Contributors

Moneerah M. Al Jabr is a PhD candidate in Curriculum and Instruction, Early Childhood Education, at Southern Illinois University Carbondale. She is also a lecturer at King Faisal University in Saudi Arabia. She has taught pre-service early childhood teachers and supervised their student teaching. Moneerah co-founded an after-school program to teach Arabic to children aged 5–10 in Southern Illinois. Her research interests include early literacy, multimodality, translanguaging and integrating technology in literacy instruction.

Adriana Alvarez is Assistant Professor in the Culturally and Linguistically Diverse Education program in the School of Education and Human Development at the University of Colorado Denver. Her research interests center on biliteracy development and pedagogy, multimodality and project-based learning in bilingual settings, and family-school partnerships, all with a focus on equity-oriented and strength-based approaches in Latinx communities. Adriana was a bilingual teacher for 11 years in the border community of El Paso, Texas, prior to receiving her PhD in Educational Equity and Cultural Diversity from the University of Colorado Boulder.

Laura Ascenzi-Moreno is an Associate Professor and the bilingual program coordinator at Brooklyn College, City University of New York. Laura was a bilingual teacher, literacy coach and new teacher mentor in New York City public schools for over a decade. At Brooklyn College she works with pre-service and in-service teachers to support their development as critical practitioners. Her research is focused on the literacy development of emergent bilinguals, the literacy assessment of emergent bilinguals, the development of teacher knowledge, and how these intersect with equity.

Ysaaca Axelrod is an Associate Professor in the Department of Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts, Amherst. She works with pre-service early childhood and elementary education teachers. Ysaaca is a former kindergarten teacher. Her research interests are in early childhood language and literacy development, with a particular focus on emergent bilingual children and the intersections between language and identity development.
Heidi R. Bacon is an Associate Professor of Language, Literacies and Culture in the School of Education at Southern Illinois University Carbondale. A former high school teacher and K-12 reading specialist, she currently teaches courses in disciplinary literacies, literacy leadership, practitioner research and qualitative research methods. Heidi’s research focuses on literacy identities, disciplinary literacies in STEM education, culturally responsive and sustaining pedagogies, and home, school and community engagement using narrative inquiry, discourse analysis and critical theories and methods.

Leslie C. Banes, PhD, is an Assistant Professor at California State University, Sacramento. She spent five years as a bilingual teacher in the US and Spain. Leslie’s research features equity in mathematics education, the relationship between mathematics and language, bilingual education and teacher professional learning.

Kristin Bengtson Mendoza teaches literature, writing and language to newcomer English learners at Wilbur Cross High School in New Haven, CT. After spending time in Guatemala as a Fulbright Scholar, she began her teaching career in 2005 as a New York City Teaching Fellow in Brooklyn, and has since taught elementary, middle and high school in New Haven. In 2020 Kristin was named New Haven Teacher of the Year and a CT Teacher of the year semifinalist. She is passionate about immigrant rights, advocating for undocumented students and families, restorative practices and supporting new teachers.

Sally Brown is a Professor of Literacy Education at Georgia Southern University, where she teaches undergraduate and graduate students. She holds a PhD in Language and Literacy from the University of South Carolina and worked as a public school educator for over 13 years. Sally’s research focuses on helping emergent bilingual students successfully navigate literacy learning in English-only classrooms. This involves the use of multimodal approaches including technology. She is the author of *Digital Initiatives for Literacy Development in Elementary Classrooms: Engaging Research and Opportunities* (IGI Global, 2017). In addition, her most recent publications can be found in *The Reading Teacher*, *Early Childhood Education Journal* and the *European Early Childhood Education Research Journal*.

Emily Brown Hoffman is an Assistant Professor in Early Childhood Education at National Louis University. She examines how early childhood educators can implement equitable curriculum and instruction in order to provide genuine learning that affirms children and all their identities. Emily is committed to investigating sustainable education and professional development ventures that support the positive, daily interactions
between students and teachers that are fundamental to children’s early development.

**Min-Seok Choi** is a PhD candidate in Teaching and Learning at The Ohio State University. His research interests include multilingual students’ learning and use of literacy practices, identity construction and academic literacy development in and out of school contexts. Min-Seok’s current research examines the roles of imagination in international students’ second and academic language socialization.

**Fernanda Coelho Liberali** holds a PhD in Applied Linguistics and Language Studies from the Pontifical Catholic University of São Paulo (PUCSP) and is a teacher educator, researcher and professor at the same institution. Presently she works at the Department of Language Sciences and Philosophy, at the Department of Applied Linguistics and Language Studies and at the Department of Education. Fernanda is the leader of the Research Group Language in Activity in the School Context (CNPq), and of the Study Group on Bi/Multilingual Education (GEEB). She has a research productivity scholarship from CNPq and her main research interests are related to language education, bilingualism and Vygotskian theories.

