



## About the Authors

**EMILY ALLEN TUIOTI** recently graduated from Brigham Young University (BYU) with a bachelor's degree in Linguistics and a minor in TESOL and has been accepted into the Master's Degree Program in TESOL at BYU. She has varied interests in TESOL and linguistics including written corrective feedback, and measuring written linguistic accuracy. While studying linguistics, she was awarded a research grant by the Office of Research and Creative Activities at BYU to work on a research project with a faculty member in her discipline. As a result of this grant and the associated research, Emily was invited to present papers at two international conferences and has had one co-authored manuscript accepted for publication.

**HELEN BASTURKMEN** is a senior lecturer in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand where she convenes MA courses in discourse analysis and research methodology, and undergraduate courses in Language Teaching and English for Academic Purposes. Her research interests include the study of discourse features of written text in research reports, feedback on student writing in dissertations and theses, pragmatics, ESP/EAP course development processes and disciplinary differences in academic writing. Prior to working in New Zealand, she worked as a lecturer and teacher educator in the Turkey and Kuwait. She has published articles in a number of international journals including, *System*, *Applied Linguistics*, *English for Specific Purposes Journal*, *Journal of English for Academic Purposes*, *Language Awareness*, *Language Learning*, *TESOL Quarterly* and *English Language Teaching Journal*. She has served as assistant editor on the journal *Language teaching Research* and as an editorial review board member of the *Journal of English for Academic Purposes* and *New Zealand Studies in Applied Linguistics*. She has written two books on English for Specific Purposes (Lawrence Erlbaum 2006, Palgrave Macmillan, 2010).

**CATHERINE VAN BEUNINGEN** holds an MA in general linguistics from Utrecht University, and taught Dutch language, linguistics, and culture courses at the Károli Gáspár University (Budapest, Hungary), University of Debrecen (Debrecen, Hungary), and Masaryk University (Brno, Czech Republic). She works as a lecturer in the Dutch Department of the University of Amsterdam, where she is currently finishing her Ph.D. She furthermore teaches Dutch as a second language at the Amsterdam University College. Her present research interests include (instructed) second language acquisition and second language writing. She has published an article on the efficacy of corrective feedback in second language writing in *ITL International Journal of Applied Linguistics*. Another article on the same topic is soon to be published in *Language Learning* (both articles are co-authored with Dr. F. Kuiken and Dr. N.H. De Jong).

**JOHN BITCHENER** is Professor of Applied Linguistics at AUT University, Auckland, New Zealand. He is co-editor of *New Zealand Studies in Applied Linguistics* and recently past President of the Applied Linguistics Association of NZ. His research and publishing interests focus on classroom-based SLA, especially the efficacy of written corrective feedback for language learning, and academic genre discourse. He is the author of *Writing a thesis or dissertation in Applied Linguistics* and is currently completing a co-authored book (with Ferris) on written corrective feedback theory, research and practice (for Routledge). He has published over 30 journal articles and most recently in *Applied Linguistics* (2010) and *Journal of second Language Writing* (2010). A recent Fulbright recipient and Ako Aotearoa Grants recipient, he is now leading a national project on effective thesis feedback from supervisor and student perspectives.

**MARTIN EAST** is a senior lecturer and co-ordinator for language teacher education (languages other than English and Māori) in the Faculty of Education of The University of Auckland, New Zealand. Martin's research and teaching interests focus on two broad areas: second language acquisition and assessment, with a particular focus on L2 writing, and the development of policies to support the teaching and learning of languages other than English in contexts where English is the predominant language. He is the author of *Dictionary use in foreign language writing exams: Impact and implications*, published by John Benjamins. Recent journal publications have appeared in the *Journal of Multilingual and Multicultural Development*, *Language and Intercultural Communication*, *Current Issues in Language Planning*, *Language Testing and Assessing Writing*. He is currently co-editing, with Professor John Bitchener (AUT University, New Zealand) a special issue of *Assessing Writing*, focusing on writing research in Australia and New Zealand.

**KHALED EL-EBYARY** is a lecturer at Alexandria University, Egypt. He completed his PhD in the School of Education, Communication and Language Sciences at Newcastle University in the UK. Khaled's research interests include language testing and computer-

based feedback. In a recent publication entitled *Deconstructing the complexity of washback in relation to formative assessment in Egypt*, Khaled El Ebyary reports an empirical study of how washback is linked to feedback on formative assessment tasks, based on trainee teachers taking English writing courses in Egypt. He proposes a model which includes direct and indirect participants and inter- and intra washback processes.

