Contributors

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Jiayu Feng, PhD, graduated from East China Normal University. He is an Associate Professor at the School of Education of Shaanxi Normal University in Xi’an, China. He serves on the Membership Committee of the International Association for the Advancement of Curriculum Studies (IAACS). He has conducted a number of national, provincial and ministerial research projects. Publications include a monograph entitled Research on Children’s Autobiography from the Perspective of Autobiographical Curriculum Theory, and more than 20 articles in journals such as Journal of East China Normal University, The Chinese Journal of Education, as well as several provincial education policy documents.

Sara J. Goldberg is an English language/bilingual teacher for the Wausau School District in Wisconsin, USA. She has been a public school educator for 13 years and has taught in both rural and urban communities. In 2019 she was awarded the Herb Kohl Fellowship for teachers. She is currently earning a Doctorate in Education through the Educational Sustainability
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**Rui Li** received her PhD from the Department of Curriculum and Instruction at the University of Wisconsin-Madison. Her research explores relationships between language, literacy, communication, technology, and educational equity in formal and informal learning contexts. She foregrounds how voice, status, inequities and power are allocated in digitally-mediated multimodal communications that reshape learning and social relations for linguistically and culturally diverse youth. Recent publications include: ‘Figured Worlds in Transnational Transmodal Communications’ (2020, *TESOL Quarterly*) and ‘Creating Multimodal Design Spaces for English Learners’ (2020, in *Chinese-Speaking Learners of English*, Routledge).
Li Wei is Director and Dean of University College London (UCL) Institute of Education, where he also holds a professorship in applied linguistics. His research covers different aspects of language contact, bilingualism and multilingualism. His publications have won the British Association of Applied Linguistics Book Prize twice: *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (2009, with Melissa Moyer), and *Translanguaging: Language, Bilingualism and Education* (2015, with Ofelia García). He is Editor of the *International Journal of Bilingual Education and Bilingualism* and Principal Editor of *Applied Linguistics Review*. He is a Fellow of the Academy of Social Sciences (AcSS), UK.

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Mario E. López-Gopar (PhD, OISE/University of Toronto) is Professor in the Faculty of Languages of Universidad Autónoma Benito Juárez de Oaxaca (UABJO), Mexico. Mario’s main research interest is intercultural and multilingual education of Indigenous peoples in Mexico. He has received over 15 academic awards. His latest books are *Decolonizing Primary English Language Teaching* (Multilingual Matters, 2016) and *International Perspectives on Critical Pedagogies in ELT* (Palgrave Macmillan, 2019).

Emilee Moore is Serra Húnter Fellow (Associate Professor) at the Universitat Autònoma de Barcelona. She researches interactional practices in multilingual and multicultural educational contexts. She is coordinator of the BA in Primary Education, preparing early childhood, primary and secondary school teachers to educate children and youth in contexts of linguistic diversity. She is a member of the Research Centre for Plurilingual Teaching & Interaction (GREIP) at the UAB and co-convenor of the AILA Research Network on Creative Inquiry in Applied Linguistics. Recent publications include the co-edited: *Translanguaging as Transformation: The Collaborative Construction of New Linguistic Realities* (2020, Multilingual Matters).
Sarah Nazziwa has a Grade III teaching certificate from Kyambogo University in Uganda, and is a sixth grade social studies teacher in the Mukono District. She has been a public school teacher (in Uganda) for 19 years, and is earning her Diploma in Primary Education credential at Uganda Martyrs University-Nkozi. Her current interest is in exploring and learning about new technologies, and how to effectively utilize them for teaching and learning.

Willy Ngaka received his PhD from the University of KwaZulu-Natal. He is a Senior Lecturer with Makerere University and Coordinator of a UNESCO/UNITWIN Cooperation Programme on ‘Literacies, Green Skilling and Capacity Development for Sustainable Communities in Africa’. He was the National Coordinator, Makerere University Centre for Lifelong Learning, from 2011 to 2017. Some of his publications in the field of literacy and language education include: ‘The Role of Communities in Uganda’s Mother Tongue-Based Education’ (2020, *Applied Linguistics Review*) and ‘Generational, Cultural, and Linguistic Integration for Literacy Learning and Teaching in Uganda’ (2016, *Journal of Language and Literacy Education*).

Patricia Ratanapraphart is a PhD student in the Department of Curriculum and Instruction at the University of Wisconsin-Madison. Prior to her graduate work, Patricia worked as an early childhood educator and adult ESL instructor in central Florida. Her research is focused on studying the affordances of classroom-based play for bridging home and school experiences and supporting young English language learners’ linguistic, academic, and social development.

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**Sarah J. Turner** researched Global StoryBridges as an undergraduate student of Education at Westminster College. She is fascinated by the complex interconnections of language, cultural identity, and education, and hopes to further study the topic in the future. She currently teaches first grade at a linguistically diverse school in Salt Lake City, Utah.

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