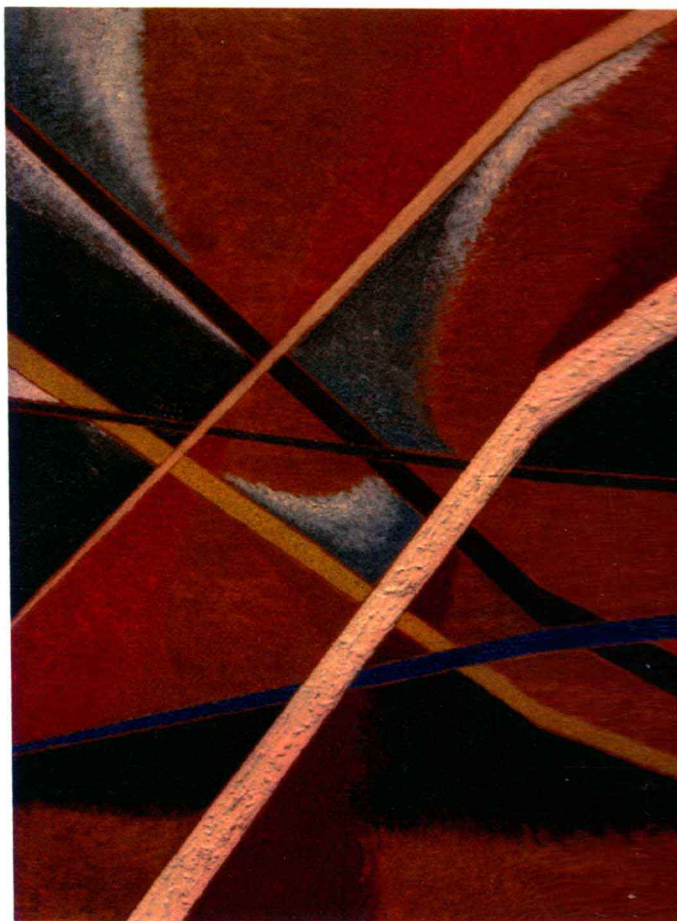


The Handbook of
**Educational
Linguistics**



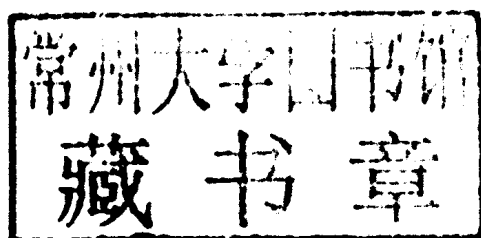
Edited by

**Bernard Spolsky and
Francis M. Hult**

The Handbook of Educational Linguistics

Edited by

*Bernard Spolsky and
Francis M. Hult*



 **WILEY-BLACKWELL**

A John Wiley & Sons, Ltd., Publication

This paperback edition first published 2010

© 2010 Blackwell Publishing Ltd except for editorial material and organization © 2010 Bernard Spolsky and Francis M. Hult

Edition history: Blackwell Publishing Ltd (hardback, 2008)

Blackwell Publishing was acquired by John Wiley & Sons in February 2007. Blackwell's publishing program has been merged with Wiley's global Scientific, Technical, and Medical business to form Wiley-Blackwell.

Registered Office

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, United Kingdom

Editorial Offices

350 Main Street, Malden, MA 02148-5020, USA

9600 Garsington Road, Oxford, OX4 2DQ, UK

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at www.wiley.com/wiley-blackwell.

The right of Bernard Spolsky and Francis M. Hult to be identified as the authors of the editorial material in this work has been asserted in accordance with the UK Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book. This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Library of Congress Cataloging-in-Publication Data

The handbook of educational linguistics / edited by Bernard Spolsky and Francis M. Hult.

p. cm. — (Blackwell handbooks in linguistics)

Includes bibliographical references and index.

ISBN 978-1-4443-3104-2 (paper)

ISBN 978-1-4051-5410-9 (hardcover : alk. paper) 1. Language and education.

I. Spolsky, Bernard. II. Hult, Francis M.

P40.8.H36 2008

306.44—dc22

2007030476

A catalogue record for this book is available from the British Library.

