

The Contributors

Barbara Burnaby (PhD, University of Toronto) has taught English as a foreign language in Japan, and English as a second language to adult immigrants in Toronto. She first joined the faculty in the Department of Adult Education at the Ontario Institute for Studies in Education (OISE) at the University of Toronto and later moved to the Modern Language Centre at OISE. She served as Dean of the Faculty of Education at Memorial University of Newfoundland (2000–2002), and is currently an Honorary Research Professor, working with Marguerite MacKenzie on a grant on language development among the Innu in Labrador.

Donna Christian is president of the Center for Applied Linguistics in Washington, DC (www.cal.org). Her work focuses on the role of language in education, with special interests in second language learning, dialect diversity and policy. She has published extensively on those topics, including co-authored or co-edited publications such as *Educating English Language Learners: A Synthesis of Research Evidence* (Cambridge University Press), *Bilingual Education* (TESOL), *Dialects, Schools, and Communities* (Lawrence Erlbaum), and *Profiles in Two-Way Immersion Education* (CAL/Delta Systems).

Diane Dagenais is Associate Professor in the Faculty of Education at Simon Fraser University. She teaches courses in French and in English in the area of second language education. Her teaching load is distributed in the graduate, undergraduate, in-service and pre-service teacher education programs. She is coordinator of the French graduate cohorts in curriculum studies. She has received funding from several sources to support her research and has published on learning and teaching a second language, bilingual and minority education including French immersion and Francophone programs, multilingualism, multiliterate practices of children from immigrant families, language diversity and language awareness development.

Deborah Dubiner (MS in TESOL, University of Southern California) is a doctoral student in Second Language Acquisition at Carnegie Mellon University. Her research interests include trilingualism and third language acquisition, second language reading and second language fluency. Her

dissertation focuses on the impact of incipient trilinguality on the linguistic and affective development of elementary school children in Israel. It examines an innovative program that teaches Jewish children Arabic as a third language, in addition to Hebrew and English. Currently ESL instructor at the Kinneret College in Israel, she has taught ESL for over 20 years, and Hebrew and Portuguese also.

Tara Williams Fortune, Immersion Projects Coordinator for CARLA, one of several Language Resource Centers in the US, is engaged in the preparation and continuing education of language immersion professionals through CARLA and as a member of the graduate faculty in Second Languages and Cultures Education at the University of Minnesota. Tara lectures and consults on immersion education throughout the US and abroad. She is founding editor of The ACIE (American Council of Immersion Education) Newsletter. Recent projects target struggling immersion learners and oral proficiency assessment. Her own research examines the dynamics of language use and peer interaction in immersion classrooms.

Fred Genesee is Professor in the Psychology Department at McGill University in Montreal. He has carried out extensive research on alternative approaches to bilingual education, including second/foreign language immersion for language majority students and alternative forms of bilingual education for language minority students. His current work focuses on simultaneous acquisition of two languages during early infancy and childhood, language development in international adoptees, and the language and literacy development of children at-risk for reading and language impairment in immersion programs.

Philip Hoare is an Associate Professor in the Department of English in the Hong Kong Institute of Education. He has studied in the universities of Leeds, London, Edinburgh and Hong Kong. He worked in a number of countries including Tuvalu, Mongolia and Bahrain before coming to Hong Kong, where he has worked with English immersion teachers for many years. With Stella Kong, he is currently advising and researching content-based English teaching projects in Mainland China.

Liz Howard is an assistant professor of bilingual education in the Neag School of Education at the University of Connecticut. Formerly, she was a senior research associate with the Center for Applied Linguistics, where she directed a number of studies related to two-way immersion education and biliteracy development. She has authored several publications on two-way immersion, including the recent book *Realizing the Vision of Two-Way*

Immersion: Fostering Effective Programs and Classrooms, which she co-authored with Julie Sugarman. She has worked as a bilingual elementary school teacher in California and as an adult literacy/ESL instructor as a Peace Corps Volunteer in Costa Rica.

Stella Kong is an associate professor in the Department of English in the Hong Kong Institute of Education, where she has been working as a teacher educator for 15 years. She specialises in immersion teacher education. Her teaching and research interests are in immersion education pedagogies, content–language relationships and writing-to-learn across the curriculum. She has extensive experience working with English immersion teachers in Hong Kong.

Sharon Lapkin is Professor Emerita in the Modern Language Centre and Second Language Education program of the Ontario Institute for Studies in Education at the University of Toronto. Her research focuses on French as a second language (FSL) education in all its forms and ranges from large-scale program evaluation to micro-analysis of second language learning in progress. For nearly ten years, she co-edited the *Canadian Modern Language Review*, and is currently Past President of the Canadian Association of Applied Linguistics. She was recently awarded the Prix Robert Roy in recognition of her contributions to FSL by the Canadian Association of Second Language Teachers.

