

About the Authors

Editors

David Singleton took his BA at Trinity College Dublin and his PhD at the University of Cambridge. He is an Emeritus Fellow of Trinity College Dublin, where he was, until his retirement from that institution, Professor of Applied Linguistics. He now holds the title of Professor Emeritus at the University of Pannonia, Veszprém (Hungary) and Professor at the State University of Applied Sciences, Konin (Poland). He has served as President of the Irish Association for Applied Linguistics, as Secretary General of the International Association of Applied Linguistics (AILA) and as President of the European Second Language Association (EUROSLA). David's publications number more than 200, his books and articles ranging across a wide spectrum of topics but focusing mainly on cross-linguistic influence, the second language lexicon, the age factor in language acquisition and multilingualism. He is the co-author of *Key Topics in Second Language Acquisition* (Multilingual Matters, 2014) and *Beyond Age Effects in Instructional L2 Learning* (Multilingual Matters, 2017). He is the founding editor and continuing co-editor of the Multilingual Matters SLA book series. In 2015 David received the EUROSLA Distinguished Scholar Award and in 2017 he was awarded Honorary Membership of AILA.

Larissa Aronin is an Associate Professor at the Oranim Academic College of Education (Israel). She is a former Secretary and a founding member of the International Association of Multilingualism. Larissa was a Visiting Scholar at the Department of Linguistics and Philosophy in the School of Humanities, Arts and Social Sciences at the Massachusetts Institute of Technology (USA) (2014) and a KIVA Guest Professor at the Technical Universität Darmstadt (Germany) (2016). She has published about 100 articles and books on various topics in the domain of multilingualism and has opened up new research avenues in areas of the material culture of multilingualism and of dominant language constellations. Larissa has published in a range of international journals on a wide array of topics connected with multilingualism such as *The International Journal of the Sociology of Language*, *The International Journal of Multilingualism* and *Language Teaching*. She is the co-author of *Multilingualism* (with David Singleton; John Benjamins, 2012), has contributed to *The Encyclopedia of Applied Linguistics* (Wiley-Blackwell, 2013) and is the co-editor of *The Exploration of Multilingualism: Development of Research on L3, Multilingualism and Multiple Language Acquisition* (with Britta Hufeisen; John Benjamins, 2009) and *Current Multilingualism: The New Linguistic Dispensation* (with David Singleton, Joshua Fishman and Muiris Ó Laoire; De Gruyter, 2013). Larissa is an Advisory Board Member of *Language Teaching* (CUP) and an editorial board member of a number of peer-reviewed journals.

Contributors

Kurt Braunmüller (Hamburg University) received his degrees from Tübingen (Dr Phil) and Freiburg University (Dr habil) and was thereafter Heisenberg Fellow at Kiel University. He is member of several Scandinavian scientific academies. Kurt's main interests lie in Scandinavian and Germanic linguistics, especially in contact linguistics and multilingualism and in historical Germanic linguistics, but also in linguistic and typological changes in general. He has conducted research projects on Low and High German-Scandinavian language contact during the Middle Ages and in early Modern Times (era of the Hanseatic League), on Latin impact on Ancient/Runic Germanic and on the historical development of Scandinavian syntax. He has also investigated the possibilities and problems of inter-Scandinavian communication and of Faroese-Danish bilingualism. He further published on the typology of Germanic and Proto-Germanic (as a contact language). Among Kurt's 20 book publications are a comprehensive survey of the five (six) modern Scandinavian languages, *Die skandinavischen Sprachen im Überblick* (3rd edn, Francke, 2007; 2nd edn translated into Norwegian, Novus, 1998) and a historical investigation into the typology of the Germanic languages, *Syntaxtypologische Studien zum Germanischen* (Narr, 1982). He was co-editor of *The Nordic Languages: An International Handbook of the History of the North Germanic Languages* (De Gruyter, 2002/2005). His further publications comprise more than 130 (academic) articles and around 50 reviews.

Jasone Cenoz Iragui is Professor of Research Methods in Education at the University of the Basque Country, UPV/EHU. Her research focuses on multilingual education, bilingualism and multilingualism. Her publications include *Teaching Through Basque* (Multilingual Matters, 2008), *The Multiple Realities of Multilingualism* (co-edited with Elka Todeva; De Gruyter Mouton, 2009), *Towards Multilingual Education* (Multilingual Matters, 2009) and *Multilingual Education: Between Language Learning and Translanguaging* (co-edited with Durk Gorter; Cambridge University Press, 2015). She has been guest speaker at a large number of European universities and also in North America, Asia, Australia and New Zealand. Jasone is on the board of a number of scientific journals and she is past President of the International Association of Multilingualism. She received the Spanish Association of Applied Linguistics Research Award in 2011.

Gessica de Angelis is Assistant Professor of Applied Linguistics at the Centre for Language and Communication Studies and Fellow of Trinity College Dublin. Her main research interests are in second/third language acquisition, cross-linguistic influence, multilingual language development and multilingualism and education. Gessica is the author of *Third or Additional Language Acquisition* (Multilingual Matters, 2007). She is also the co-editor of *New Trends in Crosslinguistic Influence and Multilingualism Research* (Multilingual Matters, 2011), *Learning and Teaching in Multilingual Contexts: Conceptual, Sociolinguistic and Educational Perspectives* (Multilingual Matters, 2014) and *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning* (Bloomsbury, 2015). She is former Vice President of the International Association of Multilingualism (2009–2011; 2011–2013).