**NORMAN W. EVANS** is a faculty member in the Linguistics and English Language department at Brigham Young University where he teaches graduate and undergraduate courses in TESOL materials and methods, curriculum development, and writing in a second language. He is also the curriculum coordinator of the English Language Center. Prior to coming to BYU in Utah, he spent twenty-five years at Brigham Young University Hawaii where he was a former department chair, ESL program coordinator, and Writing Center director. Over his career, his work has focused on curriculum development, writing in a second language, and international student adjustment issues in higher education. His current research and publications focus on these career-long interests. Recent publications on writing in a second language can be found in *TESOL Quarterly*, and *Language Teaching Research*; curriculum development in Cambridge University Press' *English Language Teaching Materials: Theory and Practice*, and International student issues in a co-edited book *International Students: Strengthening a Critical Resource*, Rowman and Littlefield Education.

**K. JAMES HARTSHORN** received his PhD from Brigham Young University in instructional psychology with a specialization in second language acquisition. He has been involved in second language education in the United States and Asia for more than two decades. Though he has also taught Japanese, he has spent most of his career teaching English as a foreign or second language. His work has included teaching EFL at Shokei College in Kumamoto, Japan, as well as serving as Curriculum Coordinator for the Asia University America Program, the world's largest credit-bearing ESL study abroad program for Japanese university students. Currently, James is the Associate Coordinator of Brigham Young University's English Language Center, a lab school, which hosts students from more than 45 nations and is designed to help graduate students at the university to refine their skills as English language teachers. In addition to interests in curriculum development and teacher training, James' research agendas center on the effects of formal instruction on second language development. Recent publications can be found in *TESOL Quarterly*, *Language Teaching Research*, and Cambridge University Press' *English Language Teaching Materials: Theory and Practice*.

**FIONA HYLAND** is an associate professor in the Faculty of Education at the University of Hong Kong where she coordinates the English Language Education specialism of the Masters in Education programme. She has more than thirty years experience teaching and researching

in the areas of applied linguistics and teacher education in a variety of international contexts. Her PhD was on the topic of written feedback to ESL writers and she has published widely in both journals and edited volumes on the subject of feedback. She is co-author (with Ken Hyland) of *Feedback in Second Language Writing: Contexts and Issues* (2006) Applied Linguistics Series: Cambridge University Press. She is book reviews editor for the *Journal of Second language Writing*, serves on the editorial board of the *Journal of English for Academic Purposes* and is currently the President of the Hong Kong Association for Applied Linguistics.

**MA JINGJING** is an instructor in the College English Department, School of Foreign Languages and Literature, Fudan University. She is currently pursuing her PhD. degree in the Division of English Language Education, Faculty of Education, University of Hong Kong. Her research interests include second language writing and formative assessment.

**NOELIA MARTÍNEZ ESTEBAN** is a graduate of the English Department (*Departamento de Filología Inglesa*) at the University of Murcia, Spain, and was a postgraduate student on the Master of Secondary Education at that university when she carried out the research project that forms the basis of her contribution to this journal.

**LIZ MURPHY** is a Lecturer in the English Department of the University of Murcia (Spain), where for the past 25 years she has taught courses in English Language, Applied Linguistics, Methods in Language Teaching, and Language Testing, and where she currently teaches courses in Academic Writing. Together with Julio Roca de Larios and Rosa Manchón, she has published articles on foreign language writing processes in a variety of international journals including *Language Learning*, *The Modern Language Journal*, the *Journal of Second Language Writing*, the *International Journal of English Studies (IJES)* and *Learning and Instruction*. Her own particular research interests centre on the process of foreign language composing, particularly the uses of the mother tongue to support that process.

**JULIO ROCA DE LARIOS** is Associate Professor at the Faculty of Education (University of Murcia, Spain). He has taught courses in Didactics, English as a Foreign Language and Phonetics and currently coordinates the Master in Secondary Education for English language teachers there. Together with Rosa Manchón and Liz Murphy he has published articles on foreign language writing processes in a variety of international journals including *Language Learning*, the *Modern Language Journal*, the *Journal of Second Language Writing*, the *International Journal of English Studies*, and *Learning and Instruction*. His current research focuses on second language writing and on the role of reflection processes in teacher education.

**NEOMY STORCH** is a senior lecturer in ESL and Applied Linguistics at the School of Languages and Linguistics, the University of Melbourne, Australia. Her research has focused on issues related to ESL pedagogy. These issues have included the nature of peer interaction, the role of L1 in L2 classes, the development of academic writing and the contribution of feedback to such development. She has been involved in a number of research projects investigating the impact of different forms of feedback on second language learners' writing. Dr Storch has published widely on her research in leading journals in the field of language teaching and applied linguistics. These journals include *TESOL Quarterly*, the *Journal of Second Language Writing*, *Language Teaching Research*, and *Studies in Second Language Acquisition*.

**SCOTT WINDEATT** is a Senior Lecturer in Applied Linguistics and TESOL in the School of Education, Communication and Language Sciences at Newcastle University in the UK. His specialisms include computer-assisted language learning and language testing.