Contributors

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Søren Wind Eskildsen is Associate Professor in Second Language Learning at the University of Southern Denmark in Sønderborg, Denmark. His primary research interest concerns the usage-based processes and practices in second language learning over time as seen through the lenses of usage-based models of language and conversation analysis. Other interests include the role of gestures in second language learning. He works with both in- and out-of-class L2 data and with children and adults alike.

Tim Greer is Professor in the School of Languages and Communication and the Graduate School of Intercultural Studies at Kobe University, Japan. His research employs conversation analysis to examine micro-interactive aspects of bilingual talk and second language use, such as interactional competence and identity-in-interaction. His data come from a diverse range of settings including homestay dinner table conversations, hairdressing contexts and oral proficiency tests. His work has been published in *Multilingua*, *Linguistics and Education* and *Journal of Pragmatics* and he has recently co-edited a book on JSL interactional competence.

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Leslie C. Moore is Associate Professor of Teaching and Learning and Linguistics at The Ohio State University. Her research examines the social and cultural patterning of learning and language development in communities whose members use multiple languages and participate in multiple learning traditions. She has conducted ethnographic and conversation analytic research in Cameroon, Central Ohio and the Netherlands, working across domestic, community, and secular and religious school settings. She is currently focused on informal science learning for dual language learners. Her research has been funded by the National Science Foundation, the Ford Foundation, the Spencer Foundation and Fulbright.

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Mostafa Pourhaji is Assistant Professor of Teaching English as a Foreign Language at Shahid Beheshti University of Medical Sciences, in the capital of Iran. In his research, he mainly pursues the CA-for-SLA enterprise through utilizing the methodological power of conversation analysis to explore how teacher talk creates or inhibits learners' participation opportunities. He is also interested in applying conversation analysis to the study of materials use and teacher education. His work has been published in *Journal of Teaching Language Skills*, *Foreign Language Research Journal* and *Journal of English Language Teaching and Learning*.

Peter Sayer is an Associate Professor of Language Education Studies in the College of Education and Human Ecology at the Ohio State University. His work focuses sociolinguistics and education of emergent bilingual learners, especially in Mexico and Latino students in the US. He is the author of over 40 publications, including the book *Tensions and Ambiguities in English Language Teachers: Portraits of EFL Teachers as Legitimate Speakers* (Routledge, 2012) and is the incoming editor of *TESOL Journal* and co-director of the Buckeye Childhood Bilingualism Research Lab.

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