. He implements needs assessment, advocacy evaluation and designs evidence-based programmes in support of enhancing community engagement for individuals with disabilities.

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James Coda (he/him/his) is an Assistant Professor of ESL and world language education in the Department of Theory and Practice in Teacher Education in the College of Education, Health, and Human Sciences at the University of Tennessee, Knoxville. His research interests include LGBTQIA+ issues in language education, queer theories and pedagogies and LGBTQIA+ teacher identity.

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Ufuk Keleş completed his PhD in Curriculum and Instruction at the University of Alabama, USA, on a Fulbright grant. Before, he was an English instructor in Turkey for 15 years. His research interests include transnational socialization, social justice in ELT, multicultural education, humanizing applied linguistics research, language teacher education, critical discourse analysis, autoethnography and qualitative educational research. He has published in international journals, including *Teaching and Teacher Education*, *Applied Linguistics Review*, *Pedagogy, Culture, and Society*, *Language Teaching Research*, *Language Teaching* and *Qualitative Research*, among others. Currently, he works at Bahçeşehir University's ELT Department as an assistant professor. He is married with a son.

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