

About the authors

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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). 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.

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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).

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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*.

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