Set in 10/12pt Palatino by Graphicraft Limited, Hong Kong

The Handbook of Educational Linguistics

Blackwell Handbooks in Linguistics

This outstanding multi-volume series covers all the major subdisciplines within linguistics today and, when complete, will offer a comprehensive survey of linguistics as a whole.

Already published:

The Handbook of Child Language
Edited by Paul Fletcher and Brian MacWhinney

The Handbook of Phonological Theory
Edited by John A. Goldsmith

The Handbook of Contemporary Semantic Theory
Edited by Shalom Lappin

The Handbook of Sociolinguistics
Edited by Florian Coulmas

The Handbook of Phonetic Sciences, Second Edition
Edited by William J. Hardcastle and John Laver

The Handbook of Morphology
Edited by Andrew Spencer and Arnold Zwicky

The Handbook of Japanese Linguistics
Edited by Natsuko Tsujimura

The Handbook of Linguistics
Edited by Mark Aronoff and Janie Rees-Miller

The Handbook of Contemporary Syntactic Theory
Edited by Mark Baltin and Chris Collins

The Handbook of Discourse Analysis
Edited by Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton

The Handbook of Language Variation and Change
Edited by J. K. Chambers, Peter Trudgill, and Natalie Schilling-Estes

The Handbook of Historical Linguistics
Edited by Brian D. Joseph and Richard D. Janda

The Handbook of Language and Gender
Edited by Janet Holmes and Miriam Meyerhoff

The Handbook of Second Language Acquisition
Edited by Catherine J. Doughty and Michael H. Long

The Handbook of Bilingualism
Edited by Tej K. Bhatia and William C. Ritchie

The Handbook of Pragmatics
Edited by Laurence R. Horn and Gregory Ward

The Handbook of Applied Linguistics
Edited by Alan Davies and Catherine Elder

The Handbook of Speech Perception
Edited by David B. Pisoni and Robert E. Remez

The Blackwell Companion to Syntax, Volumes I-V
Edited by Martin Everaert and Henk van Riemsdijk

The Handbook of the History of English
Edited by Ans van Kemenade and Bettelou Los

The Handbook of English Linguistics
Edited by Bas Aarts and April McMahon

The Handbook of World Englishes
Edited by Braj B. Kachru; Yamuna Kachru, and Cecil L. Nelson

The Handbook of Educational Linguistics
Edited by Bernard Spolsky and Francis M. Hult

The Handbook of Clinical Linguistics
Edited by Martin J. Ball, Michael R. Perkins, Nicole Müller, and Sara Howard

The Handbook of Pidgin and Creole Studies
Edited by Silvia Kouwenberg and John Victor Singler

The Handbook of Language Teaching
Edited by Michael H. Long and Catherine J. Doughty

The Handbook of Language Contact
Edited by Raymond Hickey

The Handbook of Language and Speech Disorders
Edited by Jack S. Damico, Nicole Müller, Martin J. Ball

And this is what Rabbi Chanina said: "I have learned much from my teachers, and from my colleagues more than from my teachers, but from my students more than from them all."

Babylonian Talmud, Tractate *Taanit*, 7a

Notes on Contributors

Carolyn Temple Adger directs the Language in Society Division at the Center for Applied Linguistics in Washington, DC. She has conducted several studies of classroom discourse and interaction among teachers in a professional development setting and has applied linguistic research in work with teachers of English language learners. Her publications include *Dialects in Schools and Communities* (with Walt Wolfram & Donna Christian, 2007) and *What Teachers Need to Know about Language* (co-edited with Catherine E. Snow & Donna Christian, 2002).

Misty Adoniou is a lecturer in literacy and ESL in the School of Teacher Education and Community Services at the University of Canberra in Australia. Her research interests include multimodality in literacy teaching and children's out-of-school literacy practices.

Lyle F. Bachman is Professor and Chair of Applied Linguistics at the University of California, Los Angeles. His publications include *Fundamental Considerations in Language Testing* (1990), *Interfaces between Second Language Acquisition and Language Testing Research* (co-edited with Andrew Cohen, 1998), *Language Testing in Practice* (with Adrian S. Palmer, 1996) and *Statistical Analyses for Language Assessment* (2004). His current research interests include validation theory, epistemological issues in Applied Linguistics research, and issues in assessing the academic achievement and English proficiency of English language learners in schools.