**Julianne M. Coleman** is a Professor at The University of Alabama in the Department of Curriculum and Instruction. Her research interests are elementary literacy teacher education at Pk-6 level, visual literacy and comprehension of multimodal science texts.

**Mayra Cruz** has been the proud Principal of Oyster-Adams Bilingual School (a 2020 National Blue Ribbon school) since July 2014. Mayra has served the students of Washington, DC, since 2009. She began her career in DC Public Schools as a sixth grade English language arts teacher at Columbia Heights Education Campus (CHEC) where she helped develop the dual language program for the middle school. In 2012, she was awarded the Excellence in Teaching Award by DCPS and the DC Public Education Fund and in 2020 she was awarded the Terrel H. Bell Award by the US Department of Education for outstanding school leadership.

**Aijuan Cun** is an Assistant Professor of Literacy Education in the Department of Language, Literacy and Sociocultural Studies at the University of New Mexico. Her research interests focus on literacy practices of immigrant and refugee children and families, multimodality, family and community literacies, and makerspaces. Aijuan’s research can be found in journals such as *Early Childhood Education Journal* and *Pedagogies: An International Journal*. 
Chunhua Dai is a doctoral candidate in Language and Literacy Education in the School of Teaching and Learning at the University of Florida. She worked as a lecturer for three and a half years in a college in China before her journey to obtain a PhD degree. Chunhua’s research interests include investigating young children’s play and their literacy development, adults’ play perception and its impact on their practice, children’s multimodal languaging, emergent and multimodal writing and translanguaging theories.

Cecilia M. Espinosa is an Associate Professor at Lehman College/CUNY. Cecilia was first a teacher assistant in a preschool and later on a bilingual-multiage teacher and director of a dual language program in Phoenix, Arizona. She works with bilingual teachers, birth–sixth grade, and teaches courses on biliteracy, where she infuses descriptive processes and a critical perspective on children’s literature. Cecilia’s research focus is on bilingual children’s writing and children’s literature that affirms and nurtures children’s multiple identities. She is a member of the NYCWP, a committee member of the NCTE’s Charlotte Huck Award and an Associate Investigator of CUNY IIE.

Lorraine Falchi is an Early Childhood Coach at the New York Early Childhood Professional Development Institute. Her research examines multilingual children’s participation in multimodal literacies within educational settings and professional development support for early childhood educators’ culturally responsive practices. Lorraine was a bilingual teacher and director of a dual language bilingual preschool. She designs professional learning support for early childhood practitioner research and practice with a focus on play and language, literacy and fostering children’s positive social identities.

Marisa Ferraro is an Assistant Professor of Languages, Literacies and Cultures in the Department of Curriculum and Learning at Southern Connecticut State University. Her teaching interests include inclusive and transformative pedagogies for emergent bilinguals, biliteracy and multimodal literacy practices. Her research also includes the analysis of instructional discourses that create and sustain highly engaged practices that reimagine learners’ classroom identities for social and cultural participation. Marisa works closely with teachers and administrators to support the education of emergent bilingual students by problematizing the inequities and challenges of educational systems.

Ruth Flores Bañuelos is currently a bilingual kindergarten teacher. She received her bilingual credential and MA in Education from the University of California, Davis. As a native Spanish speaker in English-only schools, she was a frequent recipient of attempts intended to dissuade her from using Spanish and discourage her from valuing her bilingualism. Now, as
a teacher in a dual language program, Ruth is passionate about exploring ways to support her students in fostering a positive view of their own bilingual identities.

**Brittany Frieson** is an Assistant Professor of Literacy and Anti-racist Education at the University of North Texas in Denton, TX. She is an interdisciplinary scholar whose work traverses applied linguistics, literacy and bilingual education. Her primary research interests center on exploring the language and literacy practices of young Black American children in dual language bilingual education programs from critical perspectives. Brittany currently teaches literacy courses on culturally and linguistically diverse youth from a critical approach in the undergraduate and graduate programs at UNT.

**Ling Hao** is a Graduate Assistant in the Teaching and Learning PhD program at the University of South Carolina-Columbia. In addition to being a full-time doctoral student, Ling teaches Chinese preschool and elementary level students in Columbia. She received her Master’s degree from the University of Florida with a specialization in English/Reading Education. Ling’s research focuses on exploring emergent bilingual children’s multimodal meaning-making processes and promoting the literacy development of students with diverse cultural and linguistic backgrounds. She has presented research at the Literacy Research Association and the Whole Language Umbrella.

**Sara Hawley** works at the UCL (University College London) Knowledge Lab, teaching MA and BA Digital Media students. Her research covers literacy in the digital age, learner agency and digital divides, looking at new ways to theorize the debate about technology in schools so that it reflects issues of equity and social justice. Sara’s PhD, ‘The sociomateriality of literacy, a study of the relationship between institutions, identity and the internet in a primary classroom’, analyzed the digital literacy practices of 8–9 year olds. Sara previously worked in an inner London primary school as a teacher and assistant headteacher.

