



About the Authors

BILL VANPATTEN is Professor of Applied Linguistics and Second Language Studies at Texas Tech University (USA). He is widely known for his work on input processing, processing instruction, instructed SLA, and language teaching. His recent work includes *Second Language Processing and Parsing* (co-edited with Jill Jegerski) and *Key Terms in Second Language Acquisition* (co-authored with Alessandro Benati).

ROGER GILABERT is a lecturer and researcher in Applied Linguistics at the University of Barcelona, where he is currently a member of the GRAL research group. His research interests include second language performance and acquisition, task and syllabus design, and task cognitive complexity, and individual differences in working memory. He has published in a number of international journals and books. He has carried extensive research on the effect of task complexity and second language production, and his current research includes a study on the effects of differences in working memory capacity on second language performance.

CARMEN MUÑOZ is a Professor of Applied English Linguistics at the University of Barcelona. Her main research interests are in second language acquisition, in particular learners' age and individual differences. As the coordinator of the research group GRAL, she edited the volume that gathers the results of the BAF Project *Age and the Rate of Foreign Language Learning* (Multilingual Matters, 2006). Recent publications include *Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning* (2008) in Applied Linguistics, and *Age-related differences in foreign language learning. Revisiting the empirical evidence* (2008) in IRAL. Current research projects include a comparative study of Early Language Learning in 7 European countries, as well as the study of language aptitude as a predictor of L2 outcomes.

FRANCES BOETTINGER is a freelance EFL trainer based in Germany and specialized in Business English training and one-to-one language coaching. Her MA dissertation under the

tutelage of Dr. Ivor Timmis of Leeds Metropolitan University, UK focused on self-noticing and developing targeted measures for combating fossilization. Professional interests include encouraging metacognitive learning and selective integration of multiple intelligence theory in the Business English classroom. She has contributed several articles to *English Teaching Matters*.

JUNGHYE PARK studied for an MA in ELT and Materials Development at Leeds Metropolitan University where she became interested in studying her own language progress. She has since returned to Korea where she develops English language learning materials for children based around popular films.

IVOR TIMMIS is Reader in English Language Teaching at Leeds Metropolitan University, UK, where he teaches on the MA in ELT course and supervises PhD students. His main research interests are in the pedagogic relevance of corpus research, the description and teaching of spoken language, and cognitive approaches to the teaching and learning of grammar and lexis. He is currently compiling two small corpora: one of informal conversation in the 1930s in his home town (Bolton) and one of English language teachers' casual conversation.

EVA ALCÓN SOLER is Full Professor of English Language and Linguistics at the University Jaume I (Castelló) and leader of the *Research Group in Applied Linguistics to English Language Teaching*. She holds a B.A. in English Philology, a M.A. and a Ph.D. in Applied Linguistics from the University of Valencia. Her research interests include the acquisition of L2 pragmatics, the role of interaction in L2 learning and multilingualism. She is the author of *Bases Lingüísticas y Metodológicas para la Enseñanza de la Lengua Inglesa* (2002), has edited *Learning how to Requests in an Instructed Language Learning Context* (Peter Lang, 2008) and co-edited *Intercultural Language Use in Language Learning* (Springer, 2007), and *Investigating Pragmatics in Foreign language Learning, Teaching and Testing* (Multilingual Matters 2008) She has guest-edited two special issues on the topic of interaction and language learning in a classroom context (*International Journal of Educational Research*, 2002; *International Review of Applied Linguistics*, 2009), and an special issue on the topic of pragmatic instruction (*System*, 2005).

JOSEP GUZMAN PITARCH, is senior lecturer at the University Jaume I, Spain. His research ranges from discourse analysis to translation studies. He has translated several books, movies and TV series. His publications focus on language learning, pragmatics and

translation for language teaching. He has coordinated several research projects on the use of corpora in translation.

