Contributors

Jamie Arfin is an English professor at Humber College. Research interests include adult education, additional language acquisition teaching/learning, arts in education-embodied learning/drama pedagogy, post-secondary education, and internationalization of higher education. During her Master's degree, she created a drama pedagogy-based workshop for adult immigrants/international students aiding in language acquisition and focusing on identity building and student empowerment.

Tyler Andrew Barrett is an academic who teaches in the Division of Continuing Education at the University of California, Irvine, USA. His research interests include the sociolinguistics of globalization, language ideology, language policy and translanguaging.

Tiziana Ceccato is a high school home economics/family studies teacher whose interests focus on early childhood education, child/adolescent development, second language acquisition, and language in social contexts. Her thesis research about beliefs between parents and teachers in Kindergarten has been presented at conferences such as HICE, ICSEI and IFHE.

Violetta Cupial is an instructor at York University whose pedagogy focuses on academic writing and research skills. As a researcher, she explores the intersections between multiple language knowledge, migration experiences, and identity. She explores migratory experiences of language teachers and International students in the context of Canadian academia.

Sender Dovchin is Senior Research Fellow at the School of Education, Curtin University, Western Australia. Previously, she was Associate Professor at the Centre for Language Research, University of Aizu, Japan. Her research focuses on the language education of young people living in globalized contexts, and she has contributed widely to international peer-reviewed journals. Her most recent publications include *Language, Media and Globalization in the Periphery: The Linguascapes of Popular Music in Mongolia* (Routledge, 2018) and *Popular Culture, Voice and Linguistic*

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Kara Fleming is Assistant Professor in the Language Center of KIMEP University in Almaty, Kazakhstan. Her research focuses on how language ideologies interact with ethnic and national identities, particularly as mediated through the education system. She received her PhD in Linguistics from the University of Hong Kong, and previously worked at the University of Hong Kong and the University of Leeds.

Dejan Ivković (Дејан ИВКОВИЋ) is a scholar of language in society, multilingualism and multiliteracies from Toronto. Currently, his main projects and publishing engagements are (a) the pedagogy of languascaping focusing on Toronto and Canada, (b) the semiotics and politics of digraphia in Serbian and Slavic, (c) the virtual linguistic landscape and multilingualism in new media and (d) critical literacies online. He also teaches at York University, the University of Toronto and the University of Guelph.

Dariush Izadi received his PhD in Linguistics from Macquarie University, Sydney, Australia. His PhD project focused on the intersection of social action, practices and discourses produced and reproduced by the shop-owners and the customers in Persian shops in Sydney and the way they are interactionally realized. In his work, he applied Mediated Discourse Analysis and Nexus Analysis to investigate the practices and methods through which participants accomplish their actions in the shops. Currently, he works at Western Sydney University, Australia, where he teaches Language and Linguistics Research Methods, Discourse Analysis and TESOL Units.

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