Francis Bailey is Associate Professor of Second Language Education at the School for International Training, Brattleboro, Vermont, USA. His research interests include the role of semantic memory in the learning of elementary school children.

Richard B. Baldauf, Jr. is Associate Professor of TESOL at the University of Queensland. He is coauthor, with Robert B. Kaplan, of *Language Planning from Practice to Theory* (1997) and *Language and Language-in-Education Planning in the*

Pacific Basin (2003), and is co-editor with Robert B. Kaplan of the "Language Policy and Planning" polity study series published by Multilingual Matters. His interests include language policy and planning and TESOL curriculum related studies.

Kathleen Bardovi-Harlig is Professor of Second Language Studies at Indiana University. Her books include *Tense and Aspect in Second Language Acquisition* (2000), *Interlanguage Pragmatics: Exploring Institutional Talk* (with Beverly Hartford, 2005), and *Pragmatics and Language Learning* (with César Félix-Brasdefer and Alwiya Omar, 2006). She has published in *Language Learning*, *Studies in Second Language Acquisition*, and *TESOL Quarterly*, and is a former editor of *Language Learning*.

Carol Benson is based at the Centre for Teaching and Learning at Stockholm University. Her PhD is in Social Sciences and Comparative Education, and her research and consulting focus on mother tongue based schooling in multilingual countries.

Tej K. Bhatia is Professor of Linguistics and Director of South Asian Languages at Syracuse University. He has been Director of the Linguistic Studies Program and Acting Director of Cognitive Sciences at his university. His publications include three handbooks with William C. Ritchie. His authored books include *Colloquial Hindi* (2007, revised edition), *Advertising in Rural India: Language, Marketing Communication, and Consumerism* (2000), *Colloquial Urdu* (2000), *Colloquial Hindi* (1996), *Negation in South Asian Languages* (1995), *Punjabi: A Cognitive-Descriptive Grammar* (1993), and *A History of the Hindi Grammatical Tradition* (1987). Email: tkbhatia@syr.edu

David Birdsong is Professor of French Linguistics at the University of Texas, with a specialization in second language acquisition. He has held visiting positions at Georgetown University and at the Max Planck Institute for Psycholinguistics. He has published articles relating to age and second language acquisition in such journals as *Language*, *Journal of Memory and Language*, and *Studies in Second Language Acquisition*.

Beverley Burkett is Project Leader for Language Education at Nelson Mandela Metropolitan University, Port Elizabeth, South Africa. She has spent 22 years in teacher development and is currently team leader of a longitudinal research study that is focusing on additive bilingualism.

Yun-Kyung Cha is Professor of Education at Hanyang University in Korea. He received his doctorate in the Sociology of Education at Stanford University (USA) and was awarded a National Academy of Education Spencer Fellowship (1991). His research interests focus on the comparative and sociological analysis of school curricula, and the institutionalization of teacher education and lifelong education programs.

Micheline Chalhoub-Deville is a Professor in the Educational Research Methodology Department at the University of North Carolina, Greensboro. She has published in journals such as *Language Testing*, *Language Learning*, *Annual Review of Applied Linguistics*, and *World Englishes*. Her most recent edited book is entitled *Inference and Generalizability in Applied Linguistics: Multiple Research Perspectives* (co-edited with Carol A. Chapelle & Patricia A. Duff, 2006). Her main interest in second/foreign language testing includes performance-based assessment, computerized testing, ELL testing, as well as admissions and exit proficiency testing.

Carol A. Chapelle, Professor of TESL/Applied Linguistics at Iowa State University in the United States, is past president of the American Association for Applied Linguistics (2006–7) and former editor of *TESOL Quarterly* (1999–2004). Her research explores issues at the intersection of computer technology and applied linguistics. Her books on this area are *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research* (2001), *English Language Learning and Technology: Lectures on Applied Linguistics in the Age of Information and Communication Technology* (2003) and *Assessing Language through Computer Technology* (with Dan Douglas, 2006).

