

Contributors

Carl Blyth is the Director of the Texas Language Technology Center and Associate Professor of French Linguistics in the Department of French and Italian at the University of Texas at Austin. His most recent publications include *Teaching French Grammar in Context* (Yale University Press, 2007, co-author) and *Pause-café: French in Review* (McGraw-Hill, 2009, co-author). He also serves as the Series Editor of the annual volume *Issues in Language Program Direction* (Heinle).

Jennifer Dailey-O'Cain is an Associate Professor of German applied linguistics at the University of Alberta in Edmonton, Canada. Alongside her work on codeswitching in the classroom, her research also includes work in language, migration and identity in both Germany and German-speaking Canada, and language attitudes in post-unification Germany. Major recent publications include articles in the *Modern Language Journal*, the *International Journal of Bilingualism*, the *Canadian Modern Language Review* and the *Zeitschrift für angewandte Linguistik*.

Michael Evans is Deputy Head of the Faculty of Education at the University of Cambridge. He is co-director of a DCSF-funded study, 'Language Learning at KS3: the impact of the KS3 Modern Foreign Languages Framework and changes to the curriculum on provision and practice' (2006–2008). Recent books include (as editor) *Foreign Language Learning with Digital Technology* (Continuum, 2009) and (as co-author) *Foreign Languages: Teaching School Subjects 11–19* (RoutledgeFalmer, 2007).

Janet M. Fuller is an Associate Professor of Anthropology at Southern Illinois University at Carbondale. She has done research on Pennsylvania German, discourse markers, and the courtesy title 'Ms'. Her current research focuses on pre-teen bilinguals in the classroom, based on fieldwork among Spanish-English bilinguals in southern Illinois and English-German bilinguals in Berlin, Germany. Her interests include codeswitching, identity, language ideology and gender.

Glenn S. Levine (PhD University of Texas at Austin) is Associate Professor of German at the University of California, Irvine. His areas of research include second-language acquisition and socialization, and curriculum design and teaching. His publications deal with code choice in second-language learning, constructivist, ecological, and critical approaches to curriculum design and teaching and issues of language program direction.

Grit Liebscher is an Associate Professor of German at the University of Waterloo in Canada, and she is a sociolinguist with a focus on interactional sociolinguistics and conversation analysis. Her research interests include language use among German-Canadians and language and migration in post-unification Germany. Major recent publications include several book chapters as well as articles in the *Modern Language Journal*, the *International Journal of Bilingualism*, the *Canadian Modern Language Review* and the *Zeitschrift für angewandte Linguistik*. She has also co-edited (with a team of scholars from the University of Waterloo) a book on Germans in the North American diaspora.

Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford where he teaches on the Masters in Applied Linguistics and Second Language Acquisition and on the postgraduate language teacher education programme (PGCE). He has carried out research and published widely on the topics of codeswitching in second language classrooms and on language learner strategies. He has published in venues such as *Modern Language Journal*, *Applied Linguistics* and *Language Learning*.

Brian McMillan holds a MEd from the University of Prince Edward Island, Canada. He has taught both French and English in a variety of contexts in Canada and in Japan. His research interests include L1 use in L2 teaching and learning, Vygotskian sociocultural theory, teacher training and learner autonomy. Brian is currently teaching English and working on research into student and teacher use of the TL and L1 at Hiroshima Bunkyo Women's University and at Kanda University of International Studies in Chiba, Japan.

Krisztina Nagy was trained as a Primary School Teacher in her native Hungary and taught there for five years. Then, she trained in London to use the Montessori Method and taught for three years in a Montessori school. Subsequently she did a course in Scotland on teaching children with learning difficulties, and worked as a Learning Support Teacher. She completed an MA at Stirling University on Teaching English as a Foreign Language and is about to defend her doctoral dissertation (Stirling) upon which the chapter in this volume is based. Krisztina has presented papers

at various conferences on language learning in primary schools. Her creative spirit is expressed in her use of new, interesting materials for carrying out research.

Kim Potowski is Associate Professor of Hispanic linguistics at the University of Illinois at Chicago. Her research focuses on Spanish in the United States, including a book about a dual immersion school and recent studies about discourse markers, Spanish use in *quinceañeras*, and 'MexiRican' ethnolinguistic identity. She directs the Heritage Language Cooperative, which promotes research and teacher development. Her 2009 book *Language Diveristy in the U.S.* (Cambridge University Press) profiles non-English languages spoken in the United States.

Daniel Robertson has taught EFL and applied linguistics in Italy, Germany and the UK. His PhD (University of Edinburgh, 1991) is concerned with the acquisition of English by L1 German learners of English. Since completing his PhD he has held research and teaching positions at the universities of Edinburgh, Leicester and Stirling. His research interests include generative approaches to second language acquisition, classroom discourse and the cultural contexts of ELT.

Miles Turnbull is an Associate Professor in the Faculty of Education at the University of Prince Edward Island. He is Coordinator of Graduate Programs and works in the pre-service program in French second language teaching, as Coordinator of the Bachelor of Education-French Education. Miles' research has been funded by the Social Sciences and Humanities Research Council of Canada, Canadian Heritage, The Education and Quality Assurance Office of Ontario, and the Canadian Association of Second Language Teachers. In 2006, Miles was named research scholar in residence in official languages funded by the Social Sciences and Humanities Research Council of Canada and the Department of Canadian Heritage. Miles is currently Past-President of the Canadian Association of Second Language Teachers.

