Contributors

Editors

Mari Haneda is an associate professor of world languages education and applied linguistics in the Department of Curriculum and Instruction at the Pennsylvania State University. She obtained her master's and doctoral degrees from the Ontario Institute for Studies in Education/University of Toronto. Drawing on qualitative research, her research has centered on the education of multilingual students, L2 literacy development, ESL teachers' work, teacher learning and classroom interaction. Her work has appeared in journals such as *Applied Linguistics*, *TESOL Quarterly*, *Linguistics and Education* and *International Journal of Bilingual Education and Bilingualism*.

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Chapter Authors

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Patricia (Patsy) Duff is professor of language and literacy education at the University of British Columbia. Her main scholarly interests and publications are related to language socialization across bilingual and multilingual settings; qualitative research methods in applied linguistics (especially case study and ethnography and complementary approaches to classroom research); issues in the teaching, learning and use of English, Mandarin and other international and/or heritage languages in transnational contexts; the integration of second language learners in schools, universities and society; multilingualism and work; and sociocultural, sociolinguistic and sociopolitical aspects of language(s) in education.

Tara Williams Fortune is director of the Immersion Research and Professional Development Project at the Center for Advanced Research on Language Acquisition, University of Minnesota. Tara devotes most of her professional time to the continuing education of immersion educators throughout the US and abroad. Publications include two co-edited research volumes on immersion education, a research-to-practice handbook on struggling immersion learners and articles in journals such as *Foreign Language Annals*, *Modern Language Journal*, *Annual Review of Applied Linguistics* and *Journal of Content-Based and Immersion Education (JICB)*. In 2016, she received the US Paul Pimsleur Award for Research in Foreign Language Education.

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Joan Kelly Hall is professor of applied linguistics and director of the Center for Research on English Language Learning and Teaching (CRELLT) at the Pennsylvania State University. Her research centers on documenting the specialized interactional practices and actions of teaching and learning found in instructional settings. Her work appears in journals such as *Applied Linguistics*, *Journal of Pragmatics*, *The Modern Language Journal* and *Research on Language and Social Interaction*. Her most recent book is *Essentials of SLA for L2 Teachers: A Transdisciplinary Framework* (2019, Routledge).

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James P. Lantolf is the George and Jane Greer professor in language acquisition and applied linguistics at The Pennsylvania State University. He is director of the Center for Language Acquisition, was co-editor of *Applied Linguistics* and founding editor of the journal *Language and Sociocultural Theory*. He is a past-president of the American Association for Applied Linguistics and a recipient of its Distinguished Scholarship and Service Award. He is also Changjiang professor in applied linguistics in the School of Foreign Studies at Xi'an JiaoTong University, China.

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Roy Lyster is professor emeritus of second language education at McGill University in Montreal. He has a PhD in applied linguistics as well as a BEd and an MEd from the University of Toronto, and an MA from the Université de Paris VII. His research examines content-based second language instruction and the effects of instructional interventions to counterbalance form-focused and content-based approaches. He is author of a module called *Content-Based Language Teaching* (2018, Routledge), and two books: *Learning and Teaching*

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Linda Steinman, originally from Montreal, has lived and taught in Toronto since the early 1970s. A faculty member at York University's Department of Languages, Literatures and Linguistics since 2005, she currently teaches undergraduate credit ESL courses and graduate courses in narrative inquiry, Vygotskian sociocultural theory and case studies in applied linguistics. Linda co-authored a textbook with Merrill Swain and Penny Kinnear: *Sociocultural Theory in Second Language Education: An Introduction through Narratives* (2015, Multilingual Matters) now in its second edition.

Elaine Tarone is distinguished teaching professor emerita, University of Minnesota-Twin Cities. She is widely published in the area of second language acquisition research, on topics such as interlanguage variation, diglossia in immersion classrooms (Tarone & Swain, 1995), the impact of literacy level on oral L2 processing, learner language analysis and ludic language play. She is co-author or co-editor of several books, including *Interlanguage: 40 years later* (2014, John Benjamins), *Exploring Learner Language* (2009, OUP), and *Literacy and Second Language Oracy* (2009, OUP). She served as director of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota from 1993 to 2016, and continues to offer summer institutes at CARLA on learner language analysis for teachers.

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Yuko Watanabe holds a PhD in language and literacies education from the Ontario Institute for Studies in Education of the University of Toronto. Her research interests include second language writing, peer interaction, languaging and sociocultural theory. She is currently teaching applied linguistics at Brock University and translation studies at the University of Toronto.

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