

About the Authors

Colin Baker is Pro Vice Chancellor at Bangor University, Wales, UK. He is the author of 15 books and over 60 articles on bilingualism and bilingual education, with specific interests in language planning and bilingual education. His book *Foundations of Bilingual Education and Bilingualism* (Multilingual Matters, 1993, 1996, 2001, 2006) has sold over 100,000 copies and has been translated into six languages. His *Encyclopedia of Bilingualism and Bilingual Education* (Multilingual Matters, with S.P. Jones) won the British Association for Applied Linguistics Book Prize Award for 1999. His *Parents and Teachers Guide to Bilingualism* was first published in 1995, with further editions in 2000 and 2007. He edits two Multilingual Matters book series and is Editor of the *International Journal of Bilingualism and Bilingual Education*. In addition to his academic activities, Colin Baker has held three UK government appointments.

Melisa Cahnmann-Taylor, Associate Professor of Language and Literacy Education at the University of Georgia, is the co-author of *Teachers Act Up! Creating Multicultural Communities Through Theatre* (Teachers College Press, 2010) and *Arts-Based Research in Education: Foundations for Practice* (Routledge, 2008). She studies multicultural education and multilingual classrooms as sites of social conflict, where possibilities exist for social change, justice and democracy. Her research methodologies embrace qualitative, feminist, poetic, narrative and arts-based approaches. She is most interested in theoretical and empirical work that excites teachers about the depth and possibility to improve the education of all children, especially children for whom standard English is not a first language. Cahnmann-Taylor judges an annual poetry contest for the Society for Humanistic Anthropology and serves as associate editor of *Critical Inquiry in Language Studies*.

Serafín Coronel-Molina is an assistant professor in the Department of Literacy, Culture, and Language Education at the School of Education,

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Angela Creese is Professor of Educational Linguistics at the School of Education, University of Birmingham. Her research interests are in multilingualism, linguistic ethnography, education of linguistic minority students, discursive negotiation of identities in multilingual contexts and teacher collaboration in multilingual schools. She is author of a number of books and articles on multilingualism and linguistically diverse classrooms. Her books include *Multilingualism: A Critical Perspective* (2010); *English as an Additional Language: Approaches to Teaching Linguistic Minority Students* (2010); *Volume 9: Ecology of Language, Encyclopedia of Language and Education* (2009); *Teacher Collaboration and Talk in Multilingual Classrooms*; (2005) and *Multilingual Classroom Ecologies* (2003). She is an associate editor of the journal *Anthropology & Education Quarterly*.

Daryl Gordon is an Assistant Professor at Adelphi University's TESOL Program, where she teaches courses in ESL methodology, second language acquisition, sociolinguistics and action research methods. Her research interests include gendered second language socialization, transnational literacy, the discourse of citizenship within naturalization education, immigrant access to health care and action research in teacher education. Her articles have appeared in *Education and Anthropology Quarterly*, *TESOL Quarterly* and the *Journal of Southeast Asian American Education & Advancement*. She has presented research findings at national and international conferences including the American Association of Applied Linguistics (AAAL), the American Education Research Association (AERA), the American Anthropological Association (AAA) and the TESOL Convention. She has taught and designed curricula for English language learners and conducted professional development

for ESL teachers in the US, Mexico and the Lao People's Democratic Republic.

Mike Grover is the co-founder of Multilingual Matters. Well established within the field, Multilingual Matters is an international independent publishing house focusing on bilingualism, second/foreign language learning, sociolinguistics, translation and interpreting.

Francis M. Hult is Assistant Professor of Applied Linguistics in the Department of Bicultural-Bilingual Studies at the University of Texas at San Antonio. His research examines the globalization of English as it relates to language planning and multilingualism, with a particular focus on Sweden. He is the founder and manager of the Educational Linguistics List. His work appears in journals such as the *International Journal of the Sociology of Language*, *Language Problems and Language Planning*, and *Language Policy*. He is the co-editor (with Bernard Spolsky) of the *Handbook of Educational Linguistics* (Blackwell, 2008) and the editor of *Directions and Prospects for Educational Linguistics* (Springer, 2010).

David Cassels Johnson is Assistant Professor of Education at Washington State University. He investigates the interaction between language policy and educational equity from a sociolinguistic perspective. Recent publications appear in *Applied Linguistics*, *Language Policy* and the *International Journal of Bilingual Education and Bilingualism*.

Kendall A. King is Associate Professor of Second Languages and Cultures at the University of Minnesota, where she teaches about and conducts research on language policy, sociolinguistics and bilingualism. Recent projects have examined transmigration, parenting practices and Spanish-Quichua-English language learning and use in Washington D.C., Minneapolis and Saraguro, Ecuador, and the relationship across (im)migration status, second language learning and school engagement for Latino youth. Her recent work appears in the *Modern Language Journal*, *Discourse Studies*, *Applied Linguistics* and the *International Journal of Bilingual Education and Bilingualism*. She is an editor of the journal *Language Policy*.

