Contributors

Alison L. Bailey is professor of human development and psychology at the University of California, Los Angeles, USA. A graduate of Harvard University, Bailey is a developmental psycholinguist working on issues germane to children's linguistic, cognitive and social development, as well as teachers' academic English instructional and assessment pedagogies. She is a member of the National Assessment of Educational Progress Standing Committee on Reading and the National Council on Measurement in Education President's Classroom Assessment Task Force.

Nettie Boivin is an associate professor at Jyväskylä University, Finland. Previously, she was an assistant professor at the Graduate School of Education, Nazarbayev University in Kazakhstan. She researches in various multilingual contexts (Kazakhstan, Malaysia, Qatar, Nepal, UK, Canada and Japan). Her research interests are migrant language, culture and identity multimodal knowledge construction.

Yuko Goto Butler is a professor of educational linguistics in the Graduate School of Education at the University of Pennsylvania, USA. She is also the director of the Teaching English to Speakers of Other Languages (TESOL) program at Penn. Her research interests include language assessment and second and bilingual language learning among children.

Valentina Carbonara is an Italian language teacher and a Post-Doc fellow in Applied Linguistics at the University for Foreigners in Siena, Italy. Her research interests include bilingualism, teaching language to young learners and translanguaging.

Junko Matsuzaki Carreira is an associate professor at Tokyo Keizai University, Japan. She completed her doctoral course in the Department of English and Literature at Tsuda College, and received her PhD in education from Tokyo Gakugei University United Graduate School of Education.

Chiou-hui Chou is an associate professor in the Department of English Instruction at National Tsing Hua University, Taiwan. Her research interests are in TESOL methods, English reading, lesson study and teachers' professional development.

Elisabeth Duursma is a senior lecturer in early childhood literacy at the University of Wollongong, Australia. She received her doctorate from the Harvard University Graduate School of Education. Her research focuses on language and literacy in the early years and father involvement.

Sue Garton is a reader in English language (TESOL) at the School of Languages and Social Sciences, Aston University, UK. She taught English in Italy for almost 20 years before joining Aston University in 2000. She has taught on both undergraduate and postgraduate courses in TESOL, as well as supervising PhDs in the field. She is series editor of the 15-volume Palgrave series *International Perspectives on English Language Teaching* and is currently editing *The Routledge Handbook of Teaching English to Young Learners* (both with Fiona Copland).

Katherine M. Griffin is a doctoral candidate in education (Human Development and Psychology Division) at the University of California, Los Angeles, USA. Her research interests center on children's beliefs and attitudes about wealth, poverty and economic inequality; how families and schools shape children's understanding of social class; and how school contexts help shape children's socioemotional and linguistic development.

Larissa Jenkins graduated from the University of Wollongong, Australia, with a BEd – The Early Years (Honours). She was a recipient of the university medal for her outstanding academic performance across the entire undergraduate degree. She is now teaching at an early childhood service in Melbourne. Within her current position, Larissa is able to ensure all children, particularly those from culturally and linguistically diverse backgrounds, receive the best possible education and care.

Yasemin Kırkgöz is a professor at the English Language Teacher Education Department, Çukurova University, Turkey. Her key areas of research are foreign language education policy, teaching English to young learners, teacher education and curriculum design. She has published articles on these topics in international journals and has written several book chapters.

Le Van Canh is an associate professor in the College of Linguistic and International Studies, Vietnam National University, Hanoi, Vietnam, where he has been involved in teaching English as a foreign language teacher and teacher educator for more than 30 years. He earned his doctoral degree in applied linguistics from the University of Waikato (New Zealand) and has published numerous articles and book chapters in the area of English language teacher education.

Gee Macrory is Associate Head of the Department of Primary Education at Manchester Metropolitan University (MMU), UK. Before joining MMU in 1990, she taught foreign languages (primarily French) in schools

and colleges and spent two years as a local authority English as an Additional Language (EAL) advisory teacher, mostly in primary schools. At MMU, she has had extensive experience of pre- and in-service training for primary and secondary languages teachers.

Rashmita S. Mistry is a professor of human development and psychology at the University of California, Los Angeles, USA. Her program of research examines the consequences of family socioeconomic resources and disadvantage (i.e. poverty) for children's academic and social development, children's reasoning about social status and social identity development (i.e. social class, race/ethnicity, nationality) and the implications of school-level socioeconomic diversity on teaching, learning and children's development.

Catherine Neilsen-Hewett is a senior lecturer in education at the University of Wollongong (UOW), Australia. She is the academic director of the early years program at UOW. Her research expertise includes development in early childhood, importance of positive peer relationships, early childhood pedagogy and practice.

Tomoko Shigyo received her MA in English language and literature and completed her doctoral course in the Department of English and Literature at Tsuda College, Japan. She is an assistant professor of English education in elementary schools in Tokyo Future University, Japan. She is currently researching in-service and pre-service teacher education.

Subhan Zein (PhD, Australian National University) has trained teachers in Australia and Indonesia and teaches at the University of Queensland, Australia. He has published in *Applied Linguistics Review*, *Professional Development in Education*, *Journal of Education for Teaching*, *English Today*, among others. He is the lead editor of *English Language Teacher Preparation in Asia: Policy, Research and Practice* (Routledge) and editor of *Teacher Education for English as a Lingua Franca: Perspectives from Indonesia* (Routledge).

Yuefeng Ellen Zhang is an assistant professor at the Department of Curriculum and Instruction in the Education University of Hong Kong, Hong Kong. She is a council member of the World Association of Lesson Study. Her research and publications focus on effective teaching and learning, lesson study, teacher professional development and school leadership.