Llorenç Comajoan holds a PhD in Linguistics from Indiana University and is a professor at the University of Vic, Catalonia (Department of Philology, School of Education). His interests include the interrelationship of discourse and semantic features in second language acquisition as well as language attitudes by children of immigrant origin in Spain. He has published articles in *Language Learning*, *Catalan Review*, and *Caplletra*. His contribution was funded by a grant to the Department of Linguistics of the University of Barcelona (C-RED 2005).

Susan M. Conrad is Professor of Applied Linguistics at Portland State University in Portland, Oregon, USA. Her co-authored book projects in corpus linguistics include *Corpus Linguistics: Investigating Language Structure and Use* (1998), *Longman Grammar of Spoken and Written English* (1999), and *Variation in English: Multi-Dimensional Studies* (2001).

Jody H. Cripps is a doctoral student in the Second Language Acquisition and Teaching Interdisciplinary Program at the University of Arizona. His research interests are second language processing and second language use with a specialty in literacy.

Alan Davies is Emeritus Professor of Applied Linguistics at the University of Edinburgh. His books include: *The Native Speaker: Myth and Reality* (2003), *A Glossary of Applied Linguistics* (2005), and *Assessing Academic English: Testing English Proficiency 1950–2005 – the IELTS solution* (2007). One-time editor of *Applied Linguistics* and of *Language Testing*, his main research interests are in language assessment and in the construct of the native speaker.

Craig Deville currently serves as the Director of Psychometric Services with Measurement Inc. His interests include language testing, educational achievement assessment, computerized testing, and validation. He has published widely, including in such journals as *Language Testing* and *Applied Psychological Measurement*, and has contributed chapters in numerous edited volumes. His most recent co-authored chapter appeared in the fourth edition of *Educational Measurement* (ed. R. L. Brennan, 2006).

Rod Ellis is currently Professor in the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand. His published work includes *Understanding Second Language Acquisition* (awarded the BAAL prize in 1986), *The Study of Second Language Acquisition* (awarded the Duke of Edinburgh Prize in 1995), *Task-Based Learning and Teaching* (2003), and (with Gary Barkhuizen) *Analyzing Learner Language* (2005).

Sarah L. Fairfield teaches Sociology and Humanities at Geneva College, and is a doctoral student in the Social and Comparative Analysis of Education at the University of Pittsburgh.

Donald Freeman is Professor and Director of the Center for Teacher Education, Training, and Research at the School for International Training, Brattleboro, Vermont, USA. His research focuses on teacher education designs and the connections between teacher and student learning.

Judith L. Green is Professor of Education in the Gevirtz Graduate School of Education, University of California, Santa Barbara. Her research focuses on the social construction of knowledge in classrooms with linguistically and culturally diverse students. She is currently editor of the *Review of Research in Education* (30), and co-editor of two recent handbooks: *Complementary Methods for Research in Education* (2006, for the American Education Research Association) and *Multidisciplinary Perspectives on Literacy Research* (2005, for the National Conference for Research on Language and Literacy). Email: green@education.ucsb.edu

Seung-Hwan Ham is a doctoral student in educational policy at Michigan State University. His academic interests are in cross-national and historical analyses of curricular changes and associated transformations in schooling and teacher training.

Gregorio Hernandez received his PhD in Education in Language, Literacy, and Culture at the University of California, Berkeley. He is a member of the Transnational Literacy Researchers Group, in the Center for the Americas, Vanderbilt University. His research focuses on literacy practices in and out of school, Hispanic migration in the US, and the politics of literacy education in Mexico and Latin America.

Nancy H. Hornberger is Professor of Education at the University of Pennsylvania, where she also convenes the annual Ethnography in Education

Research Forum. Her research interests are multilingual language education policy and practice, with a focus on indigenous and immigrant heritage language education. Her recent and forthcoming volumes include *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings* (2003), *Language Loyalty, Language Planning, and Language Revitalization: Recent Writings and Reflections from Joshua A. Fishman* (2006, with Martin Pütz), *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents* (in press), and the *Encyclopedia of Language and Education* (in press).

Richard Hudson is Emeritus Professor of Linguistics at University College London. His 12 books include *Language Networks: The New Word Grammar* (2007) and *Teaching Grammar: A Guide for the National Curriculum* (1992). His website is www.phon.ucl.ac.uk/home/dick/home.htm.

