Contributors

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Betil Eröz received her PhD in second language acquisition and teaching and her MA in English language and linguistics from the University of Arizona, where she taught freshman composition courses to international and American students from various backgrounds. Currently, she is an Associate Professor at the Department of Foreign Language Education at Middle East Technical University, educating pre-service English teachers in language skills and teaching methodologies and supervising TESOL professionals and prospective scholars in the field of ELT. Betil’s research interests are L2 writing and speaking, teacher education (mainly focusing on reflective teaching and practicum issues) and language teacher identity development.

Belén González-Cruz obtained her degree in English studies at the Universidad de Murcia (2016), where she also completed an MA in TESOL as part of her EFL teacher training (2017). She, currently, is pursuing her PhD in applied linguistics at the Universidad de Murcia and teaching EFL in the secondary context. Belén’s current research interests focus on second language acquisition and the language learning potential of L2 writing from a cognitive and sociocultural perspective, as well as computer assisted language learning (CALL) and the use of information and communication technology in EFL classrooms. In collaboration with her research advisor, Dr. Lourdes Cerezo, she has investigated the language learning potential of written corrective feedback and feedback processing in an EFL context and presented the results at international conferences.

Chris Harwood is an Assistant Professor of English at Sophia University in Japan where he teaches composition and critical thinking. He earned his doctorate in language and literacies education at the University of
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**Sarah Henderson Lee** is an Associate Professor of English at Minnesota State University, where she directs the L2 writing program and teaches in the graduate TESOL program. Sarah also recently served as an English Language Specialist in Bahrain and Nepal, where she led teacher training workshops on L2 writing. Her research focuses on L2 writing teacher education, literacy practices of refugee, immigrant, and resident multilinguals, and the intersection of world Englishes and composition. Her work has most recently appeared in *The TESOL Encyclopedia of English Language Teaching*, *The European Journal of Applied Linguistics and TEFL*, and several edited collections.

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José Ángel Mercader completed an MA in TESOL at the Universidad de Murcia (Spain), where he previously obtained a degree in English Studies. He has recently begun his PhD in Applied Linguistics also at the Universidad de Murcia to investigate the language learning potential of L2 writing and written corrective feedback (WCF) in computer-mediated writing environments. Alone and in collaboration with his research advisor, Dr. Lourdes Cerezo, he has presented the results of his research at international conferences.

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Alev Özbilgin-Gezgin holds a BA in Linguistics, an MA in TEFL, and a PhD in Rhetoric and Linguistics and has been an instructor, teacher educator, and researcher for more than 20 years. Currently, she works at METU, Northern Cyprus Campus. Her teaching and research interests include L2 writing, academic writing development, first year undergraduate writing teacher education, discourse analysis in teacher education, literacy-based language education, and corpus-based language learning. Alev’s current research focuses on pre-service teachers’ academic writing development and how pre-service teachers are prepared to teach writing in their future careers.

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