Marilyn Martin-Jones is Emeritus Professor at the University of Birmingham and the former founder-Director of the MOSAIC Centre for Research on Multilingualism. Over the last 30 years, she has been involved in research in bilingual and multilingual contexts in England and in Wales.

She has a particular interest in the ways in which language and literacy practices contribute to the construction of identities, in local life worlds and institutional contexts and the ways in which such practices are bound up with local and global relations of power. These themes are reflected in her publications: e.g. *Multilingual Literacy Practices: Reading and Writing Different Worlds* (with Kathryn Jones, John Benjamins, 2000); *Voices of Authority: Education and Linguistic Difference* (with Monica Heller, Ablex, 2001) and *Multilingualism: Global and Local* (Routledge, forthcoming).

Teresa L. McCarty is the Alice Wiley Snell Professor of Education Policy Studies and Applied Linguistics, and co-director of the Center for Indian Education at Arizona State University, USA. Her research focuses on Indigenous language planning and policy, critical literacy and ethnographic studies of minoritized schooling. She has been a Kellogg National Fellow and is a current fellow of the American Educational Research Association and the Society for Applied Anthropology. She served as the editor of *Anthropology and Education Quarterly*, and is the co-editor of the *Journal of Indian Education* and associate editor of *American Educational Research Journal* and *Language Policy*. Her recent books include *Ethnography and Language Policy* (Routledge, 2011); *Language, Literacy, and Power in Schooling* (Erlbaum, 2005); *A Place To Be Navajo – Rough Rock and the Struggle for Self-Determination in Indigenous Schooling* (Erlbaum, 2002); and *'To Remain an Indian': Lessons in Democracy from a Century of Native American Education* (with K. T. Lomawaima, Teachers College Press, 2006). She is presently working on a book project with Nancy Hornberger entitled *Globalization from the Bottom Up: Indigenous Language Planning and Policy in Globalizing Spaces and Places*.

Richard Ruiz received degrees in French Literature at Harvard College and in Anthropology and Philosophy of Education at Stanford University. He was faculty member in Educational Policy Studies at the University of Wisconsin-Madison before joining the College of Education at the University of Arizona, where he is currently a professor in Language, Reading and Culture. He works in language planning and education in many contexts in the US and internationally. In 2009, he was appointed Director of the Summer Language Planning Institute in Aruba for the purpose of facilitating the study and implementation of models for introducing Papiamentu into Aruban schools.

Ellen Skilton-Sylvester is Professor of Education and the Director of Global Connections at Arcadia University. She completed her doctoral

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Brian Street is Professor of Language in Education at King's College London and visiting professor of education in the Graduate School of Education, University of Pennsylvania. Street undertook anthropological fieldwork on literacy in Iran during the 1970s and taught social and cultural anthropology for over 20 years at the University of Sussex before taking up the chair of language in education at King's College. Street has a long-standing commitment to linking ethnographic-style research on the cultural dimension of language and literacy with contemporary practice in education and in development. He has written and lectured extensively on literacy practices from both a theoretical and an applied perspective. In 2008, Street received the Distinguished Scholar Lifetime Achievement Award from the (US) National Reading Conference.

Viniti Vaish is Assistant Professor at Nanyang Technological University's National Institute of Education. She is affiliated with the English Language and Literature Department and the Centre for Research in Pedagogy and Practice. Viniti conducts research in India and Singapore. She is currently Principal Investigator for a project on the Learning Support Program in Singapore, which is an early intervention program on reading. She teaches courses on bilingualism, qualitative research methods and language and literacy.

Manka Varghese is an Associate Professor at the University of Washington's College of Education. Her research and teaching focus on the preparation of teachers of linguistic minority students as well as the social, academic and cultural experiences of linguistic minority students

in K-12 schools. Her work has appeared in journals such as *TESOL Quarterly*; *Journal of Language, Identity and Education*; *Linguistics and Education*; *Language and Education*; *Equity and Excellence in Education*; and *Journal of Latinos and Education*. She also has authored several book chapters and co-edited a volume entitled *Bilingualism and Language Pedagogy*.

Shuhan Wang is Deputy Director of the National Foreign Language Center (NFLC), University of Maryland. From 2006 to 2009 Shuhan served as the Executive Director for Chinese Language Initiatives at the Asia Society, and from 1998 to 2006 she was Education Associate for World Languages and International Education for the Delaware Department of Education. Currently, the NFLC administers the STARTALK Project, a multiyear federally funded initiative that promotes the study and teaching of critical languages such as Arabic, Chinese, Hindi, Persian, Russian, Swahili, Turkish and Urdu in the United States. As Co-Principal Investigator, Shuhan and the STARTALK team are leading the effort to enhance foreign language capacity. Her research interests include world language and heritage language education, curriculum and material design, teacher education and development, and language planning and policy. Shuhan received her PhD in Educational Linguistics from the Graduate School of Education, University of Pennsylvania.