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Robert J. Blake is a professor of Spanish at the University of California, Davis and founding director of the University of California Consortium for Language Learning & Teaching. He publishes in the fields of Spanish linguistics, second language acquisition, and computer-assisted language learning. He co-authored *Tesoros Online*, a multimedia program for introductory Spanish (http://www.tesoros.es). He also co-authored *Al corriente: Curso intermedio de español*, 4th Edition (McGraw-Hill Companies). He was the PI for the development of "Arabic without walls" an online course taught through UC Irvine. In 2008, he published *Brave new digital classrooms: Technology and foreign language learning* (Georgetown). In 2004, Professor Blake was inducted into the North American Academy for the Spanish Language.

Yuko Goto Butler is an associate professor of language and literacy in education at the Graduate School of Education at the University of Pennsylvania. Her research interests are primarily focused on the improvement of second and foreign language education among young learners in both the U.S. and Asia in response to the diverse needs of an increasingly globalizing world. She has been interested in identifying effective ESL/EFL teaching methods and strategies that take into account the relevant linguistic and cultural contexts in which instruction takes place. She is also interested in how best to assess children's second/foreign language proficiency.

Christiane Dalton-Puffer is an associate professor of linguistics at the English Department of the University of Vienna, where she teaches in the TEFL program and directs the Centre for English Language Teaching. Her current research is in content and language integrated learning (CLIL) and classroom discourse. Other research interests include learner and teacher attitudes and lay theories, pronunciation teaching and learning, as well as language teacher education. She is the author of *Discourse in content and language integrated learning (CLIL) classrooms* (Benjamins 2007) and co-convenor (with Tarja Nikula and Ute Smit) of the AILA Research Network on CLIL.

Jelena Mihaljević Djigunović is a professor of second langauge acquisition and TESOL at Zagreb University's English Department. Her main research interests centre around the age factor, teaching modern languages to young learners, individual differences, and L2 teacher education. She has been involved in a number of large scale research projects on L2 learning and teaching, the latest one being the *Early language learning in Europe* (ELLiE). She has published

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Celeste Kinginger is a professor of applied linguistics at the Pennsylvania State University where she is involved in the education of language learners, teachers, and researchers. Her recent publications include: *Language learning in study abroad: Case studies of Americans in France* (*Modern Language Journal Monograph*, 2008); *Language learning and study abroad: A critical reading of research* (Palgrave/Macmillan, 2009); and *Contemporary study abroad and foreign language learning: An activist's guidebook* (Pennsylvania State University Center for Advanced Language Proficiency Education and Research, 2009). Her current projects include an edited volume entitled *Social and cultural aspects of cross-border language learning* (John Benjamins).

Ewa Kuśmierczyk is a PhD candidate in the School of Linguistics and Applied Language Studies at Victoria University, New Zealand. She has an MA in Applied Linguistics and has been a tutor in Applied Linguistics courses at Victoria University since 2007. Her current project is looking at multimodal approaches to construction of professional identity in job interviews. The analysis of speech in conjunction with gesture, bodily movements, and document use aims at gaining a better understanding of how interview participants interact to create positive interview outcomes.

Heather Lotherington is a professor of multilingual education at York University where she teaches in the Faculty of Education, and in the Graduate Program in Linguistics and Applied Linguistics. Her research focuses on multimodal literacies, multilingual inclusion and pedagogical innovation. Since she spearheaded a collaborative research venture between York University and Joyce Public School in Toronto in 2003, researchers and teachers have been continuously engaged in co-designing multimodal literacies projects (see www.multiliteracies4kidz.ca).

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Their award winning research has been widely published. Professor Lotherington's most recent book is *Pedagogy of multiliteracies: Rewriting Goldilocks* (Routledge, 2011).

Marianne Nikolov is a professor of English applied linguistics at the University of Pécs, Hungary. Her research interests include early learning and teaching of modern languages, assessment of processes and outcomes in language education, individual differences (especially language learning aptitude and motivation of all age groups), teacher education, and language policy. Her most recent large-scale project is on developing diagnostic tests of English as a foreign language for children in grades 1 to 6. Presently, she is a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University, California. For more information see: http://englishdepartments.btk.pte.hu/index.php?p=contents&cid=12.

