

Author Biographies 2004

Alison Beynon is a language teacher who is developing the 'multiliteracies approach' at a range of sites in Johannesburg. She coordinates the EFL program at Wits Language School, trains EFL teachers working in a refugee program and directs a remedial literacy program for teenagers in the township of Alexandra. She believes the modality most neglected, yet most promising in remedial and EFL teaching, is 'bodywork', and this forms the core of her integrated cultural program.

Donald Freeman is Dean of Graduate and Professional Studies in Language Teacher Education at the graduate School for International Training in Vermont, where he directs the Center for Teacher Education, Training, and Research. He is author of books and articles on teacher education and teacher-research, and works regularly with educators in various settings in different parts of the world. His current work focuses on documenting development and change in practitioner knowledge in relation to student learning.

James Paul Gee is the Tashia Morgridge Professor of Reading in the Departments of Curriculum and Instruction and Educational Psychology at the University of Wisconsin-Madison. He works in the areas of sociolinguistics, discourse studies, literacy learning, and situated cognition. Among other books, he is the author of *Social Linguistics and Literacies* (1990), *The Social Mind* (1992), *An Introduction to Discourse Analysis* (1999), and *What Video Games Have to Teach Us About Learning and Literacy* (2003).

Margaret R. Hawkins is an Assistant Professor in the Department of Curriculum and Instruction at the University of Wisconsin at Madison, where she directs the ESL and Bilingual certification and graduate programs. Her professional career includes teaching and scholarship in the areas of literacies, sociolinguistics and language teacher education. Current projects include collaborative research on the language and literacy development of young English language learners in schools, and supporting/researching school-based initiatives on home-school relations.

Jennifer Miller is a Senior Lecturer in the Faculty of Education at Monash University in Melbourne where she teaches postgraduate courses in TESOL and teacher education. Her work explores language acquisition and identity, cultural diversity, qualitative methodology in applied linguistics and teachers' work. Her book, *Audible Difference: ESL and Social Identity* (2003) explores the politics of speaking and representation for immigrant students in high schools. She continues to research in this field.

Sarah Miller is a former graduate student in the Bilingual, ESL and Multicultural Master's program in the School of Education, University of Massachusetts at Amherst. Her teaching experience includes TESOL with children, teenagers and adult immigrant populations, as well as private students, German and music.

Pippa Stein is an English teacher educator at the University of the Witwatersrand, Johannesburg. Her research interests are in social semiotics, multimodality and literacy pedagogies within contexts of poverty. She has published in the *Harvard Educational Review*, *TESOL Quarterly* and has chapters forthcoming in G. Kress and C. Jewitt (eds) *Multimodal Literacy*, published by Peter Lang (New York) and B. Norton and K. Toohey (eds) *Critical Pedagogies and Language Learning*, published by Cambridge University Press.

Jerri Willett is a Professor at the University of Massachusetts in the Language, Literacy and Culture Doctoral Concentration. She directs the ACCELA Alliance, an inquiry-based professional development program for teachers and administrators focused on supporting English Language Learners (ELL). Her current research examines the social and political processes shaping the co-construction of language practices in classrooms and communities and how these practices are related to the academic and language growth of ELLs.

