

## NOTES ON CONTRIBUTORS

**Kirk C. Allison** (BA and MA in German and BS in Computer Science, University of Kansas) is a University of Minnesota doctoral candidate / teaching assistant in German (Comparative Literature minor). He spent a year with the English / American Department of the University of Salzburg, and has held research assistantships in Immersion language processing (with Andrew Cohen, 1996) and in Historical development in German scientific rhetoric (with Alan Gross, 1995). His publications include contributions to several collections in the area of literature, translation and teaching.

**Barbara O. Baptista** (MA in Spanish, San Diego State University; MA in English Language and Literature, Universidade Federal de Santa Catarina; PhD in Applied Linguistics, UCLA) teaches English and Applied Linguistics in the Departamento de Língua e Literatura Estrangeiras at the Universidade Federal de Santa Catarina (UFSC), where she was, for the last two years, Chair of the Graduate Program in English Language and Literature. She has published in *Language and Speech*, *International Review of Applied Linguistics (IRAL)*, *System*, and *Romance Linguistics & Literature Review*. Her main research interests are in second language phonological acquisition, from linguistic and cognitive perspectives.

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**Andrew D. Cohen** (MA in Linguistics; PhD in Education, Stanford) taught in the ESL Section, English Department, UCLA; at the School of Education, Hebrew University, Jerusalem; and currently is Chair of the Department of English as a Second Language at the University of Minnesota, where he also directs the National Language Resource Center. Prof. Cohen has published articles on language teaching, learning, and testing, and on research methods, as well as books on bilingual education (*A sociolinguistic approach to bilingual education*, 1975), on language learning strategies (*Language learning*, 1990; *Strategies in learning and using a second language*, 1998), and on language testing (*Assessing language ability in the classroom*, 1994; co-editor with Lyle Bachman of *Interfaces between second language acquisition and language testing research*. Cambridge University Press, 1998).

**Deise Dutra** received her PhD in Second Language Acquisition from the University of Florida, Gainesville, and currently teaches in the Departamento de Letras Anglo-Germânicas at the Universidade Federal de Minas Gerais in Brazil.

**Peter Ecke** received a PhD in Second Language Acquisition and Teaching from the University of Arizona, and currently teaches language acquisition and L2 pedagogy in the Applied Linguistics Program of the Universidad de las Américas - Puebla in Mexico. His main research interests are the bilingual lexicon, vocabulary acquisition and processing, and L2 learners' lexical errors.

**Michael Fender** received an MA in Applied Linguistics from Ohio University and is currently pursuing a PhD in the Cognitive Studies Program at the University of Pittsburgh. His research interests are in second language reading, with a focus on the development of ESL word recognition and sentence parsing skills in particular.

**James Flege** received his PhD from Indiana University in 1979. After a post-doc at Northwestern University (Chicago), he joined the faculty

of the University of Alabama at Birmingham. He has published numerous articles dealing with segmental production and perception in English as a second language. The L1s investigated have included Spanish, Italian, French, Dutch, Swedish, and Mandarin. The results of studies which have examined subject variables (e.g., age of learning, length of L2 use) and phonetic variables (e.g., perceived cross-language similarity) have resulted in a formal model, called the Speech Learning Model. Dr. Flege's work is supported by the National Institutes of Health.

**Mailce B. Mota Fortkamp** (MA in English Language and Literature, UFSC) is a doctoral candidate in the English Graduate Program at the Universidade Federal de Santa Catarina (UFSC), where she is on leave of absence from her teaching position in the Departamento de Língua e Literatura Estrangeiras and currently at the University of Minnesota as a visiting scholar. Her main research interest is foreign language acquisition, especially from a cognitive perspective.

**Merrill F. Garrett** taught for years at the Massachusetts Institute of Technology. He is now a senior professor in the Department of Psychology at the University of Arizona, where he also functions as Director of the Interdisciplinary Program in Cognitive Science. He has widely researched and published about naturally occurring speech errors, lexical retrieval failures, and models of speech production.

**Gloria Gil** (MA English Language and Literature, UFSC) is a doctoral candidate in the English Graduate Program at the Universidade Federal de Santa Catarina (UFSC), where she teaches English language in the Departamento de Língua e Literatura Estrangeiras. Her main research interest is foreign language classroom discourse, specifically the discourse construction of metalinguistic knowledge.

**Keiko Koda** is Associate Professor of Second Language Acquisition and Japanese at Carnegie Mellon University in Pittsburgh. She received her PhD in Second Language Acquisition and Teacher Education from

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**Frank A. Morris** (BA in History and English at the University of Iowa; MA in Hispanic Literature, University of Minnesota) is a doctoral candidate in Hispanic Linguistics at the University of Minnesota. Research interests include first and second language acquisition, language variation, dialectology, bilingualism, Spanish in the USA and second language pedagogy.

**M. Rafael Salaberry** (PhD, Cornell University) is an Assistant Professor in the Department of Spanish, Italian and Portuguese at Penn State University. He has publications in various journals such as *Applied Linguistics*, the *CALICO Journal*, the *Canadian Modern Language Review* and the *Modern Language Journal*. His primary research interests include the acquisition of second language syntactic-semantic features such as tense and aspect, critical period effects, second language teaching methodology and computer mediated interaction.

**Etsuko Takahashi** is a lecturer in Japanese at Carnegie Mellon University in Pittsburgh. She received her MA in Japanese pedagogy at the University of Iowa, and is currently a doctoral candidate in Foreign Language Education at the University of Pittsburgh. Her research interest focuses on the acquisition of Kanji processing competence.

**Ian H. G. Ying** (PhD, U of Arizona), is Assistant Professor of Applied Linguistics at the University of Colorado, Denver. His research interests include linguistic theory and second language acquisition, discourse analysis, and contrastive rhetoric. He has published in *Language Learning*, *International Review of Applied Linguistics (IRAL)*, *Semiotica*, and *Language and Style: An International Journal* (forthcoming).