Ari Huhta works as a researcher at the Centre for Applied Language Studies at the University of Jyväskylä, Finland. He specializes in foreign and second language assessment, and has participated in a number of national and international research and development projects in the field (e.g., IEA Language Education Study, DIALANG, EALTA); he has published in several journals, such as *Language Testing*.

Glynda A. Hull is Professor of Education in Language, Literacy, and Culture at the University of California, Berkeley. Her research focuses on literacy and new media, identity formation, and urban education. Her books include *Changing Literacy, Changing Workers: Critical Perspectives on Language, Literacy, and Skills* (1997), *School's Out: Bridging Out-of-School Literacies with Classroom Practice* (co-edited with Katherine Schultz, 2002), and *The New Work Order* (co-authored with James Paul Gee and Colin Lankshear, 1996).

Francis M. Hult is Assistant Professor of Applied Linguistics in the Department of Bicultural-Bilingual Studies at the University of Texas at San Antonio. He has also taught at Lund University and the University of Pennsylvania. He is the founder and manager of the Educational Linguistics List (Edling-L). His research explores processes of language planning and curriculum development that attempt to manage the status of national languages with respect to minority and foreign languages in multilingual polities. His current work focuses on the positions of English and Swedish as they relate to language policy, linguistic culture, and language education in Sweden. His publications have appeared in the journals *World Englishes* (with Kendall King and E. Cathrine Berg), *Language Policy*, and *Current Issues in Language Planning*. He holds a PhD in educational linguistics from the University of Pennsylvania.

Neil Jones holds an MSc and PhD in Applied Linguistics from the University of Edinburgh (UK) on the application of item response theory. He has extensive experience as teacher and director of studies in several countries including Poland and Japan, where he set up English teaching departments at

university level. In Cambridge ESOL he works on innovative developments including item banking and computer-based testing.

Kendall A. King is Associate Professor of Linguistics at Georgetown University. Her work addresses ideological, interactional, and policy perspectives on second language learning and bilingualism. Her publications include *Language Revitalization Processes and Prospects: Quichua in the Ecuadorian Andes* (2000) and articles in the *Journal of Sociolinguistics*, *International Journal of the Sociology of Language*, *Journal of Language, Identity, and Education*, and *Journal of Child Language*. She is editor (with Elana Shohamy) of the journal *Language Policy*.

Ryuko Kubota is Professor in the School of Education and the Department of Asian Studies at the University of North Carolina at Chapel Hill. Her research interests are in critical pedagogies, culture, politics, and race in second language education. Her publications appear in such journals as *Canadian Modern Language Review*, *Foreign Language Annals*, *Journal of Second Language Writing*, *TESOL Quarterly*, *World Englishes*, and *Written Communication*.

Kimberly R. LeVelle is a doctoral student in Applied Linguistics and Technology at Iowa State University. She completed her MA in TESOL at Portland State University. Her research interests include language pedagogy, assessment, and corpus linguistics.

M. Paul Lewis (paul_lewis@sil.org) holds a PhD in Linguistics from Georgetown University and did field work with SIL International in Central America from 1975–90 and 1994–6. He was International Sociolinguistics Coordinator for SIL International from 1996 to 2003 and is an International Sociolinguistics Consultant for that organization. His publications include: *K'iche': A Study in the Sociology of Language*, the volume *Assessing Ethnolinguistic Vitality: Theory and Practice* (edited with Gloria Kindell), and various articles, contributions to edited volumes, and electronic papers. He was general editor of SIL's Publications in Sociolinguistics series and is currently a consulting editor of SIL's Publications in Language and Education series as well as editor of *Ethnologue: Languages of the World*.

Minglin Li is Associate Professor in EFL at Ludong University in China and is currently undertaking a PhD at the School of Education, University of Queensland. Her research interests are EFL teaching and teacher education, language education policy and planning in China.

