CONTRIBUTOR BIODATA

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press

Elizabeth B. Bernhardt (PhD, University of Minnesota) is Director of the Language Center and Professor of German Studies at Stanford University, where she teaches undergraduate German language courses and offers graduate seminars on second-language learning and teaching and second language literacy. She has spoken and written on second language reading, teacher education, and policy and planning for foreign and second language programs. Her book *Reading Development in a Second Language* won the Modern Language Association's Mildenburger Award as well as the Edward Fry Award from the National Reading Conference as an outstanding contribution to literacy research. At Stanford, she is also the Warren Sheldon University Fellow in Undergraduate Education and is Dean of the South Row, an academic mentoring role for 19 undergraduate residences.

Contact information: ebernhar@stanford.edu

Martha Bigelow is an Assistant Professor in the Second Languages and Cultures Education Program in the Department of Curriculum and Instruction at the University of Minnesota. Her work in SLA began with exploring the power written production and oral corrective feedback have for facilitating noticing of specific linguistic forms by literate adult learners. More recently she has become interested in SLA processes of ESL students with low literacy. Specifically, she has been studying how teen and adult learners with low literacy make use of oral feedback in English and has examined strengths and challenges such students bring to their oral language development process. This research informs her practice as a language teacher educator, especially with regard to teaching English language learners with low levels of literacy and limited formal schooling.

Contact information: mbigelow@umn.edu

Anna Uhl Chamot is Professor of Secondary Education (ESL and Foreign Language Education) in the Graduate School of Education and Human Development at the George Washington University, Washington, DC, and codirector of the National Capital Language Resource Center (NCLRC), a partnership between George Washington and Georgetown Universities and the Center for Applied Linguistics. Holder of a Ph.D. in ESL and applied linguistics from the University of Texas at Austin, she has been principal investigator for many studies funded by the United States Department of Education on the language development of second and foreign language learners. Her major research interests include language learning strategies, content-based second language instruction, and literacy development in adolescent immigrant students. She has published several related articles and books such as *The Learning Strategies Handbook* (Longman, 1999), *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach* (Addison-Wesley, 1994), and *Learning Strategies in Second Language Acquisition* (Cambridge University Press, 1990).

Contact information: auchamot@gwu.edu

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press

Erica G. Davila is a graduate student at Portland State University. Prior to that, she taught ESL and adult literacy in Brooklyn, New York, where she also designed and implemented tutor training programs. She currently works at the National Labsite for Adult ESOL at Portland State University on a project that compiles and analyzes multimedia classroom data from low-level ESL learners. Her research interests include classrooms as communities of practice, dyadic classroom interaction around written texts, and computer assisted language learning.

Contact information: ericad@pdx.edu

Thom Hudson is Associate Professor of Second Language Studies at the University of Hawai'i, where he has been on the faculty since 1989. A PhD in applied linguistics from UCLA, he has taught in Cairo, Egypt, Guadalajara, Mexico, and the United States, and has also spent a sabbatical year teaching in Japan. Research interests include second language testing, second language reading, English for specific purposes, and program development, with a long term focus on criterion-referenced testing in particular. His research has appeared in the journals *Annual Review of Applied Linguistics*, *Language and Communication, Language Learning, Language Testing*, *Studies in Second Language Acquisition*, and *TESOL Quarterly*. Coeditor of the journal *Reading in a Foreign Language*, he has authored or coauthored texts on measuring cross-cultural pragmatics, second language performance assessment, criterion-referenced language testing, and issues in language test development.

Contact information: tdh@hawaii.edu

Gina Iberri-Shea is a doctoral student in the PhD Program in Applied Linguistics in the English Department at Northern Arizona University. Her research interests include second language acquisition and the role of oral communication activities in language development. Currently, she is working on a coauthored meta-analysis of the effects of task-based interaction on second language acquisition and studying the use of public speaking and debate activities in content-based instruction.

Contact information: gina.iberri-shea@nau.edu

Joan Jamieson is Professor of English/Applied Linguistics at Northern Arizona University. Her research and teaching interests include second language testing, computer-assisted language learning (CALL), individual learner differences, and research design and statistics. In the last ten years, she has been involved in research and development projects with the Test of English as a Foreign Language and Pearson Longman. With a grant from the TESOL International Research Foundation, she is currently working with Carol Chapelle on the evaluation of CALL

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press

materials at six sites throughout the world to better understand the constraints of particular learning contexts and the robustness of CALL materials.

