

## *About the authors*

**Riikka Alanen** is a professor of applied linguistics at the Centre for Applied Language Studies of the University of Jyväskylä, Finland. Her research interests include L2 learning and teaching as task-mediated activity and the role of consciousness and agency in the learning process. She has written articles in Finnish and English about children's L2 learning process as well as their beliefs about English as a Foreign Language. She is also the co-editor of the volume *Language in Action: Vygotsky and Leontievan legacy today* (2007).

**J. Charles Alderson** is professor of Linguistics and English Language Education at Lancaster University. He is a specialist in language testing and the author of numerous books, book chapters and academic articles on the topic, as well as on reading in a second or foreign language. He is a former co-editor of the journal *Language Testing*, co-editor of the *Cambridge Language Assessment Series* and a recipient of the Lifetime Achievement Award of the International Language Testing Association (ILTA). See also <http://www.ling.lancs.ac.uk/profiles/J-Charles-Alderson/>

**Inge Bartning** is a professor of French at Stockholm University. She has taught and published in the domain of French syntax, semantics and pragmatics. In the last two decades her main interest has been in French L2 acquisition, in particular the domain of developmental stages, advanced learners and ultimate attainment of morpho-syntax, discourse and information structure. She is currently participating in a joint project '*High Level Proficiency in Second Language Use*' with three other departments at Stockholm university (see [www.biling.su.se/~AAA](http://www.biling.su.se/~AAA)). She has (co-)authored articles in *IRAL*, *Journal of French Language Studies*, *EUROSLA Yearbook*, *AILE*, *Langue française*, *Lexique*, *Revue Romane* etc.

**Cecilie Carlsen** holds a Master's degree in SLA-research from the University of Bergen (UiB). In 2003 she completed a PhD in language testing and assessment. From 2003–05 she was involved in the development of national tests of English for Norwegian school children, and since 2005 she has worked with the development and validation of Norwegian test for adult immigrants at Norsk språktest, UiB. Since 2008 she has been a postdoctoral research fellow at the UiB. As part of her project she has carried out a linking of a learner corpus to the CEFR, and she is currently using the corpus in an investigation of cross linguistic influence of rhetorical structures.

**Fanny Forsberg** is a Research fellow and lecturer of French at Stockholm University, where she received her PhD in 2006 with a thesis on formulaic language in L2 French. She is currently involved in research on ultimate attainment in L2 French and Spanish, with particular regard to the role of formulaic language and how it relates to activity types, L2 pragmatics and the CEFR-scale. Furthermore, her research interests include more generally spoken language, conversation analysis and L2 acquisition.

**Roger Gilabert** is a lecturer and researcher at the University of Barcelona, Spain, where he is a member of the Language Acquisition Research Group (GRAL). He has worked in the area of second language acquisition with a focus on L2 production. He has published a number of articles in the area of task complexity and L2 performance.

**Ari Huhta** is a researcher at the Centre for Applied Language Studies, University of Jyväskylä. He specialises in language assessment, and has participated in several national and international research and development projects, such as DIALANG (1996–2004) and DIALUKI (2010–). His interests include self-assessment and feedback, diagnostic assessment, assessment of speaking, development of assessment procedures for SLA research, and the study of the linguistic characteristics of CEFR levels.

**Jan Hulstijn** is a professor of second language acquisition at the University of Amsterdam, Faculty of Humanities, Amsterdam Center for Language and Communication (ACLC). Most of his research is concerned with cognitive aspects of the acquisition and use of a nonnative language (explicit and implicit learning; controlled and automatic processes; components of second-language proficiency). He held previous positions at the Free University Amsterdam and at the University of Leiden. He was associate researcher at the University of Toronto, Canada (1982–1983) and visiting professor at the University of Leuven, Belgium, (2002) and at Stockholm University, Sweden (2005). His webpage provides information concerning his research projects and publications (<http://home.medewerker.uva.nl/j.h.hulstijn/>).

**Folkert Kuiken** is professor of Dutch as a Second Language at the University of Amsterdam. He is a senior research member of the Amsterdam Center for Language and Communication (ACLC) and is coordinator of the Dual Master of Dutch as a Second Language and of the AILA Research Network on Task Complexity and Second Language Learning (TaCoSeLL). His research interests include the effect of task complexity and interaction on SLA, Focus on Form, and the relationship between linguistic complexity and communicative adequacy.