Joseph Lo Bianco is Professor of Language and Literacy Education at the University of Melbourne. His recent books include *Australian Policy Activism in Language and Literacy* (2001, with R. Wickert), *Australian Literacies: Informing National Policy on Literacy Education* (2001, with P. Freebody), *Voices from Phnom Penh: Development and Language* (2002), *Teaching Invisible Culture: Classroom Practice and Theory* (2003, with C. Crozet), and *Site for Debate: Australian*

Language Planning (2004). His current research projects include English and Identity in China and New Theorization in Language Planning.

Mary Macken-Horarik is Senior Lecturer in Language and Literacy Education at the University of Canberra, Australia. She has published widely in the field of systemic functional linguistics. Her recent publications include "Negotiating Heteroglossia" (a special issue of *Text*, edited with J. R Martin) in 2003. She is currently writing a book about systemic functional semiotics in school English.

Ole Henrik Magga is Professor in Saami linguistics at the Saami University College (Sámi allaskuvla) in Guovdageaidnu (Kautokeino), Norway. His research has been mostly on Saami syntax, but he has also studied aspects of onomastics, language teaching and language planning. He has for several decades been active in defense of the rights of indigenous peoples, including their rights to education, both on national and international levels as the first chairman of the Saami Parliament in Norway and the first chairman of the UN Permanent Forum on Indigenous Issues. Email: ole-henrik.magga@samiskhs.no.

Teresa L. McCarty is the Alice Wiley Snell Professor of Education Policy Studies at Arizona State University. Her research, teaching, and service focus on Indigenous language education, language policy, and ethnographic studies of American Indian education. Her recent books include *A Place To Be Navajo: Rough Rock and the Struggle for Self-Determination in Indigenous Schooling* (2002), *Language, Literacy, and Power in Schooling* (2005), and *"To Remain an Indian": Lessons in Democracy from a Century of Native American Education* (with K. T. Lomawaima, 2006).

Mary McGroarty is Professor in the Applied Linguistics Program of the English Department at Northern Arizona University, where she received the 2006 Teaching Scholar Award that recognizes sustained use of research in all levels of teaching. Editor of the *Annual Review of Applied Linguistics*, her research interests include language policy, pedagogy, and assessment, with recent articles in *Language Policy* (2006) and *Language Testing* (2005).

Carolyn McKinney is a senior lecturer in the School of Education, University of Witwatersrand, South Africa. She has published on research methods in language and literacy, critical literacy, identity/subjectivity and learning, as well as critical pedagogy. Her research interests focus on language, race, and gender in education and youth identities. Email: carolyn.mckinney@wits.ac.za

Rajend Mesthrie is Professor of Linguistics at the University of Cape Town. He is currently President of the Linguistics Society of Southern Africa. He has published widely in sociolinguistics, with special reference to variation and contact in South Africa, including *Language in South Africa* (2002).

Luis C. Moll is Professor of Language, Reading, and Culture and Associate Dean for Academic Affairs at the College of Education of The University of Arizona. His main research interest is the connection among culture, psycho-

logy, and education, especially as it relates to the education of Latino children in the US. Among other studies, he has analyzed the quality of classroom teaching, examined literacy instruction in English and Spanish, studied how literacy takes place in the broader social contexts of households and community life, and attempted to establish pedagogical relationships among these domains of study. His recent book, a co-edited volume titled *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (with N. González & C. Amanti), was published in 2005. He was elected to membership in the US National Academy of Education in 1998.

Jiří Nekvapil teaches sociolinguistics, discourse analysis and general linguistics at the Department of Linguistics at Charles University, Prague. He has published extensively in these areas. His current research focuses on language planning in Europe, Language Management Theory, and the impact of the economy on the use of languages.

Bonny Norton is Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. She is also Honorary Professor in the School of Education, University of Witwatersrand, South Africa, and Visiting Senior Research Fellow at King's College, University of London, UK. Her award-winning research addresses identity and language learning, education and development, and critical literacy. Recent publications include *Identity and Language Learning* (2000), *Gender and English Language Learners* (2004, with A. Pavlenko), and *Critical Pedagogies and Language Learning* (2004, with K. Toohey). Her website can be found at <http://lerc.educ.ubc.ca/fac/norton/>

Brian North is Head of Academic Development at Eurocentres, the language school foundation, and recently elected Chair of EAQUALS (European Association for Quality Language Services). He is co-author of the Council of Europe *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001).