John Edwards was born in England, educated there and in Canada, and received his PhD from McGill University. After working as a Research Fellow at the Educational Research Centre in Dublin he moved to Nova Scotia, where he became Professor of Psychology at St Francis Xavier University. He is a member of several psychological and linguistic societies, as well as scholarly organizations for the study of ethnicity and nationalism. He is a Fellow of the British Psychological Society, the Canadian Psychological Association and the Royal Society of Canada. John is now a Senior Research Professor at St Francis Xavier University (Antigonish), Adjunct Professor, Graduate Studies, at Dalhousie University (Halifax) and Visiting Professor at Minzu University (Beijing). John's main research interest relates to the establishment, maintenance and continuity of group identity, with particular reference to language. He has lectured and presented papers on this topic in many countries and his work has been widely translated. He is the editor of the *Journal of Multilingual and Multicultural Development* (Routledge). He is also the editor of the Multilingual Matters book series for the Bristol publisher of the same name, a series that now comprises more than 150 titles. John's books include *Multilingualism* (Penguin, 1995), *Language and Identity* (Cambridge, 2009), *Language Diversity in the Classroom* (Multilingual Matters, 2010), *Minority Languages and Group Identity* (John Benjamins, 2010), *Multilingualism: Understanding Linguistic Diversity* (Continuum/Bloomsbury, 2012) and *Sociolinguistics: A Very Short Introduction* (Oxford University Press, 2013).

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Danuta Gabryś-Barker is Professor of English at the University of Silesia, Katowice (Poland), where she lectures and supervises MA and PhD theses in applied linguistics, psycholinguistics and especially in second language acquisition and multilingualism. She has published approximately 150 articles and the books *Aspects of Multilingual Storage, Processing and Retrieval* (Wydawnictwo Uniwersytetu Śląskiego, 2005) and *Reflectivity in Pre-service Teacher Education* (Wydawnictwo Uniwersytetu Śląskiego, 2012). Danuta has also edited 15 volumes, among others for Multilingual Matters, Springer and the University of Silesia Press. She has been the co-editor-in-chief of the *International Journal of Multilingualism* (Taylor & Francis/Routledge) since 2010 and the co-founder and co-editor-in-chief of the journal *Theory and Practice of Second Language Acquisition* (University of Silesia Press) since 2015.

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Eve Higby received her PhD in speech-language-hearing sciences from the City University of New York Graduate Center. She is currently completing a postdoctoral research fellowship in psychology at the University of California, Riverside. Her work focuses on language and cognitive processes in bilingualism and aging and on how language experience affects brain structure and function. Eve has published on multilingualism and the brain, language in aging and cross-linguistic influence in bilingualism. She is working on the second edition of the book *Language and the Brain* (Cambridge University Press) together with Loraine Obler, Ioulia Kovelman and Kris Gjerlow.

Britta Hufeisen received her PhD at Kassel University (Germany) in 1990 and her Habilitation at Darmstadt University (Germany) in 1999. After being an Assistant Professor of German Applied Linguistics at the University of Alberta (Canada) for almost four years in the early 1990s, she worked at Darmstadt University and has been a full Professor of Linguistics and Multilingualism since 2006. She has been Adjunct and Guest Professor at universities in, among others, Alberta (Canada), Falun and Göteborg (Sweden), Kuala Lumpur (Malaysia), Amman (Jordan) and Ho Chi Ming (Vietnam). In research Britta focuses on multiple language learning and plurilingual whole school policy. In both areas she has published extensively both nationally and internationally. She has been a plenary speaker all over the world and supervises numerous PhD students.

Ulrike Jessner is Professor at the University of Innsbruck (Austria) and the University of Pannonia, Veszprem (Hungary), where she has a role as one of the founding members of the International Doctoral School of Multilingualism. She has published widely in the field of multilingualism with a special focus on the acquisition of English in multilingual contexts. She is the co-author of *A Dynamic Model of Multilingualism* (with Philip Herdina; Multilingual Matters, 2002) which pioneered DSCT in language acquisition research. She has been engaged in the development of the research area of third language acquisition/multilingualism as a founding member and President of the International Association of Multilingualism. Ulrike chairs the Regional Educational Competence Centre ‘German & Multilingualism’ and is founding editor of the *International Journal of Multilingualism* and the book series Trends in Applied Linguistics (with Claire Kramsch, UC Berkeley). Supported by her research group DyME (Dynamics of Multilingualism with English) Ulrike is currently involved in two large-scale kindergarten projects in Tyrol (funded by the Tyrolean government) and in the trilingual Ladin kindergartens in South Tyrol (commissioned by the Bolzano Province). With her work on metalinguistic awareness in

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Ema Ushioda is Professor and Head of Department at the Centre for Applied Linguistics, University of Warwick. She has worked in language education since 1982 and has conducted in-service workshops on motivation and autonomy for language teachers from many countries. Her main research interests are language learning motivation, learner autonomy, sociocultural theory and teacher development, and she has published widely in these areas. Ema's recent books include *International Perspectives on Motivation: Language Learning and Professional Challenges* (Springer, 2013), *Teaching and Researching Motivation* (co-authored by Z. Dörnyei, Pearson, 2011) and *Motivation, Language Identity and the L2 Self* (co-edited by Z. Dörnyei, Multilingual Matters, 2009). Ema is the co-editor (with Z. Dörnyei) of a special issue of *The Modern Language Journal* (2017) on 'Beyond global English: Motivation to learn languages in a multicultural world', and is currently working on a research monograph on ethical perspectives on language learning motivation research, and also a third edition (with Z. Dörnyei) of *Teaching and Researching Motivation*.