CHARLES MUELLER is an Instructor in the English for Academic Purposes program at George Washington University. His current research focuses on the cognitive processes and conditions that facilitate noticing in second language acquisition and on pedagogical approaches that employ the cognitive linguistics framework. In addition to research and teaching, he has worked with a number of area think tanks, to include the Center for the Advanced Study of Language (CASL) and the National Foreign Language Center (NFLC), where he has helped create an online instructional course for Korean to English translation.

RAQUEL CRIADO SÁNCHEZ is a member of the LACELL Research Group at the University of Murcia, Spain, and an Assistant Professor at the English Department of the same university. Her doctoral thesis, credited with the European Doctorate title, empirically tested the effects on linguistic learning of the “Communicative-Processes based model of activity sequencing”. This was revealed as a pedagogic and cognitive sound alternative to the traditional Presentation-Practice-Production model. Her main research fields are foreign language learning and teaching, with a special interest in materials development. She particularly focuses on the applications from Cognitive Psychology to language teaching materials in order to enhance their effectiveness in learning as based on solid grounds –rather than on pedagogic intuitions and beliefs alone.

AQUILINO SÁNCHEZ is Full Professor at the University of Murcia, Spain, where he teaches Applied Linguistics and Lexicography. He has written books and articles on methods and methodology of foreign language teaching and on Corpus Linguistics. He has also been editor and/or author of monolingual (Spanish) and bilingual (Spanish/English) dictionaries and has often been invited to give talks at different universities and in various countries all over the world. (More info in: <http://www.um.es/grupos/grupo-lacell/index.php>).

PASCUAL CANTOS is senior lecturer in the Department of English Language and Literature at the University of Murcia, Spain, since 1990. His main research interests are in Corpus Linguistics, Quantitative Linguistics, Computational Lexicography and Computer Assisted Language Learning. His publications include contributions to international compilation volumes, as well as articles in specialized journals.

MARÍA SANTOS is a Ph.D. candidate at the Department of English of the University of Murcia. Her research focuses on the purposes and uses of written corrective feedback in instructed second language acquisition in secondary schools. She is a secondary schoolteacher of English and she is also part of the research team at the University of Murcia currently working on a programme of research on the language learning potential of L2 writing.

SONIA LÓPEZ-SERRANO is a research assistant at the University of Murcia. She holds an MA in English Language and Linguistics and is currently doing her PhD on the language learning potential of L2 writing tasks. Her research interests are in second language acquisition, in particular foreign language writing. She participates in different publicly financed research projects and has published on L2 writing both in study-abroad contexts and in the primary school.

ROSA MANCHÓN is Associate Professor of Applied Linguistics at the University of Murcia, Spain. She has edited *Learning, Teaching, and Researching Writing in Foreign Language Contexts* (Multilingual Matters, 2009), *Doing Second Language Acquisition Research: Theoretical and Methodological Issues* (with J. Cenoz, IRAL, 2008); *Writing in Foreign Language Contexts. Research Insights* (with P. de Haan, Journal of Second Language Writing, 2008); *Research on Vocabulary Acquisition and Learning* (with A. Sánchez, International Journal of English Studies, 2007); and *Writing in the L2 Classroom: Issues in Research and Pedagogy* (International Journal of English Studies, 2001). Her articles have appeared in *Learning and Instruction*, *Modern Language Journal*, *Language Learning*, *Journal of Second Language Writing*, and *IRAL*. Together with Ilona Leki she edits the *Journal of Second Language Writing*.

ROBERT DEKEYSER is Professor of Second Language Acquisition at the University of Maryland. His research is mainly on second language acquisition, with emphasis on cognitive-psychological aspects such as implicit vs. explicit learning, automatization of rule knowledge, and individual differences and their interaction with instructional treatments. He has published in a variety of journals, including *Studies in Second Language Acquisition*, *Language Learning*, *Language Testing*, *The Modern Language Journal*, *TESOL Quarterly*, and *AILA Review*. He has contributed chapters to several highly regarded handbooks, and he recently published an edited volume with Cambridge University Press entitled *Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology*. He just finished a five-year editorship of *Language Learning*.