Jonathan Newton is a senior lecturer in the School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand. His research focuses on language teaching for the workplace, classroom-based SLA research, and intercultural language teaching. His articles have appeared in journals such as *Second Language Research, System, Journal of Pragmatics, English Language Teaching Journal,* and *Modern English Teacher.* He has papers forthcoming in *Language Learning* and *The Journal of Second Language Writing.* He recently co-authored two books, *Teaching ESL/EFL listening and speaking* (with Paul Nation, Routledge, 2009), and a second, *Workplace talk in action: An ESOL resource* (with Nicky Riddiford, VUW, 2010).

Catherine O'Hallaron is a doctoral student in Literacy, Language, and Culture in the School of Education at the University of Michigan, Ann Arbor. She received her MA in Teaching English as a Second Language from Universidad Interamericana and taught college-level English as a foreign language to native Spanish speakers in Puerto Rico for four years. She has also worked in teacher education, preparing undergraduate students to teach Spanish at the elementary level. Her current research interests include linguistic approaches to studying English learners' writing development and the use of functional linguistic pedagogy in enhancing teachers' reading and writing instruction.

Kate Paesani is an associate professor of French and director of basic French courses at Wayne State University. Her research interests include literacy-based approaches to language instruction, the role of literary texts in the undergraduate curriculum, and foreign language teacher development. Her work has appeared in journals such as *Foreign Language Annals, The French Review*, and *L2 Journal*. She is also co-editor of the volumes *Language program articulation: Developing a theoretical foundation* (Heinle & Heinle, 2005) and *The syntax of nonsententials: Multidisciplinary perspectives* (John Benjamins, 2006).

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Ute Römer is currently the director of the applied corpus linguistics unit at the University of Michigan English Language Institute where she manages the Michigan Corpus of Academic Spoken English and the Michigan Corpus of Upper-level Student Papers projects. Her primary research interests and areas in which she has published include corpus linguistics, phraseology, and the application of corpora in language learning and teaching. Her current research focuses on student academic writing and on how corpus tools and methods can be used to identify meaningful units in specialized discourses.

Mary Schleppegrell is a professor of education at the University of Michigan, Ann Arbor. Her research explores the relationship between language and learning with a focus on students for whom English is a second language. She is the author of *The Language of schooling* (Erlbaum, 2004); co-author, with Zhihui Fang, of *Reading in secondary content areas: A language-based pedagogy* (University of Michigan Press, 2008); and co-editor, with Cecilia Colombi, of *Developing advanced literacy in first and second languages: Meaning with power* (Erlbaum, 2002). Her work has appeared in *Linguistics and Education, TESOL Quarterly,* and other journals and edited volumes.

Neomy Storch is a senior lecturer in ESL and applied linguistics at the School of Languages and Linguistics, the University of Melbourne, Australia. Her research has focused on issues related to ESL pedagogy. These issues have included the nature of peer collaboration, the role of L1 in L2 classes, the development of academic writing and the contribution of feedback to such development. She has published widely on her research in leading journals in the field of second language teaching and applied linguistics.

Naoko Taguchi is an associate professor in the Modern Languages Department at Carnegie Mellon University where she teaches courses on SLA, pragmatics, and Japanese language and culture. As a Fulbright scholar, she completed her Ph.D. in Applied Linguistics at Northern Arizona University, and she is the recipient of the 2004 MLJ-ACTFL Emma Birkmaier Dissertation Award. She edited the volume *Pragmatic competence* with Mouton de Gruyter and is co-editing the volume *Technology in interlanguage pragmatics research and teaching* with John Benjamins. Her research monograph, *Context, individual differences, and pragmatic development*, is forthcoming from Multilingual Matters. Her publications appeared in *Modern Language Journal, Applied Linguistics, Language Learning,*

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Patsy Vinogradov began teaching in Russia in 1994, and since then she has worked in the field of language education in a variety of settings. She specializes in teaching English as a Second Language to adult immigrants and refugees with limited formal schooling. Her research interests include literacy instruction and curriculum design for adult learners with low first language literacy, as well as professional development for instructors. She teaches at Hamline University in St. Paul, Minnesota, and she is a doctoral student in Education at the University of Minnesota.

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