Contributors

Phillip Anderson is a migration researcher of British origin based in Germany. He received a BA in history from the University of York. He holds a PhD in modern history from the University of Munich. He currently works as a professor of migration and intercultural social work in the Social and Health Sciences Faculty at the University of Applied Sciences in Regensburg, Germany. He provides lectures and seminars for professional practice in the social, educational and migration fields as well as supporting practitioners in an advisory capacity.

Martha Bigelow is a professor in second language education at the University of Minnesota. She has taught Spanish and English as a second language (ESL) and has been working as a teacher educator and consultant in the language education field for 18 years. Dr Bigelow’s research focuses on linguistic and cultural processes, inclusive educational practices and policy advocacy for language minority K-12 children, particularly those with a refugee background who are from East Africa.

Christopher T. Browder is a teacher, professional developer and education researcher. He has been teaching English to speakers of other languages (ESOL) since 1993 and has taught in five different countries. He currently manages a US high school ESOL program with over 850 students in an area outside of Washington, DC. He is particularly interested in the role that English learners’ educational backgrounds play in their educational achievement in US public schools. He has spoken at conferences and written articles about students with limited and/or interrupted formal education.

Beatrix Bukus (MA education and MA German as a second language) studied the migration–education nexus and trained teachers in Budapest, Bicske, Veszprém, Frankfurt am Main, München, Izmir and Washington, DC. Currently, she teaches a welcome class for migrant pupils at a high school in Leipzig. She also delivers seminars on migration and integration, transcultural learning and language proficiency assessment among learners of German as a second language at the in-service teacher training master program at the University of Leipzig. Her dissertation focuses on the educational careers of school-age children with multiple and multidirectional migration experience.
Bryan Ripley Crandall, PhD, is the director of the Connecticut Writing Project and an assistant professor of English education in the Graduate School of Education and Allied Professions at Fairfield University. He leads teacher institutes and young adult literacy labs, including Ubuntu Academy – a literacy camp for refugee and immigrant youth. His research interests include the teaching of writing, young adult literature, professional development, urban education and youth literacies. Crandall’s scholarship-in-action received a 2017 Elizabeth M. Pfriem Civic Leadership Award from the Bridgeport Public Education Fund and a 2018 Divergent Award through the Initiative for Research in 21st Century Literacies.

Anne Dahl is an associate professor of English linguistics at the Department of Language and Literature at NTNU Norwegian University of Science and Technology in Trondheim, Norway. Her research focuses on second and third language acquisition from both theoretical and applied perspectives – in particular, she explores the acquisition of syntactic phenomena, the role of age in language acquisition and the relationship between implicit and explicit learning.

Maren Gag works as a staff member for passage gGmbH in the Department of Migration and International Cooperation in Hamburg, Germany. She has expertise in the management of local, national and transnational projects and networking activities, development studies and approaches in the area of vocational education training and guidance for migrants, refugees and asylum seekers.

Amanda Hiorth completed her doctorate at the University of Melbourne’s Graduate School of Education. Her research focuses on educational transition and equitable outcomes for refugee-background English as an additional language (EAL) learners. She has a strong commitment to social justice in her professional and personal life, seeking to improve outcomes for marginalized, minority learners in the mainstream education system. Amanda has taught in the fields of EAL, languages other than English (LOTE) and teacher education at primary, secondary and tertiary levels across Japan and Australia.

Eliana Hirano is an assistant professor of teacher education at Berry College, where she coordinates the minor in teaching English as a foreign language. Her research interests include academic literacies in higher education and learner identity, with a focus on the refugee-background population. Her work can be found in journals such as ELT Journal, Journal of Second Language Writing and English for Specific Purposes.

Eva Holmkvist is a teacher of Swedish as a second language. She has been working with adult immigrants and refugees at different language
levels since 2005. She uses a range of learning strategies, and an important source of inspiration for her is suggestopedia. She is particularly interested in language teaching and learning, and literacy development. Her latest teaching challenge is learning to teach blind students. This has made her particularly aware of the importance of how teachers use body language in the classroom. Eva is currently completing her postgraduate training in special education at Umeå University, Sweden.

Amadu Khan is an independent educational researcher and consultant. He has contributed to teaching and research at the University of Edinburgh and Njala University. In addition to conducting research with refugees and asylum seekers in Scotland and other parts of the United Kingdom, Khan is an award-winning human rights journalist and storyteller-performer artist. He is currently senior research fellow at the Nomoli Media Group.

Annette Korntheuer earned a PhD through the Faculty of Psychology and Educational Sciences, Ludwig Maximilian University, Munich, Germany. Her doctoral thesis focused on the educational participation of refugee youth in Munich and Toronto. Dr Korntheuer holds a degree in social work and has international experience working with youth and refugee populations in Germany, Spain, the Philippines and Canada. Currently, she is employed by the City of Munich as educational coordinator for newcomers. Dr Korntheuer collaborates as a lecturer with the Faculty of Social Work and is a member of the executive board of the German network for refugee studies.

Anna Krulatz is an associate professor of English at the Faculty of Teacher Education at the Norwegian University of Science and Technology in Trondheim, Norway, where she works with pre- and in-service English as a foreign language (EFL) teachers. Her research focuses on multilingualism with English, pragmatic development in adult language learners, content-based instruction and language teacher education.