Jee Paik is a PhD candidate in French linguistics at the University of Texas. Her dissertation research concerns the expression of emotion in the first and second language.

Teresa Pica is a professor at the University of Pennsylvania. Her research addresses questions on classroom practice in light of second language acquisition theory and research.

James E. Purpura (mailto:jp248@columbia.edu) is Associate Professor of Linguistics and Education in the TESOL and Applied Linguistics Programs at Teachers College, Columbia. He teaches courses in language assessment. In addition to several articles, his recent books include *Assessing Grammar* (2004) and *Learner Strategy Use and Performance on Language Tests* (1999). His research interests include the assessment of grammatical ability, the cognitive under-

pinnings of language tests, and measuring second language acquisition. He is currently President of the International Language Testing Association.

Jeffrey Reaser is an assistant professor in the teacher education and linguistics programs at North Carolina State University in Raleigh, NC. His primary research interest is developing, implementing, and measuring the effects of dialect awareness programs in public schools. He is co-author of curricular materials supporting the PBS documentary "Do You Speak American?" and the Voices of North Carolina dialect awareness curriculum. Email: jltreaser@ncsu.edu

Iliana Reyes is an assistant professor in the Department of Language, Reading, and Culture, and a member of the faculty in the Interdisciplinary Graduate Program in Second Language Acquisition and Teaching at the University of Arizona. Her research focuses on bilingual and biliteracy development, language socialization, and child development. She is the principal investigator of a longitudinal research study that focuses on emergent biliteracy and literacy practices in immigrant families in the US Southwest. Her most recent publications have appeared in the *Journal of Early Childhood Literacy*, *Bilingualism: Language and Cognition*, and the *International Journal of Bilingualism*.

Lesley A. Rex is Associate Professor in the School of Education at the University of Michigan, where she is Co-Chair of the Joint PhD Program in English and Education and Faculty Leader for Secondary Teacher Education. Her main research focus is literacy teaching and learning. She is particularly interested in classroom interaction and discursive construction of literacy knowledge and student participation, complicated by issues of class, ethnicity, language, culture, and disability. Her most recent book is a collection of studies that demonstrate interactional ethnography as a research approach for understanding how learning opportunities are created and limited: *Discourse of Opportunity: How Talk in Learning Situations Creates and Constrains* (2006). You can reach her and her work through www.umich.edu/~rex/

Kathleen C. Riley is a part-time faculty member of the Departments of Linguistics and of Sociology and Anthropology at Concordia University, Montreal, Canada. She conducted her doctoral research in French Polynesia and post-doctoral work in the suburbs of Paris (Université de Paris X, Nanterre) and has published articles in the *Bulletin de la Société des Etudes Océaniques* (1996), the *HRAF Encyclopedia of Sex and Gender* (2003), as well as in several edited volumes. A forthcoming article will appear in *Language and Communication*.

William C. Ritchie is Associate Professor of Linguistics at Syracuse University. His publications include an edited volume entitled *Second Language Acquisition Research: Issues and Implications* (1978) and three handbooks co-edited with Tej K. Bhatia: *The Handbook of Child Language Acquisition* (1999), *The Handbook of Second Language Acquisition* (1996), and *The Handbook of Bilingualism* (2004).

Laura Sabourin is a research associate in the Brain Development Lab at the University of Oregon. She completed her BA in Linguistics at McGill, and gained her MSc in Psycholinguistics from the University of Alberta and her PhD in Neurolinguistics from the University of Groningen, The Netherlands. She is currently editing a special issue of the journal *Second Language Research* on "Brain imaging techniques in the investigation of second language acquisition."

Nick Saville is Director of Research and Validation for the University of Cambridge ESOL Examinations. He represents Cambridge ESOL in the Association of Language Testers in Europe (ALTE) and has close involvement with other European initiatives, including the Council of Europe's Common European Framework of Reference (CEFR). Currently he is Associate Editor of *Language Assessment Quarterly* and is on the editorial board of *Language Testing*.