**Cláudia Hilsdorf Rocha** is a Professor in the Applied Linguistics Department at the University of Campinas, Brazil. She holds a PhD in Applied Linguistics and her main fields of interest include translanguaging, critical language education, (new/multi) literacies and education technology. Cláudia leads the research group E-lang (CNPq) and her current research is on academic literacies and language learning in digital environments.

**Tracey S. Hodges** is an Assistant Professor at The University of Alabama in the Department of Curriculum and Instruction. Her research interests
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**Kyungjin Hwang** is a doctoral candidate in Language and Literacy at the University of South Carolina. She is a former English teacher at middle and high schools in South Korea. She currently works as an executive assistant at the Bilingualism Matters Center @ UofSC, which supports research and events to promote awareness about bilingualism. She also serves as a Korean teacher for Korean-American children at a community language school, particularly making an effort to devise and implement methods to allow bilingual children to use their semiotic and linguistic resources for their creative and critical meaning-making. Kyungjin’s primary research interests include ESOL/bilingual education, language ideology, translanguaging, multimodal literacy and teaching reading and writing for emergent bilinguals.

**Jerae H. Kelly** is a doctoral candidate in the Special Education program at the University of Maryland, College Park. Her research interests include exploring the role sociocognitive variables play in reading comprehension and building cultural competency in pre-service special education teachers. Before pursuing her doctorate, Jerae was a special education middle school teacher for three years in Baltimore City public schools.

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**Ted Kesler** is Associate Professor and directs the pre-service graduate program in Elementary Education in the Elementary and Early Childhood Education Department of Queens College, CUNY. His research interests include reader response, multimodal literacy, critical literacy and children’s non-fiction. Ted’s most recent book is *The Reader Response Notebook: Teaching Towards Agency, Autonomy, and Accountability* (NCTE, 2018). You can find out more at www.tedsclassroom.com and @tedsclassroom.
Susan Lutz Klauda is a faculty specialist in the Reading Engagement and Diversity (READ) Lab at the University of Maryland, College Park and an Adjunct Professor in the Education Department at The Catholic University of America, Washington, DC. Susan’s research centers on the interplay of cognitive, affective and social processes in children’s literacy development and classroom interventions that strengthen children’s reading comprehension and engagement.

Josh Lawrence is a Professor in the Department of Education at the University of Oslo. He conducts research on child and adolescent language and literacy development. Josh teaches courses on quantitative research methods and reading interventions.

Alison Lehner-Quam is an Assistant Professor and the Education Librarian at Lehman College, New York. Previously, Alison served as director of the resource center and publications at Lincoln Center Institute. At Lehman College, Alison teaches information literacy sessions, creates research guides, develops and maintains children’s and education book collections and provides individual research support for students. Her areas of research include explorations into the information literacy experiences of teacher education students as well as inquiry into the impact of culturally and linguistically relevant children’s book experiences on children and teacher candidates.

Zhuo Li currently works as an English instructor in the Center for Language Education at the Southern University of Science and Technology, China. She obtained her PhD in ESOL/Bilingual Education from the University of Florida, USA. Zhuo’s research interests include cross-cultural communication, multiliterate approaches to language learning, and applying educational technology to second language acquisition and foreign language learning with a focus on English language learning through computer games.

David E. Low is an Associate Professor at California State University, Fresno. A former high school English teacher and cartoonist in Tucson, AZ, his research explores how critical multimodal literacy practices are enacted in robustly pluralistic settings. David’s recent work has appeared in Written Communication, Research in the Teaching of English, Pedagogies, Gender and Education and The Critical Literacies Handbook.

Mary B. McVee is a Professor of Literacy Education and Director of the Center for Literacy and Reading Instruction at the University of Buffalo, The State University of New York. Her research traverses: positioning theory, social and embodied learning; digital literacies and multimodality; narrative, disciplinary literacies in engineering for children; and

Carmen Liliana Medina is Professor of Literacy, Culture, and Language Education at Indiana University, Bloomington. Her research examines literacy/biliteracy as decolonial, social and critical practices, performative pedagogies and Latinx children’s literature. For the past 10 years, Carmen has returned to Puerto Rico, engaging with children and teachers in critical literacy work as emerging decolonial knowledge production at the intersection of local and transnational social issues. Her recent publications include two books: *Literacy, Play and Globalization: Converging Imaginaries in Children’s Critical and Cultural Performances* (Routledge, 2014) and *Methodologies of Embodiment: Reinscribing Bodies in Qualitative Research* (Routledge, 2015).