Paul Molyneux is a senior lecturer in language and literacy education in the Graduate School of Education, University of Melbourne, Australia. He teaches pre-service and professional masters’ courses and supervises at doctoral level. Paul’s research centers on linguistically and culturally diverse students, particularly the transformative potential of bilingual and place-based education for immigrant, refugee and marginalized learners. His doctoral and postdoctoral research has been undertaken within Australia and internationally. He led a longitudinal study of Karen–English bilingual education among refugee-background students in Melbourne, and is currently on a team developing a literacy teaching resource for the Victorian Department of Education and Training.
M. Kristiina Montero, PhD, is an associate professor in the Faculty of Education at Wilfrid Laurier University, Waterloo, Canada. Her research and practice are framed in community-engaged scholarship that aims to use the space of research to engage with practical problems defined by community stakeholders. One of her overarching goals is to give voice to marginalized individuals and communities. Her recent work examines the impact of culturally responsive early literacy instructional practices on the language and literacy development of adolescent English language learners with limited prior schooling, and exploring the use of decolonizing pedagogies in teacher education.

Katerina Nakutnyy (MEd, curriculum and instruction, University of Regina) is an English as an additional language (EAL) high school teacher. She has also taught elementary school for 10 years, taught evening English classes to adult immigrants from Ukraine and tutored both adults and children learning English. In addition, for 11 years, Katerina taught Grades 5 and 6 in a Ukrainian culture and language program. Her MEd thesis was shortlisted for the 2014 Language and Literacy Researchers of Canada Master’s Thesis Award.

Delila Omerbašić was born and raised in Sarajevo, Bosnia and Herzegovina, and resettled to the United States as a refugee in the mid-1990s. Her research focuses on language, literacies and education of youth with refugee and immigrant backgrounds in out-of-school contexts. She received her PhD in education, culture and society from the University of Utah and her bachelor’s and master’s degrees from the University of Pennsylvania.

Erin L. Papa is a dual language facilitator at the Pawtucket School Department. She earned her PhD in education at the University of Rhode Island (URI) and Rhode Island College (RIC) with a research focus on bilingual education access in language-minoritized communities. She holds a master’s in teaching English as a second language (TESL) and has taught English to speakers of other languages in the United States, China and Australia. Erin is a past president of the Rhode Island Foreign Language Association (RIFLA) and an associate member of the National Council of State Supervisors for Languages (NCSSFL) in the absence of a language education official at the RI Department of Education.

Koeun Park is a doctoral student in the Department of Education, Culture and Society, a research assistant at the Urban Institute for Teacher Education and a Korean instructor in the Department of World Languages and Cultures within the University of Utah. Her experiences teaching English to students from refugee backgrounds and directing a Korean community heritage language school inform her research interests in the education of linguistically and culturally diverse students. Her areas
of interest include bilingual education, heritage language education and teaching English to speakers of other languages (TESOL).

Amy Pucino is an assistant professor of sociology and coordinator of the service-learning program at the Community College of Baltimore County (CCBC). She received her doctorate from the University of Maryland, Baltimore County (UMBC) in the language, literacy and culture program. While completing her degree, she volunteered with the Refugee Youth Project and became committed to understanding schools’ roles in the adjustment of migrant students, particularly exploring through research and community work how school policy and practices empower or disempower students. Her research centers on understanding how pedagogical relationships can build student and school agency toward equity for diverse student populations.

Joachim Schroeder is a professor of teaching and didactic methodology for learning impairments within the Faculty of Education at Hamburg University. His research focuses on education, schooling, vocational qualifications, social support and counseling under conditions of poverty and transnational migration. He is a speaker in the PhD program ‘Ignored Topics of Refugee Research’ coordinated by the University of Hamburg. He is also the co-founder of the German ‘Working Group on Education and Flight’: see http://fluechtlingsforschung.net/.

Andrea Sterzuk (PhD, second language education, McGill University) is an associate professor of education at the University of Regina. She is currently the president of the Canadian Association of Applied Linguistics. Her research examines issues of power, identity and language in education as they relate to settler colonialism. Her research projects have explored language variation in elementary schools, English-only ideology in higher education, language planning and policy in higher education and the development of language beliefs in pre-service teachers.

Kirk P.H. Sullivan is a professor of linguistics in the Department of Languages at Umeå University, Sweden. He holds a PhD from the University of Southampton, UK, and an EdD from the University of Bristol, UK. His research interests lie at the nexus of linguistics and education, and currently focus on the challenges of language teaching and learning, special educational needs, literacy development, academic writing, multilingualism, indigenous language literacies, doctoral training, distance education and forensic linguistics.

Eivind Nessa Torgersen is a professor of English at the Norwegian University of Science and Technology. He has worked on projects on Multicultural London English and language change in London. In particular, he worked on the modeling of phonological change and the
use of spoken corpora in sociolinguistic research. Other research interests include experimental phonetics, multilingualism and second language acquisition.

Verónica E. Valdez is an associate professor at the University of Utah’s Department of Education, Culture and Society. Her interdisciplinary research focuses on language learning efforts that foster multilingualism/biliteracy in school and out-of-school contexts; educational language policy and planning and its equity impacts for persons learning English as an additional language; and teacher education and practices that promote the values of multilingualism, multiculturalism and social justice across educational settings. Her work is published in the Bilingual Research Journal, International Multilingual Research Journal, The Urban Review, International Journal of Qualitative Studies in Education and Educational Policy, among others.

Asbjørg Westum, PhD, is senior lecturer in Scandinavian languages at Jönköping University, Sweden. Her research interests lie mainly in the field of language and culture, where she is currently investigating the emerging learned language in Swedish religious texts of the late Middle Ages. Her more recent interest in adult refugee-background education stems from a growing research interest in literacy development. In the research project Literacy in Sapmi: Multilingualism, revitalization and literacy development in the global north (project leader: Kirk P.H. Sullivan), she explored North Sámi schoolchildren’s writing in Sami, English and the national majority languages (Finnish, Norwegian or Swedish).