

# About the Authors

**Bill VanPatten** is Professor of Applied Linguistics and Second Language Studies at Texas Tech University. His areas of research are input and input processing in second language acquisition, sentence processing in a second language, and the effects of formal instruction on acquisition processes. He has published widely in the fields of second language acquisition and second language teaching and is a frequent conference speaker and presenter. His publications include *Making Communicative Language Teaching Happen* (with James F. Lee, 2003, McGraw-Hill), *From Input to Output: A Teacher's Guide to Second Language Acquisition* (2003, McGraw-Hill), *Processing Instruction: Theory, Research, and Practice* (2004, Lawrence Erlbaum Associates), *Theories in Second Language Acquisition: An Introduction* (with Jessica Williams, 2007, Lawrence Erlbaum Associates), and most recently *Key Terms in Second Language Acquisition* (2010, Continuum Press). In addition to being lead author of *Sol y Viento*, he is also the lead author of *¿Sabías que...?* and *Destinos*, as well as the designer for the *Destinos* telecourse. He is also the co-author of *Así lo veo* (2011, McGraw-Hill), an intermediate Spanish program that incorporates a documentary film as a vehicle for instruction and learning.

Dr. VanPatten is the 2007 recipient of the Anthony Papalia Award for Excellence in Teacher Education, awarded jointly by the American Council on the Teaching of Foreign Languages and the New York State Association of Foreign Language Teachers.

**Michael J. Leeser** is Associate Professor of Spanish in the Department of Modern Languages and Linguistics at Florida State University, where he is also Director of the Spanish Basic Language Program. Before joining the faculty at Florida State, he taught a wide range of courses at the secondary and post-secondary levels, including courses in Spanish language and Hispanic cultures, teacher preparation courses for secondary school teachers, and graduate courses in communicative language teaching and second language acquisition. He received his Ph.D. in Spanish (Second Language Acquisition and Teacher Education) from the University of Illinois at Urbana-Champaign in 2003. His research interests include input processing during second language reading as well as second language classroom interaction. His research has appeared in journals such as *Studies in Second Language Acquisition* and *Language Teaching Research*. He is the lead author of *Así lo veo* (2011, McGraw-Hill) and he also co-authored *Sol y viento: En breve* (2008, McGraw-Hill).

**Gregory D. Keating** is Assistant Professor of Linguistics and Second Language Acquisition in the Department of Linguistics and Asian/Middle Eastern Languages at San Diego State University. Before joining the faculty at San Diego State, he taught courses in communicative language teaching and Spanish teacher education at the University of Illinois at Chicago, where he received his Ph.D. in Hispanic Linguistics and Second Language Acquisition. His areas of research include Spanish sentence processing, psycholinguistics, the acquisition of Spanish syntax and vocabulary, and the role instruction plays in language acquisition. His research has appeared in *Studies in Second Language Acquisition*, *Language Learning*, *Language Teaching Research*, and *Hispania*. He is also a recipient of several teaching awards, including one from the University of Notre Dame where he received his M.A. in Spanish Literature. In addition to teaching and research, he has supervised many language courses and teaching assistants and has participated in the development and coordination of technology-enhanced lower-division Spanish language programs. He is co-author of *Así lo veo* (2011, McGraw-Hill) and *Sol y viento: En breve* (2008, McGraw-Hill).