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Notes on Contributors

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Notes on Contributors to This Issue

Herlinda Cancino is an Associate Professor of Secondary Education at San Francisco State University. She has written extensively on different aspects of language acquisition in bilingual students: From morpheme acquisition to the development of academic language. Her articles have appeared in the *Harvard Educational Review*, *TESOL*, and the *International Review of Education*.

Áine Cregan is a Senior Lecturer in English in the Faculty of Education in Mary Immaculate College, University of Limerick, Ireland, a Teacher Education College. She was a Fullbright Scholar in the Harvard Graduate School of Education, where she completed a doctoral program in Reading, Language and Learning Disabilities in 1989. She was a consultant to the National Council for Curriculum and Assessment (NCCA) primary committee on English in the Revised Primary Curriculum and currently she is involved with the NCCA (Dublin) as an advisor on an Early Years and Primary Language Committee. Her research interests are in the areas of Oral Language development and Educational Disadvantage. She has recently secured funding awards from the Combat Poverty Agency and the Department of Education and Skills in Ireland to complete research on the challenges of oral language development in contexts designated as disadvantaged in Irish primary schools.

Nancy E. Dubetz is Associate Professor of Childhood Education in the Department of Early Childhood and Childhood Education at Lehman College, City University of New York, where she teaches courses in social studies, bilingual education, and ESL. She earned her doctorate at Teachers College, Columbia University in Curriculum and Teaching, and her Masters in Foreign Language Education/ESOL at the Ohio State University. Her research interests include the study of teachers' theories of practice in urban bilingual settings, teacher advocacy, school/university partnerships in the preparation of teachers of ELLs, and English instruction in public school contexts in Latin America. She has published several book chapters on preparing teachers of English language learners and emergent bilingual learners, and Professional Development School partnerships, and has published articles in *Action in Teacher Education*, *Bilingual Research Journal*, *The Journal of Research in Education*, and *Issues in Teacher Education*.

Patricia Velasco started her career as a speech pathologist in Mexico City. After finishing her EdD in Harvard's Graduate School of Education, she established a Staff Development Institute (Casa de la Ciencia) that works with indigenous bilingual children and their teachers in San Cristobal de las Casas, Chiapas, Mexico. She later moved to New York City to be a staff developer and instructor for the Reading and Writing Project at Teachers College, Columbia University. In that capacity she supported teachers all across New York City in addressing the literacy and language needs of English language learners. Currently she is Assistant Professor of Education at Queens College, City University of New York, where she coordinates the Bilingual Education Program.

Yi-Fang Yeh received her Ph.D. in Language, Literacy, and Learning from Fordham University. She has been teaching Chinese language and culture classes at Bergen Chinese School for ten years. She also serves on BCS's academic committee which reviews, evaluates, and recommends new academic initiatives for the school. She received Teachers Merit Award from Association of Chinese Schools (ACS) in 2003, Best Paper Award from NCACLS (National Council of Associations of Chinese Language School Symposium) in 2010, and Chinese Curriculum Development Award from The ASI Yang Wei Jinli Foundation in 2012. Before she came to the United States she was the Chair of English Department of Evening Division at Eternal-Life Christ College in Taiwan. She taught ESL in college and vocational high schools in Taiwan. Her research interests are in Second Language Acquisition, English as a Second Language, and Chinese Teaching and Pedagogy as a Foreign Language.

Myra Zarnowski is a Professor in the Department of Elementary and Early Childhood Education at Queens College, City University of New York. She is particularly interested in motivating and promoting in depth analysis of historical events and people by students and teachers. Her books *Making Sense of History (2006)* and *History Makers: A Questioning Approach to Reading & Writing Biographies (2003)* are based on her work with children as they interpret history for themselves.