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Nick C. Ellis (ncellis@umich.edu) is a professor of psychology, a professor of linguistics, and a research scientist in the English Language Institute at the University of Michigan. His research interests include language acquisition, cognition, emergentism, corpus linguistics, cognitive linguistics, and psycholinguistics. His research in second language acquisition concerns (1) explicit and implicit language learning and their interface, (2) usage-based acquisition and the probabilistic tuning of the system, (3) vocabulary and phraseology, and (4) learned attention and language transfer. His emergentist research concerns include language as a complex adaptive system, networks analysis of language, scale-free linguistic distributions and robust learning, and computational modeling.

Sylviane Granger (Sylviane.Granger@uclouvain.be) is a professor of English language and linguistics at the University of Louvain in Belgium. She is the director of the Centre for English Corpus Linguistics, where research activity is focused on the compilation and exploitation of learner corpora and bilingual corpora. Since the launch of the *International Corpus of Learner English* project in 1990 she has played a key role in defining the different facets of the field of learner corpus research. Her current research interests focus on the analysis of phraseology in learner language and the use of corpus data to improve the phraseological coverage of bilingual dictionaries. Her recent books include *Phraseology: An interdisciplinary perspective* and *Phraseology in foreign language learning and teaching* (Benjamins) and *Electronic lexicography* (Oxford)

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Elena Lieven (lieven@eva.mpg.de) principal areas of research involve usage-based approaches to language development, the emergence and construction of grammar, the relationship between input characteristics and the process of language development, and variation in children's communicative environments, cross-linguistically and cross-culturally. She is a senior scientist in the Department of Psychology at the Max Planck Institute for Evolutionary Anthropology, Leipzig and Director of the Max Planck Child Study Centre at the University of Manchester. She was the editor of the *Journal of Child Language* from 1996 – 2005 and president of the International Association for the Study of Child Language from 2008 – 2011.

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Magali Paquot (Magali.Paquot@uclouvain.be) is a postdoctoral researcher at the Centre for English Corpus Linguistics, University of Louvain in Belgium. Her current research interests focus on academic vocabulary, phraseology, L1 transfer in second language acquisition, and pedagogical lexicography. Her latest publications include *Academic vocabulary in learner writing* (Continuum, 2010) and *A taste for corpora* (co-edited with F. Meunier, S. De Cock, and G. Gilquin, Benjamins, 2011).

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Alison Wray (WrayA@cardiff.ac.uk) is a research professor of language and communication at Cardiff University, Wales, UK. She has published widely on formulaic language, addressing theoretical, evolutionary, and applied linguistic topics including second language acquisition and, most recently, formulaic language in Alzheimer's care. Her 2002 book *Formulaic language and the lexicon* (Cambridge) won the 2003 book prize of the British Association for Applied Linguistics. She published a further monograph, *Formulaic language: pushing the boundaries* (Oxford) in 2008. She also has research interests in the nature and development of social science research expertise and in professional coaching for academics.

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