

Contributors

Maria Ahlholm PhD (Docent), is a university lecturer in the Department of Teacher Education at the University of Helsinki, Finland. She is a teacher trainer, training teachers of Finnish as a second language. Dr Ahlholm's ongoing research focuses on newly immigrated children's second language learning.

Karin Allard, a senior lecturer with a PhD in education, teaches at the University of Örebro, Sweden, in the advanced level of the teacher training programme and in special education. Her research interests include multilingualism and translanguaging as pedagogical tools in special schools for the Deaf and hearing impaired.

Angela Creese is Professor of Educational Linguistics at the School of Education, University of Birmingham. She is a researcher in the fields of sociolinguistics, multilingualism and linguistic ethnography, and currently leads the Arts and Humanities Research Council funded project, 'Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities' (TLANG).

Joke Dewilde is a postdoctoral fellow at the University of Oslo, investigating recently arrived young people as writers inside and outside school. She is also an Adjunct Associate Professor at Hedmark University of Applied Sciences. Her research interests include bilingual teachers, linguistic ethnography and sociolinguistics in educational settings.

Natalia Ganuza is an Assistant Professor at the Centre for Research on Bilingualism, Stockholm University. Her research interests include urban multilingualism, sociolinguistics and educational perspectives on multilingualism. Dr Ganuza is active in the project 'The Role of Mother Tongue Instruction for the Bilingual Development of Somali-Swedish Speaking Students' (with Dr Hedman).

Christina Hedman is an Assistant Professor in the Department of Language Education, Stockholm University. Her current research interests encompass educational perspectives on biliteracy development including the role of mother tongue instruction (with Dr Ganuza), as well as literacy practices in minority languages outside formal school contexts.

Susan Hopewell is an Assistant Professor at the University of Colorado. She is interested in issues of language, culture, equity and identity for elementary-aged bilingual children. Dr Hopewell has 12 years of experience as a teacher and literacy coach in bilingual elementary schools.

Carla Jonsson is an Assistant Professor at the Centre for Research on Bilingualism, Stockholm University. Her research interests include multilingualism in education and in the workplace, minority languages, and translanguaging. Dr Jonsson currently works with the research project 'Professional Communication and Digital Media: Complexity, Mobility and Multilingualism in the Global Workplace'.

Latisha Mary has worked in the area of language and teacher education in France since 2001. Currently an Assistant Professor at the School of Education (ESPE), University of Lorraine, her research interests include teacher education for the support of second language acquisition, bi/plurilingual education and teacher self-efficacy and agency.

BethAnne Paulsrud is an Assistant Professor of English at Dalarna University. She is currently on leave for a postdoctoral researcher position at the Centre for Research on Bilingualism, Stockholm University, investigating multilingualism and interculturality in Swedish education. Dr Paulsrud's research interests include linguistic ethnography, English-medium instruction, language policy and multilingualism.

Jenny Rosén is an Assistant Professor of Language Education at Stockholm University and a postdoctoral researcher at Dalarna University. Her research interests include language, diversity and identity in educational settings and linguistic ethnography. Her current research projects involve mother tongue tuition and study guidance for newly arrived students.

Kirsten Rosiers is a postdoctoral researcher at the Université Libre de Bruxelles. As a former teacher, she is interested in teacher–pupil interaction. Her research focuses on multilingual classrooms in Belgian cities. In her PhD project, she investigated how pupils and teachers in multilingual classrooms engage interactionally with their linguistic repertoire.

Anna Slotte is an Associate Professor and lecturer in teacher education at the University of Helsinki, Finland. Her research concerns learning and identity in multilingual settings inside and outside school, mostly with the use of video recordings. She is engaged in many research and development projects in multilingual practices.

Boglárka Straszer is an Assistant Professor of Swedish as a Second Language at Dalarna University, with 20 years of experience teaching foreign languages, second languages, mother tongue and sociolinguistics. Her research interests include the sociology of language, linguistic ethnography, language identity and attitudes, and education in immigrant and minority language settings.

Jeanette Toth is a doctoral candidate in the Department of Language Education at Stockholm University. Her research interests include bilingual education, multilingualism and second language acquisition, currently focusing on the policies, practices and perspectives of English-medium instruction for young learners in Sweden.

Åsa Wedin holds a PhD in bilingualism and is a Professor in Educational Work at Dalarna University, Sweden. Her main research interests lie in multilingual education and literacy. She has worked in teacher education for many years and her publications include books for teacher education as well as research articles in the field.

Andrea Young has worked as a lecturer/researcher in language education at the School of Education (ESPE), University of Strasbourg since 1998. Her research and teaching interests include teacher education for the support of second language acquisition, building educational partnerships between home and school, bi/plurilingual literacy, teacher language awareness and intercultural education.