

§ Contributors

Martín Álvarez is an English-Spanish translator and Spanish-Chilean sign language interpreter. He holds an MA in Linguistics. His research is linked to describing the linguistic resources of Chilean sign language, specifically those used to represent referents in discourse.

Charles Bazerman, Distinguished Professor of Education at the University of California Santa Barbara, is interested in social dynamics of writing, rhetoric of knowledge production, and lifespan development of writing abilities. His books include *A Rhetoric of Literate Action*, *A Theory of Literate Action*, *The Languages of Edison's Light*, and *Shaping Written Knowledge*.

Juana Blanco is Adjunct Professor in educational linguistics in the University of Castilla-La Mancha, where she graduated in Hispanic philology (2005) and specialized in linguistics (2012). A Ph.D. candidate in Education at Complutense University, her thesis focuses on systemic-functional and genre-based pedagogy for the teaching of academic writing.

Bob Broad is Professor of English Emeritus at Illinois State University. He wrote *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing*. His articles and reviews have appeared in *College English*, *Research in the Teaching of English*, *Assessing Writing*, *The Journal of Writing Assessment*, and *African American Review*.

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Alejandra Meneses is Associate Professor in the Faculty of Education at Pontificia Universidad Católica de Chile. Her research focuses on language development across the school and its relations with literacy and learning. Viewing teachers as agents of social change, she works with educators to widen students' linguistic and discursive repertoires.

Ma. Soledad Montes is a research Ph.D. student at Lancaster University. Her research has focused on student's experiences with academic writing, writing programs and online writing instruction. Recently, she co-edited a handbook on oral communication in academic contexts [Original Title: *Hablar, persuadir y aprender: Manual para la Comunicación Oral Académica*].

Bárbara Mora Aguirre is a sociologist and holds a master's degree in sociology. She has worked in higher education training trajectories, including self-assessment, accreditation, and strategic improvement processes. Currently, she teaches courses at the undergraduate level using design thinking through the UN sustainable development goals (SDGs).

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Orlando Vian, Jr. holds a Ph.D. in applied linguistics from Pontifical Catholic University of São Paulo, Brazil. He is Associate Professor at the Federal University of São Paulo, where he supervises SFL-based academic investigations. He is also a CNPq (Brazilian National Council for Scientific and Technological Development) researcher.