**Maisa Martin** is professor of Finnish as a second and foreign language at the Department of Languages, University of Jyväskylä. She is the director of the project Linguistic Basis of the Common European Framework for L2 English and L2 Finnish, Cefling for short. Her current research interests focus on the development of

various linguistic features in L2 Finnish. She is also the co-director of the program Challenges of Language Acquisition within the LANGNET, the Finnish doctoral program in language studies, as well as the chair of Council for Finnish Studies at Universities abroad.

**James Milton** is Senior Academic in Applied Linguistics at Swansea University. His research work focuses on vocabulary acquisition and measurement. Recent works include *Measuring Second Language Vocabulary Acquisition* (2009) published by Multilingual Matters and *Modelling and Assessing Vocabulary Acquisition* (2007) published by CUP.

**Sanna Mustonen** is a doctoral student in the University of Jyväskylä, at the Department of Languages. Her PhD thesis is part of the Cefling project: It addresses the question of how Finnish as a second language develops across the proficiency levels of CEFR, focusing on the spatial and abstract uses of locative cases. She has also been working on practical fields: language skill assessment in The National Certificates system, teacher training, and developing new teaching materials.

**Gabriele Pallotti** is associate professor of Language teaching methodology at the University of Modena and Reggio Emilia. He is a member of the Executive Committee of the European Second Language Association (Eurosla), and of the SLATE network. His research focusses on Italian as a second language, SLA methodology, and cross-cultural and intercultural discourse. He has coordinated several nation-wide projects with the Italian Ministry of Education and has lectured in many countries. His works have appeared in edited volumes and in *Applied Linguistics*, *Journal of Intercultural Communication*, and *Journal of Pragmatics*. He is the editor, with J. Wagner, of *L2 learning as social practice* (in press).

**Nina Reiman** is a doctoral student in Finnish as a second language at the University of Jyväskylä. Her research focuses on the development of transitive constructions.

**Angeliki Salamoura** holds a PhD in English and Applied Linguistics from the University of Cambridge (UK) and has a number of publications in this field. She has a strong background in quantitative research methods and has worked as a postdoctoral researcher on English language processing at the department of Experimental Psychology in Cambridge. She is currently a Research and Validation Officer at Cambridge ESOL and her role involves working on the English Profile Programme and the development and validation of bespoke assessment products. Her research interests include second language learning and processing, bilingualism, methodological approaches to linking examinations to the CEFR and quantitative research methodology.

**Nick Saville** is Director of the Research and Validation Group at Cambridge ESOL. He has specialised in language testing and assessment since 1987 and holds a PhD from the University of Bedfordshire in the area of language test impact. He is the representative of Cambridge ESOL in ALTE - the Association of Language Testers in Europe - and has close involvement with other European initiatives, such as the Council of Europe's Common European Framework of Reference (CEFR) and related "toolkit". Currently he is a member of the Cambridge University team responsible for co-ordinating the English Profile Programme - i.e. Reference Level Descriptions for English to accompany the CEFR. Nick has published widely on issues related to language assessment, and is an associate editor of *Language Assessment Quarterly*.

**Rob Schoonen** is an associate professor of SLA at the University of Amsterdam, where he teaches psycholinguistics, general linguistics and research methodology. His main research interests are (second) language acquisition and language proficiency, language testing and research methodology. He has been Associate Editor of *Language Learning* and a board member of the International Language Testing Association (ILTA). He currently is a member of the SLATE executive board. He has (co-)authored articles in *Applied Linguistics*, *Applied Psycholinguistics*, *Journal of Educational Psychology*, *Language and Education*, *Language Learning*, *Language Testing* and *TESOL Quarterly*.

**Marja Seilonen** is a doctoral student at the University of Jyväskylä. The subject of her research is genericity in the written texts of learners of Finnish. She is a lecturer of Finnish as a second language at the University of Eastern Finland.

**Mirja Tarnanen** is a senior researcher at the Centre for Applied Language Studies of the University of Jyväskylä, Finland. Her research interests include learning and teaching of L2, and language assessment and literacy practices in language education. She has been involved in several national research and development projects of language assessment and language education. She has run national language testing system National Certificates for adults since 2003.

**Ineke Vedder** is a researcher at the University of Amsterdam (Center for Language and Communication, ACLC), and head of education (Department of Language and Literature). Her research interests include instructed second language acquisition, particularly Italian as a second language, task-based language learning and L2 writing. Her publications have appeared in various books and journals (e.g. *IRAL*, *Journal of Second Language Writing*, *International Journal of Educational Research*, *Studi Italiani di Linguistica Teorica e Applicata*, *Linguistica e Filologia*). She is co-editor of the present SLATE book and of two edited volumes, to appear in 2011. See for further information her webpage (<http://home.medewerker.uva.nl/s.c.vedder/>).