Contact information: joan.jamieson@nau.edu

Mary McGroarty, Editor-in-Chief of ARAL, is Professor of English/ Applied Linguistics Program in the English Department at Northern Arizona University and a past President of the American Association for Applied Linguistics (1997–98). A Woodrow Wilson Fellow, she has also received Fulbright and Mellon awards. Her articles have appeared in *Applied Linguistics*, *Canadian Modern Language Review*, *Language Learning*, *TESOL Quarterly*, and several anthologies. She has served on the editorial boards of *Applied Linguistics*, *ARAL*, *Journal of Language*, *Identity, and Education*, *Second Language Instruction and Acquisition Abstracts*, and *TESOL Quarterly*. Her research interests include theoretical and pedagogical aspects of language learning and teaching, bilingualism, language policy, and assessment of second language skills.

Contact information: mary.mcgroarty@nau.edu

Penny McKay is Associate Professor at Queensland University of Technology, Brisbane, Australia, where she teaches in the M.Ed. program in TESOL. She moved into university teaching and research after having been a primary and secondary mainstream and ESL teacher in Australia and working on a national curriculum effort, the Australian Language Levels Project. She has coordinated several large bilingual/ESL research projects, including *ESL Development: Language and Literacy in Schools*, a document that contains the National Language and Literacy Institute of Australia ESL bandscales (McKay, Hudson, & Sapuppo, 1994), and The Bilingual Interface Project (McKay et al., 1997). The author or editor of many papers on school ESL policy, teaching, and assessment, she has two 2005 books on related issues: *Assessing Young Learners* (Cambridge University Press), and *Planning and Teaching Creatively within a Required Curriculum for School-Age Learners in a new TESOL Curriculum series*.

Contact information: pa.mckay@qut.edu.au

Brian Morgan is an Associate Professor in the Department of Languages, Literatures, and Linguistics and coordinator of the TESOL Certificate program at York University in Toronto, Ontario, where he teaches content-based English for Academic Purposes courses, a language teacher education course on the socio-politics of TESOL, and a graduate course on language, culture, and ideology. Before coming to York, he spent ten years as a teacher, teacher educator, and curriculum consultant with the Toronto Catholic School Board, working exclusively in adult community-based ESL programs. Many of his publications and his first book, *The ESL Classroom: Teaching, Critical Practice, and Community Development*

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press

(University of Toronto Press, 1998) describe his efforts toward developing critical ESL programs for these settings.

Contact information: bmorgan@yorku.ca

Denise E. Murray is Professor and Executive Director of the National Centre for English Language Teaching and Research (NCELTR) and also of the AMEP Research Centre at Macquarie University, Australia. A language teacher and teacher educator for over three decades in Australia, England, Thailand, and the United States, she was founding chair of Linguistics and Language Development at San José State University, California. She served on the TESOL Board of Directors for seven years and as president in 1996–1997. She has published widely on the use of computer technology in society and on language education in particular; her publications include *Knowledge Machines: Language and Information in a Technological Society* (Longman, 1995); *Integrating Citizenship Content in Teaching Adult Immigrants English: An Evaluation of Let's Participate: A course in Australian citizenship* (NCELTR, 2003); *Communicating on the Net* (with P. McPherson; NCELTR, 2003); and "The Language of Cyberspace" in *Language in the USA* (Cambridge, 2004).

Contact information: denise.murray@mq.edu.au

Terence Odlin is Associate Professor of English at Ohio State University. His research and teaching interests include the psycholinguistic issues involved in language transfer and contrastive analysis, pedagogical grammar, and sociohistorical factors in language contact, particularly in the Celtic lands, with related articles and reviews appearing in *Diachronica*, *Language*, *Language Awareness*, *The Modern Language Journal*, *Studies in Second Language Acquisition*, and *Second Language Research*. In addition to his book-length study *Language Transfer* (Cambridge University Press, 1989), his recent thinking on cross-linguistic influence includes articles in the *Concise Encyclopedia of Sciolinguistics*, the *Oxford Handbook of Applied Linguistics*, and the *Handbook of Second Language Acquisition*.