Antonieta Megale holds a PhD in Applied Linguistics from Unicamp, completed a doctoral internship at the University of Viadrina (Germany) and has a Master’s degree in Applied Linguistics from PUC/SP. Antonieta is currently the bilingual education graduate program coordinator at Instituto Singularidades, where she also works as a Professor of the undergraduate program in Education.

Jessica Zacher Pandya is Dean and Professor in the College of Education at California State University, Dominguez Hills. A former kindergarten teacher in the California Bay Area who received her PhD at UC Berkeley, Jessica’s research focuses on children’s literacy and identity work in diverse urban classrooms. Her latest book is the co-edited *Handbook of Critical Literacies* (Routledge, 2021).

Vivian Presiado is an Assistant Professor of Bilingual and Bicultural Education in the School of Teaching and Learning at Illinois State University. She was an early childhood teacher for 10 years, primarily in bilingual/ELL classrooms, which informed her research interests. Vivian’s initial work focused on Mexican-American students and families, with research also being conducted in elementary schools in Mexico. Her research is focused on exploring family literacy, multimodal literacy and bilingual education from a critical perspective.

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Jill Scott began her teaching career as a kindergarten teacher and a literacy coach. She is currently a doctoral candidate in Literacy, Culture and Language Education at Indiana University where she teaches preschool and early elementary literacy courses. Jill’s research interests are in early literacies, multiliteracies and teacher education.

Qi Si is a PhD student at The University of Alabama in the Department of Curriculum and Instruction. She is a former K-12 foreign language teacher. Her research interests are elementary literacy education, bilingual education, multicultural education and multimodal literacies in educational practices.

Marjorie Siegel is Professor of Literacy Education in the Department of Curriculum & Teaching at Teachers College, Columbia University. Her current research examines multimodality in school spaces, with a focus on transmediation. In collaboration with Stavroula Kontovourki, Marjorie has developed an analytic lens, ‘performative semiotics,’ for tracing the entanglement of performing schooled literacy and multimodal sign-making. This work is presented in Kontovourki and Siegel (2021) “‘B is for Bunny’: Contested sign-making and the possibilities for performing school literacy differently’, published in Reading Research Quarterly.

Ana Taboada Barber studies reading comprehension from a cognitive and motivational perspective. Her work focuses the influence of cognitive, linguistic and motivation variables on the literacy and language development of students of diverse language backgrounds. As a former ESL teacher, Ana’s work in reading comprehension development is principally concentrated within the population of Emergent Bilinguals (EBs) within the United States, but recently she has included Chilean Spanish-English speaking bilingual children. Her attention has also turned to the possible roles of executive functions, as one component of a larger system of self-regulation, in the reading comprehension of EBs and bilingual students.

Buyi Wang is an Assistant Professor in the English Department, School of Foreign Languages and Literature of Beijing Normal University. She is interested in bilingualism and creativity, English writing instruction and
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**Colleen E. Whittingham** is an Assistant Professor of Reading and Elementary Education at UNC Charlotte. Colleen completed her doctoral degree in Literacy, Language and Culture at the University of Illinois at Chicago, where she served as a research assistant at the UIC Center for Literacy and the UIC Reading Clinic. Colleen’s research investigates literacy events that position students as agentive learners in early childhood classrooms, and the factors that mediate academic success and teacher-child interactions in such classrooms. She considers how meaning-making can be prioritized in present early literacy contexts.

**Karen Wohlwend** is Professor of Literacy, Culture and Language Education at Indiana University, Bloomington. Her research reconceptualizes young children’s play as an embodied literacy that produces action texts made with moving bodies or animated avatars, whether in dramatic play centers, video games, digital animation apps or live-action filmmaking. Karen’s recent publications include the research methods book, *Literacies that Move and Matter: Nexus Analysis for Contemporary Childhoods* (Routledge, 2021).

**Junyi Yang** is a doctoral student in the Department of Education at the University of Oslo. Her research focuses on the language and literacy development of bilingual children. Junyi is currently working on a longitudinal study of Chinese-Norwegian bilingual children’s home literacy environment and language development.

**Shih-Fen Yeh** was a Principal of Natural Way Children’s School in Taiwan. She established the ESL program in preschool and kindergarten for 10 years. She acquired her PhD in Literacy from the University of Florida, USA. Shih-Fen’s research interests are in biliteracy education, children’s emergent writing and reading, cultural identity and second language acquisition.

**Xiaodi Zhou** is an Assistant Professor of Literacy Studies at the University of Texas Rio Grande Valley. He received his PhD in English Education from the University of Georgia and has interests in translanguaging theory and practice with emergent bilinguals, as well as writing engagements with cultural and linguistic minorities, especially with Mexican American youths. Xiaodi is a believer in Bakhtin’s dialogic theory as well as Bhabha’s notion of cultural hybridity and Anzaldúa’s bordered identity for conceiving of languages and cultures.