Kathryn Lindholm-Leary is Professor of Child and Adolescent Development at San Jose State University, where she has taught for 19 years. At San Jose State, Kathryn received a Teacher-Scholar award, was a finalist for the President's Scholar award, and was a San Jose State nominee for the prestigious Wang Family Excellence award. She has worked with more than 50 two-way and developmental bilingual programs over the past 22 years and has written books and journal articles, and given presentations to researchers, educators and parents on the topics of two-way immersion education and child bilingualism.

Roy Lyster is Professor of Second Language Education in the Department of Integrated Studies Education at McGill University in Montreal. His research focuses primarily on immersion and content-based classrooms, including both observational and experimental studies of teacher-student interaction, form-focused instruction and corrective feedback. An executive member of the Canadian Association of Applied Linguistics (President 2006–2008, Co-President 2004–2006), he is author of *Learning and Teaching Languages Through Content: A Counterbalanced Approach*, published by John Benjamins in 2007.

Myriam Met is a senior research associate at the National Foreign Language Center, University of Maryland, where her work focuses primarily on K–12 (kindergarten to grade 12) foreign language policy. Her previous positions include supervisor of foreign language programs K–12, English for Speakers of Other Languages, and bilingual education for major urban and suburban school districts. She has served as President of the National Association of District Supervisors of Foreign Languages and the National Network for Early Language Learning. She was a co-chair of the New Visions in Foreign Language Education and has served on the Executive Council of the American Council on the Teaching of Foreign Languages.

Hirohide Mori is Associate Professor in the College of Economics at Nihon University. He has conducted research widely on the effects of input, interaction and feedback on second language acquisition, especially in Japanese immersion public elementary schools. He has also published articles on language transfer, language universals, and teachers' beliefs about language teaching. His current research interests include the role of individual differences in child second language acquisition.

Deborah Palmer is an Assistant Professor in Bilingual/Bicultural Education in the Department of Curriculum and Instruction at the University of Texas at Austin. Her research is qualitative in nature, and her interests include bilingual education policy and politics in the United States, dual immersion enrichment education, teacher preparation for diverse and multilingual classrooms and ethnography and discourse analysis.

Merle Richards is a professor of education at Brock University, Ontario, Canada. Her interests in language and cross-cultural education have led to research in Heritage Language teaching, Aboriginal language revitalization, and bilingual education programs. For two decades, she has been deeply involved in Aboriginal teacher education and language development, working mainly with Hotinohsonni (Iroquois) and Anishnaabek (Ojibwa) educators in Ontario.

Margareta Södergård is Senior Lecturer in the Department of Early Childhood Education at Åbo Akademi University in Finland. Before joining Åbo Akademi, she was engaged in research on Swedish immersion in the Department of Scandinavian Languages at the University of Vaasa, where she also served as Professor of Swedish Immersion Education. Her current research involves a longitudinal study of Swedish immersion in which she is following the same immersion pupils from kindergarten to grade 9.

Merrill Swain is Professor Emerita in the Second Language Education Program at the Ontario Institute for Studies in Education at the University of Toronto, where she has taught and conducted research for 36 years. Her present research focuses on the role of collaborative dialogue and ‘languageing’ in second language learning within a sociocultural framework. She was President of the American Association of Applied Linguistics (AAAL) in 1998–99, and a Vice President of the International Association of Applied Linguistics from 1999–2005. She is recipient of the 2003 Canadian Robert Roy Award and AAAL’s 2004 Distinguished Scholarship and Service Award. She has authored books and many book chapters, as well as over 150 refereed articles.

Diane J. Tedick is Associate Professor in the Second Languages and Cultures Education program in the College of Education and Human Development at the University of Minnesota. She is a teacher educator for second language contexts including immersion and bilingual education, foreign language education, and English as a Second Language. She serves as a consultant and conducts program evaluations in immersion and language programs around the US and internationally. Her research focuses on the pedagogy required for balancing language and content in instruction. Recent publications include an edited volume entitled *Second Language Teacher Education: International Perspectives* (2005, Lawrence Erlbaum).

G. Richard Tucker is Paul Mellon University Professor of Applied Linguistics at Carnegie Mellon University. Before joining Carnegie Mellon, he was President of the Center for Applied Linguistics in Washington, DC (1978–1991), and Professor of Psychology and Linguistics at McGill University (1969–1978). He has published more than 200 books, articles or reviews concerning diverse aspects of second language learning and teaching. In addition to his work in North America, he spent five years living and working as a Language Education advisor for the Ford Foundation in Southeast Asia and in the Middle East and North Africa.

Constance L. Walker (PhD, University of Illinois, Urbana-Champaign) is a faculty member in Second Languages and Cultures Education, College of Education and Human Development at the University of Minnesota, where she is involved in the preparation of teachers for second language contexts. Her research interests lie in the experiences of teachers who work with culturally and linguistically diverse populations, and issues of school policy and practice related to second language learners. She is currently directing the TEAM UP Project, a Title III teacher development project that focuses on collaborative processes for serving students learning English as a second language.