Contact information: odlin.1@osu.edu

Lourdes Ortega is Assistant Professor of Applied Linguistics in the Department of Second Language Studies at the University of Hawai'i at Manoa. Her long-standing research interests include the longitudinal study of second language and literacy development, the fostering of explicit and implicit grammar learning through activities organized around "doing things with words" in the classroom (or so-called task-based language learning), second language writing, the relationship between language minority education and foreign language education, and the use of research methods in applied linguistics, particularly research synthesis and meta-analysis. Her ongoing projects are a special issue of *The Modern Language Journal*

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press

on values in instructed SLA research, a coedited John Benjamins volume on research synthesis, and a synthesis of longitudinal research funded by a National Academy of Education/Spencer Postdoctoral Fellowship.

Contact information: lortega@hawaii.edu

Vaidehi Ramanathan is an Associate Professor in the Linguistics Department at the University of California, Davis. Her research and teaching interests include all social and political aspects of first and second language literacy and teacher education, especially as they pertain to dominant and vernacular languages. She has spent the last seven years working on issues related to English- and vernacular-medium education in Gujarat, India. Her recent publications include *The English-Vernacular Divide: Postcolonial Language Politics and Practice* (Multilingual Matters, in press) and *The Politics of TESOL Education: Writing, Knowledge, Critical Pedagogy* (RoutledgeFalmer, 2002).

Contact information: vramanathan@ucdavis.edu

Stephen Reder is University Professor and Chair of the Department of Applied Linguistics at Portland State University. His research and teaching interests, which he has pursued in a range of studies using both quantitative and qualitative methodologies, focus on literacy and language development during adulthood. As a graduate student he worked on the Vai literacy project with Sylvia Scribner and Michael Cole. He then conducted comparative studies of literacy and language development in communities having distinct sociohistorical contexts for literacy and language acquisition: an Eskimo village in Alaska; a highland Hmong community resettled in the northwest of the United States; and a partially settled community of agricultural workers in the migrant stream on the west coast. He is currently researching literacy, language, and education issues mooing high school dropouts in the Longitudinal Study of Adult Learning and among recent immigrants in the National Labsite for Adults ESOL.

Contact information: reders@pdx.edu

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press

Peter Robinson is Professor of Linguistics and Second Language Acquisition in the Department of English, Aoyama Gakuin University, Tokyo. His recent publications include *Cognition and Second Language Instruction* (Cambridge University Press, 2001); *Individual Differences and Instructed Second Language Learning* (John Benjamins, 2002); and (coauthored with D. Smith, S. Nobe, G. Strong, M. Tani, and H. Yoshiba) *Language and Comprehension: Perspectives from Linguistics and Language Education* (Kuroshio Publishing, 2004). He is editor of the book series *Cognitive Science and Second Language Acquisition* published by Lawrence Erlbaum.

Contact information: peterr@cl.aoyama.ac.jp

Elaine Tarone is Distinguished Teaching Professor in English as a Second Language, and Director of the Center for Advanced Research on Language Acquisition at the University of Minnesota. She has published research on second language acquisition since 1972 on topics such as interlanguage phonology, communication strategies in SLA, and language play in immersion classrooms, but is perhaps best known for her work on interlanguage variation and the influence of social context on SLA. Her current research focuses on the impact of literacy on the SLA of Somali adults residing in the Twin Cities of Minnesota. At present, along with Martha Bigelow and Kit Hansen, she is analyzing data gathered on the oral English language use of participants who differ in their degree of literacy in both Somali and English.

Contact information: etarone@umn.edu

Gillian Wigglesworth is Associate Professor and Head of the School of Languages at the University of Melbourne, Australia. She has a wide range of research interests that include first and second language acquisition, language testing and assessment, and bilingualism. She has published widely in these areas and has recently completed a longitudinal study exploring the perceptions of learners of English about their language learning and the learning environment in Melbourne. At present she is working on a longitudinal study investigating the complex language input situation of Australian Aboriginal children in remote communities and its effect on the children's language acquisition.

Contact information: gillianw@unimelb.edu.au

https://doi.org/10.1017/S0267190505000176 Published online by Cambridge University Press