

Contributors

Jenni Alisaari (PhD) is a university teacher at the Department of Teacher Education, University of Turku. Her main research interests include linguistically and culturally responsive teaching, advocating multilingualism, language learning, and especially language learning by singing. Recently, her research has also focused on how singing affects written or spoken fluency in second language learning.

Joanna Anckar (PhD) currently works as a study counsellor and lecturer at Åbo Akademi University. She has been involved in several national language assessments, such as the Finnish Matriculation Examination and the Finnish National Certificate of Language Proficiency. Her research interests include the assessment of L2 listening comprehension, especially the possibilities of combining learners' verbal protocols to quantitative data in test validation processes.

Ulla-Maija Haapanen is an interpreter coordinator at the University of Jyväskylä. Haapanen's main fields as a native bilingual bimodal professional are teaching and interpreting in academic contexts. She is interested in Finnish Sign Language syntax and verbals, especially the behaviour of descriptive verbals in signed expressions. Recently she has focused on the process of forming a scale of evaluation of Finnish Sign Language according to the European Framework of Reference.

Leena Maria Heikkola (PhD) is a postdoctoral research fellow at the Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo. Heikkola's main research interests are second language acquisition and clinical linguistics. Most of her research focuses on how singing affects second language pronunciation and fluency, how cognitive fatigue affects language in Multiple Sclerosis, and linguistically and culturally responsive teaching.

Ari Huhta (PhD) is a Professor of Language Assessment in the Centre for Applied Language Studies, University of Jyväskylä. His research interests include assessments that support learning (e.g. diagnostic and formative assessment), self-assessment and feedback, assessing and rating writing, computer-based assessment, and combining second language acquisition research and language testing perspectives in research.

Niina Hynninen (PhD) is a Senior Lecturer in English Studies at the University of Helsinki. Hynninen's main research focus is on English as a lingua franca and language regulation. Her current research is concerned with writing practices of multilingual scholars, and recently, she has developed an interest in fluency and spoken language testing.

Heini Kallio is a doctoral candidate at the Department of Digital Humanities, University of Helsinki. Kallio is currently working on her doctoral dissertation on the acoustic-phonetic basis of spoken L2 assessment. Her interest lies in practical implementations of phonetic knowledge, and she has collaborated on projects that study and develop automatic assessment applications for the language learning field.

Laura Kanto (PhD) is a postdoctoral researcher at the University of Jyväskylä. Kanto's main research fields are the Finnish Sign Language acquisition of hearing and deaf children and the Finnish Sign Language learning as a second or foreign (L2) language. Recently she has also focused on developing assessment tools for evaluating Finnish Sign Language development.

Pekka Lintunen (PhD) is a Senior Lecturer in English Linguistics, University of Turku, and an Adjunct Professor in Applied Linguistics, University of Jyväskylä. Lintunen's main research field is the development of L2 pronunciation. Recently his research has also focused on the fluency and complexity of learner language, learner perceptions and beliefs, and informal language learning.

Maarit Mutta (PhD) is a Senior Lecturer in French, University of Turku, and an Adjunct Professor in Foreign Language Learning with a specialisation in second/foreign language (L2) writing at the Centre for Applied Language Studies, University of Jyväskylä. In her research, Mutta has mainly focused on online processes of writing, writing fluency and writer profiles. Recently she has also studied informal language learning.

Sari Ohranen is a Project Researcher in The Finnish National Certificate of Language Proficiency (NCLP) and a doctoral student in the Centre for Applied Language Studies (CALS) at the University of Jyväskylä. Ohranen is involved in language assessment and activities for developing the NCLP. In her research, she is interested in raters' use and views of speaking assessment criteria and how these views are reflected in speech proficiency ratings.

Sanna Olkkonen (PhD) is a postdoctoral researcher at the School of Languages and Translation Studies, University of Turku. Olkkonen's main research interests are fluency and cognitive processes in second language learning, especially in relation to L2 reading and writing. In her PhD, Olkkonen examined the efficiency of lexical access (speed and accuracy) as a sign of fluency.

Pauliina Peltonen is a doctoral candidate at the English Department, University of Turku. Peltonen is currently working on her doctoral dissertation on the interplay between fluency and problem-solving mechanisms. Recently, she has also co-edited publications for the Finnish Association for Applied Linguistics and collaborated on papers focusing on intonation and fluency and pronunciation feedback.

Leena Salmi (PhD) is a Senior Lecturer in French, University of Turku, and an Adjunct Professor in Translation Studies, University of Helsinki. Her current research interests include machine translation and post-editing, translation assessment and themes related to the production of legally valid translations. She is also involved in the Finnish examination for certifying translators to translate official documents.

Riikka Ullakonoja (PhD) is a postdoctoral researcher at the Department of Language and Communication Studies, University of Jyväskylä. Ullakonoja's main research interest is pronunciation learning and assessment, but she has also studied L2 reading and writing, vocabulary learning and motivation. Furthermore, she is also interested in Russian as a heritage language.

Outi Veivo (PhD) is a University Teacher in French at the University of Turku. Veivo has studied the role of orthographic information in the processing of spoken L2 words with different psycholinguistic methods, such as eye-tracking. Her research interests also include fluency in L2 listening, lexical knowledge in L2 and the development of translation competences.

