



## Contributors

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**James P. Austin** is Assistant Professor of English at Fort Hays State University and holds a doctorate in Education from the University of California, Santa Barbara. Prior to this, he lived in Egypt for four years and taught writing at the American University in Cairo.

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**Rula Diab** is Associate Professor of English at the Lebanese American University (LAU) in Beirut, Lebanon. She is the founding director of the LAU Writing Center. Her research interests include learners' and teachers' beliefs about second/foreign language learning, particularly second language writing; writing centers; and writing across the curriculum.

**Michele Eodice** is Associate Provost and Director of the OU Writing Center at the University of Oklahoma. She is a past president of the International Writing Centers Association and a current co-director of The Meaningful Writing Project. Eodice has had the privilege of traveling to visit writing centers around the world, including in the MENA region.

**Juheina Fakhreddine** holds an MA in education with emphasis on TESOL. She teaches academic writing at AUB Lebanon. She has extensive experience in teaching English as an L2 in high schools and universities across the country. She also co-authored a number of English language text-

books addressed to ESL/EFL students.

**Aneta Hayes** is Lecturer in Education at Keele University. She is interested in educational transitions, socio-cultural theory, and international/transnational education. In her work, Aneta has explored teacher, student and institutional identities, as well as the role of higher education institutions in international students' experiences.

**Tom Highley** is an adjunct professor and doctoral candidate in literacy at the University of Cincinnati. His research focuses on digital literacies, discourse analysis, and international university partnerships. Tom has worked in the MENA region as an educator and grant worker, co-teaching at Salahaddin University and conducting workshops across Iraq.

**Amy Hodges** is a postdoctoral associate at the Massachusetts Institute of Technology with a joint appointment at Singapore University of Technology and Design's writing center. Her teaching and research interests include multilingual writers, WAC/WID, and community literacy.

**Rima Iskandarani** completed her MA in Teaching English as a Foreign Language at the American University of Beirut, Lebanon. An avid believer in the inherent power of storytelling, Rima thinks that there is a child in every one of us. She is currently incorporating social media technologies to enhance students' engagement in learning in her courses.

**Najla Jarkas** is a Senior Lecturer and Assistant Director to Writing in the Disciplines in the Department of English at the American University of Beirut. Her recent research interests are in the fields of action research in academic English courses, the Literary Fantastic and Digital Humanities.

**Holly Johnson** is Associate Professor in the Literacy and Second Language Studies Program at the University of Cincinnati. She has worked on international projects for the last five years in Iraq, India, and Pakistan and is a Returned Peace Corps Volunteer. Her scholarship focuses on adolescent literacy and disciplinary literacy. Her publications include both books and articles in the field of literacy and teacher education.

**Brenda Kent** taught the writing component of the Ethics and Engineering course for Texas A&M University at Qatar. She has been involved in education for 30 years. Brenda has also worked as an editor for consulting firms and as an aide to a U.S. Congressman.

**Malakeh Raif Khoury-Khayat** studied English Literature and language at the American University of Beirut, Lebanon, where she currently teaches composition classes. She completed coursework for an Ed.D. in TESOL with the University of Leicester, UK. She has worked and is interested in curricular assessment, creative writing, translation and Arabic literature and language.

**Nasser Mansour** is Senior Lecturer in Science Education and Direc-

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**Ryan T. Miller** is Assistant Professor in the English Department at Kent State University. His research areas are second language reading and writing. His research investigates development of academic and discipline-specific writing skills and genre knowledge, and dual-language involvement and support of reading comprehension and reading sub-skills.

**Anne Nebel** is Senior Assistant Dean in the School of Foreign Service at Georgetown University Qatar. She teaches undergraduate writing courses and directs an academic support unit that includes the writing center. Her research interests focus on task-based language assessment, linguistic superdiversity, complexity theory and writing development, and critical discourse analysis.

**Maureen O'Day Nicolas** is Associate Professor at the University of Balamand in Lebanon. She has served as Chair of the Department of English at a time of comprehensive curriculum reform and Assistant Dean of the Faculty of Arts and Social Sciences. Her research interests include writing as a learning tool and teachers' professional development.

**Saman Hussein Omar** has a Ph.D. in the Modern American Novel and currently works as the Director of the Language Center at Salahaddin University-Erbil. He is interested in literary and pedagogic research. He also teaches Modern English Drama, Poetry, and the Novel at the English Department in Salahaddin University-Erbil.

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**Zane Siraj Sinno** is Lecturer at the American University of Beirut, Lebanon. In 2008, she earned her doctorate from the University of Leicester (UK). She teaches Communication Skills Program courses at AUB. Her research interests are mainly in language, globalization, and power in the Arab world; language and identity in the Arab world; e-language use; and digital reading.

**Michael Telfaci** is Instructional Associate Professor at Texas A & M University at Qatar, and he currently teaches Foundation English, First-Year Composition, and Technical Business Writing classes. He previously spent nearly a decade as a technical and professional writer. His research interests include critical pedagogy, language and identity, technology in education, and motivation.

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