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## Notes on Contributors to This Issue

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## Notes on Contributors to This Issue

**Su-Je Cho** is currently a faculty member in the Division of Curriculum and Teaching at Fordham University Graduate School of Education. She received her doctoral degree in Educational Psychology from the University of California, Santa Barbara. Her areas of research include the adjustment of culturally diverse families and children with and without disabilities, as well as translation and validation of assessment instruments developed in English into another language.

**Ofelia García** is professor in the Ph.D. program in Urban Education, Graduate Center of the City University of New York. She was formerly professor at Columbia University's Teachers College and Dean of Education at Long Island University. Her most recent book is *Bilingual Education in the 21st Century: A Global Perspective* (2009, Wiley/Blackwell).

**Evangelina Harris Stefanakis** is an Associate Professor at Boston University in Educational Leadership and Development. She holds a BS from Tufts University in Psychology and Child Development, an MS in Learning Disabilities and Behavioral Disorders from Lesley University; A CAS in International Education, Administration, Planning and Social Policy and an ED.D. in Teaching Curriculum and Learning Environments from Harvard University. As a researcher, frequent speaker, and writer, her work focuses on understanding how best to assess and teach children from diverse language, learning, and cultural backgrounds. Her current curriculum and assessment research projects are based in New York and in Athens, Greece.

**Dianne Maysonet** is an elementary teacher in a school district in Pennsylvania. She received her Bachelor's in Education from Philadelphia College of Bible and her ESL certification from LaSalle University. More recently, she obtained her certification as a Bilingual Reading Recovery Teacher. She began her teaching career as a first-grade teacher. Other positions she has fulfilled were Bilingual Basic Skills teacher, Instructional Support Team member, and ESL instructor. Over the past twenty years Ms. Maysonet has participated in various initiatives such as co-facilitator with the English Language Learner Institute sponsored by the Writing Project and mentor for new bilingual teachers and Teaching Fellows. Her teaching experience has centered on the Latino population. As a Latina educator, Ms. Maysonet understands the challenges of today's inner-city English language learners and is motivated to make a difference.

**Terry A. Osborn, Ph.D.**, is Professor and Chair of the Division of Curriculum and Teaching in the Graduate School of Education, Fordham University. Dr. Osborn taught public school German for six years at the high school and middle school levels. He is the founding coeditor of *Critical Inquiry in Language Studies: An International Journal* (published by Routledge). His work received the 2001 American Educational Studies Association Critics' Choice Award for *Critical Reflection and the Foreign Language Classroom* and the Stephen Freeman Award for the best published article on foreign language teaching techniques.

**Manuela Wagner** is Assistant Professor of Foreign Language Education and Director of Linkage Through Language and Critical Languages at the University of Connecticut. Her research interests include pragmatic and communicative development in first- and second-language acquisition and in special circumstances, foreign language teacher education, intercultural communication, humor in the world language classroom, technology in the foreign language classroom, and teaching methodology and program development of less commonly taught languages.

**Chun Zhang** is a professor in the Division of Curriculum and Teaching at Fordham University. She received her Ph.D. from the University of Illinois at Urbana-Champaign in 2000. She worked for the OSEP-funded Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) and has had strong interest in promoting culturally and linguistically sensitive and responsive services in the field of Early Intervention and Early Childhood Special Education. Currently, she has been directing several research and training projects related to working with young children from culturally and linguistically diverse backgrounds. She has published widely in this area.