

## **Who are your facilitators at the ResTES on Practitioner Identity?**

### **Bee Bond:**

I am a Senior Teaching Fellow in the Language Centre at the University of Leeds where I teach primarily on pre-sessional programmes. I have been responsible for the curriculum design of a number of our suite of programmes. I am currently on a year's secondment to the Leeds Institute of Teaching Excellence and Innovation (LITEI) where I am undertaking a University funded project looking at the significant roles language plays in shaping discipline specific knowledge and understanding, and therefore in student learning. I will then work to support the development of inclusive language and content teaching practices across the University.

### **Alex Ding:**

I am Director of the Centre for Excellence in Language Teaching and Lecturer in EAP at the University of Leeds. My main research and scholarly interests centre on EAP practitioner identity and agency and how knowledge and structure shape praxis. I have a long standing interest in practitioner reflexivity and how practitioners' concerns, commitments and values manifest themselves in teaching. More recently, my attention has also turned to ways in which practitioners make their teaching and scholarly endeavours public.

### **Jayne Pearson:**

I am currently an EAP lecturer at the University of Westminster. After 12 years on the EFL/EAP circuit, some of them rewarding, some frustrating, I chose to undertake doctoral research at the University of Nottingham in 2012. My research and scholarship interests are in the impacts of EAP assessment and standardised testing on students and teachers, the development of alternative assessment, and Critical Emancipatory Action Research. I currently teach in-sessional modules for home and international students, summer pre-sessional courses and am module leader on the assessment component of a forthcoming MATEAPP programme at the University of Westminster.

### **Irina Veleanu:**

Having spent over a decade teaching EFL and CLIL in Romania, I decided on a break to question well established practices as well as my own part in reinforcing or resisting some of these. Seven years and a couple of degrees later, no definite answer profiled (meant to ask for a refund!); rather an inkling that education as a way to stimulating independent thought and finding one's voice still holds something. I found myself gravitating towards EAP; identifying with both overwhelmed and inspired international students, and wondering quietly about 'language comes first' and the merits of academic acculturation. Accessing

disciplinary knowledge and approaching research through the medium of English is the broader area for me within which learner strategies of generating knowledge, the role of reflection, and disciplinary modes of thought are a few topics of current interest. My work experience at CELE, the University of Nottingham, includes primarily preessional teaching, with a strong element of syllabus and material development, but also some Masters, PGCE and insessional teaching and mentorship.