

About the authors

Tonya G. Agostini is a PhD candidate at the MARCS Institute at the University of Western Sydney, Australia. Her current research programme investigates early acquisition of Italian L2 in children with high functioning autism spectrum disorder. Her research interests include early word learning and morphophonological development in L1 and L2 acquisition in typical and atypical populations, such as those with autism spectrum disorder, specific language impairment and dyslexia.

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Camilla Bettoni is Professor at the University of Verona, Italy. A graduate from the Universities of Padua and Edinburgh, she held teaching appointments in Scotland, Australia, and Italy, and visiting positions in Germany (Konstanz), Sweden (Stockholm), and Austria (Klagenfurt). Her research interests include second language grammar development; first language loss; cross-cultural pragmatics; and the (socio)linguistics of migration, with particular attention to Italian, as acquired by immigrants in Italy and lost by emigrants abroad in contact with English.

Bruno Di Biase, is Associate Professor at the School of Humanities and Communication Studies and at MARCS Institute, University of Western Sydney, Australia. A close collaborator with Manfred Pienemann on many projects since the establishment of the Language Acquisition Research Centre (LARC) at the University of Sydney in the early 1990s, he received his PhD in linguistics at the Australian National University. His research focuses on second language development and the applications of SLA research to language teaching and learning in formal and natural language environments, including situations of migration and language contact.

Giorgia Ginelli (BA, Verona 2003; MA, Padova 2005; PhD, Verona 2010) wrote her doctoral thesis on the acquisition of constituent questions in Italian L2. A teacher and teacher trainer, she is chairperson of *Italiano con noi*, a school of Italian language and culture in Verona. Her interests include language teaching methodology, especially the deployment of drama and theater techniques in the language classroom.

Barbara Hinger is Professor of language teaching methodology (*Fachdidaktik*) at the University of Innsbruck, Austria. Her research areas are second language acquisition and classroom-based language assessment, with a focus on Spanish L2. She is chairwoman of ÖGSD (*Österreichischen Gesellschaft für Sprachendidaktik*, the Austrian Association of Language Pedagogy), and a member of the board of VERBAL (*Verband für Angewandte Linguistik*, the Austrian affiliate of the International Association of Applied Linguistics).

Louise Jansen is a Lecturer in Applied Linguistics and German Studies at the Australian National University. Her primary research interest is second language development, with a focus on Processability Theory. Her recent data-based work includes the acquisition of L2 German syntax in instructed settings (Jansen 2008) and nominal plural (Charters, Dao & Jansen 2011).

Satomi Kawaguchi is a Senior Lecturer in Japanese, second language acquisition, and TESOL research methods at the University of Western Sydney. Her research areas include Japanese L2 and English L2. She is interested in theory-construction in SLA and research-driven-teaching, as well as in the use of new communication technology and student-focused innovative pedagogies. She was awarded the Australian Teaching & Learning Council Citation for outstanding contribution to student learning in 2010.

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