Hyunjung Shin is a PhD candidate in second language education at the Ontario Institute for Studies in Education of the University of Toronto, Canada. Her research interests include transnationalism, globalization and language education, ethnographic approaches to language research, sociolinguistics, and critical pedagogies. Her works have appeared in *Critical Inquiry in Language Studies*.

Peter Skehan is Professor of Applied English Linguistics at the Chinese University of Hong Kong. He researches in the areas of task-based instruction and foreign language aptitude. He authored *A Cognitive Approach to Language Learning* (1998). E-mail: pskehan@arts.cuhk.edu.hk

Tove Skutnabb-Kangas, Emerita, Guest Researcher at Department of Languages and Culture, University of Roskilde, Denmark; "docent" (visiting professor) at Åbo Akademi University, Dept of Education, Vasa, Finland. Her latest books in English include *Linguistic Genocide in Education: Or Worldwide Diversity and Human Rights?* (2000), *Sharing A World of Difference: The Earth's Linguistic, Cultural, and Biological Diversity* (2003, with Luisa Maffi and David Harmon), *Imagining Multilingual Schools: Languages in Education and Glocalization* (2006, co-edited with Ofelia García and María Torres Guzmán). For more publications, see <http://akira.ruc.dk/~tovesk/>

Catherine Snow is the Henry Lee Shattuck Professor of Education at the Harvard Graduate School of Education. She has published several books and many articles in refereed journals and chapters in edited volumes. Snow chaired the National Research Council Committee on Preventing Reading Difficulties in Young Children, the RAND Reading Study Group that produced the volume *Reading for Understanding: Towards an R&D Agenda*, and the National Academy of Education committee that produced the 2005 volume *Knowledge to support the teaching of reading*. For more information: <http://gseweb.harvard.edu/~snow/>

Bernard Spolsky retired from Bar-Ilan University in 2000 as Emeritus Professor. He has written and edited two dozen books, including *Educational Linguistics: An Introduction* (1978), *Conditions for Second Language Learning* (1989), *The Languages of Jerusalem* (1991), *Measured Words* (1995), *Sociolinguistics* (1998), *The Languages of Israel* (1999), *Concise Encyclopedia of Educational Linguistics* (1999), and *Language Policy* (2004), as well as about 200 articles and chapters. He was founding editor of three journals, *Applied Linguistics*, *Journal of Asia TEFL*, and *Language Policy*. He lives in the Old City of Jerusalem where he is writing a monograph on fundamentals of language management. <http://www.biu.ac.il/faculty/spolsb/>

Laurie A. Stowe is an associate professor of Linguistics at the University of Groningen in the Netherlands. Her research focuses on the neurological basis of language investigated with neuroimaging methods like event-related potentials and regional blood flow change, publishing in such journals as *NeuroImage* and *Cognitive Brain Research*. She graduated from the University of Wisconsin at Madison and from Cornell University.

Samuel J. Supalla is Associate Professor of Sign Language/Deaf Studies in the Department of Special Education, Rehabilitation, and School Psychology at the University of Arizona. His research has been funded through the National Institutes of Health, US Department of Education, and James S. McDonnell Foundation. The focus of his research is on understanding modality-specific attributes of signed language structure and addressing instructional and assessment considerations in terms of accessibility for deaf children. The development of measures for language and literacy skills deemed appropriate for deaf children are included in Dr. Supalla's research agenda along with considerations for ramifications on policy for deaf education.

Wataru Suzuki is a PhD candidate in the Second Language Education program at the Ontario Institute for Studies in Education of the University of Toronto, Canada. His research interests include applied linguistics and psycholinguistics (particularly cognitive and sociocultural theories of second language acquisition). Email: wsuzuki@oise.utoronto.ca

Merrill Swain is Emeritus Professor in the Second Language Education Program at the Ontario Institute for Studies in Education of the University of Toronto, Canada. Her interests include bilingual education (particularly French immersion education) and communicative second language learning, teaching, and testing. Her recent research is about languaging and second language learning. She has published widely. Email: mswain@oise.utoronto.ca

Barbara Trudell (barbara_trudell@sil.org) holds a PhD from the University of Edinburgh's Centre of African Studies. She has worked in local-language literacy and education since 1982, in both South America and sub-Saharan Africa. She is currently the Director of Academic Affairs for SIL International,