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Notes on Contributors to This Volume

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Colin Baker, PhD, was Pro Vice Chancellor Bangor University, Wales, UK (2007-2012) and Full Professor of Education (1994-2012). He is the author of 20 books and over 140 articles mostly on bilingualism, with specific interests in language planning and bilingual education. His book *Foundations of Bilingual Education and Bilingualism* has been translated into Japanese, Korean, Spanish, Latvian, Georgian, Greek, Vietnamese, and Mandarin Chinese. The 6th edition (2017) was co-authored with Wayne Wright (Purdue University). He was awarded the California Association for Bilingual Education Special Recognition Award of 2000 for Outstanding Research and Scholarly Activity. He was Editor of the *International Journal of Bilingualism and Bilingual Education* for 15 years and an Editorial Board member for numerous international journals.

Jasone Cenoz, PhD, is Professor of Research Methods in Education at the University of the Basque Country UPV/EHU and President of the Education Science Committee of the Spanish Research Council (AEI). Her research focuses on multilingual education, bilingualism, and multilingualism. She has published extensively and has presented her work at conferences and seminars in the US, Canada, Australia, Hong Kong, India, Brunei, New Zealand, Singapore, and most European countries. Her publications include *Teaching through Basque* (2008), *Towards Multilingual Education* (2009, Spanish Association of Applied Linguistics 2010 award), *Minority Languages and Multilingual Education* (2014), and *Multilingual Education: Between Language Learning and Translanguaging* (2015). She has served as AILA publications coordinator for 8 years, has been a member of the Executive Committee of IASCL, and is Past President of the International Association of Multilingualism. Further information on: <https://sites.google.com/site/jasonecenoz/home>

Jim Cummins, PhD, is a Professor Emeritus at the Ontario Institute for Studies in Education of the University of Toronto and an adjunct professor at Åbo Akademi University in Finland. His research focuses on literacy development in educational contexts characterized by linguistic diversity. In numerous articles and books, he has explored the nature of language proficiency and its relationship to literacy development with particular emphasis on the intersections of societal power relations, teacher-student identity negotiation, and literacy attainment.

Cecilia M. Espinosa, PhD, was born in Ecuador, South America. She worked for 14 years in Phoenix, AZ as a bilingual/multiage (K-2nd) teacher and a Title VII Director at a large urban public school. She received her PhD at ASU (Tempe, AZ). She is now an Associate Professor in the Early Childhood/Childhood Department at the School of

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Nelson Flores, PhD, is Associate Professor in Educational Linguistics at the University of Pennsylvania Graduate School of Education. His research examines the intersection of language and race in the implementation of bilingual education in the United States. His work has appeared in scholarly journals such as *Critical Inquiry in Language Studies*, *Linguistics and Education*, *TESOL Quarterly*, and *Harvard Educational Review*. He received his PhD in Urban Education from the Graduate Center of the City University of New York in 2012.

Danling Fu, PhD, is Professor in College of Education, University of Florida, with a specialty in writing and literacy instruction for emergent bilingual students. In the past decades, she has worked in schools populated with new immigrant students, involved with literacy program development, reform, adaptation, and implementation to meet the needs of those students. She has been a consultant across the nation and the world: giving keynote/feature speeches and workshops, and working closely with classroom teachers in search of effective ways to improve the outcomes of emergent bilingual students.

Durk Gorter, PhD, is Ikerbasque Research Professor at the University of the Basque Country, Spain. He is the head of the Donostia Research group on Education and Multilingualism (DREAM). He does research on multilingual education, European minority languages, and linguistic landscapes. Among his recent publications are *Minority Languages in the Linguistic Landscape* (2012, co-edited with Heiko Marten and Luk Van Mensel), *Minority Languages and Multilingual Education: Bridging the Local and the Global* (2014, co-edited with Victoria Zenotz and Jasone Cenoz), and *Multilingual Education: Between Language Learning and Translanguaging* (2015, co-edited with Jasone Cenoz). He also teaches in the European Master in Multilingualism and Education (EMME). He is the editor-in-chief of the journal *Language, Culture and Curriculum*. In September 2018, he received the award of Distinguished Scholar of Multilingualism of the International Association of Multilingualism. Further information on <http://www.ikerbasque.net/durk.gorter>

Christine Hélot, PhD, is professor emeritus of English at the University of Strasbourg, France. As a sociolinguist, her research focuses on language in education policies in France and in Europe, bi-multilingual education, language awareness, early childhood education, and children's literature and multiliteracy. In 1988 she obtained her PhD from Trinity College (Dublin, Ireland) for a thesis entitled *Child Bilingualism: A Linguistic and Sociolinguistic Study*, and in 2005 she was awarded an *Habilitation* by the University of Strasbourg for her research on bilingualism in the home and school contexts. Her most recent publications include *L'éducation bilingue en France: Politiques linguistiques, modèles et pratiques*, Lambert Lucas, (2016) and *Language Awareness in Multilingual Classrooms in Europe, from Theory to Practice*, Boston/Berlin,

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Meral Kaya, PhD, is Assistant Professor in Childhood, Bilingual and Special Education at Brooklyn College, CUNY. Before coming to Brooklyn, she worked as a professor in Turkey and at Rhode Island College in Providence. She holds an MA in Teaching English as a Foreign Language from Bilkent University, Ankara, and earned her PhD in the Language, Literacy and Culture Program at the Ohio State University. Her areas of expertise and research are children's literature, literacy instruction, teacher education, effective teaching for emergent bilinguals, culturally and linguistically responsive pedagogy, and integrating art into teaching language arts.

Tatyana Kleyn, EdD, is Associate Professor and Program Director in the Bilingual Education and TESOL Programs at The City College of New York. She received an EdD at Teachers College, Columbia University. Tatyana served as president of the New York State Association for Bilingual Education and was a Fulbright Scholar in Oaxaca, Mexico. Tatyana is co-editor of *Translanguaging with Multilingual Students: Learning from Classroom Moments* (with García) and co-author of *Teaching in Two Languages: A Guide for K-12 Bilingual Educators* (with Reyes). Tatyana produced and directed the *Living Undocumented Series* and *Una Vida, Dos Países: Children and Youth (Back) in Mexico* documentaries.

Dina López, EdD, Assistant Professor in the Bilingual Education & TESOL Programs at The City College of New York. Her research is located at the intersection of sociocultural approaches to language and literacy, the anthropology of education, and immigration and education. She has written extensively about bilingual education, immigration, and adolescent literacy both in Latin America and the United States. Most recently, her work has examined translanguaging as both a language practice and pedagogical tool in elementary bilingual education classrooms.

Kate Menken, PhD, a Professor of Linguistics at Queens College of the City University of New York (CUNY) and a Research Fellow at the Research Institute for the Study of Language in Urban Society at the CUNY Graduate Center. Her research interests include language education policy, bilingual education, and the education of emergent bilinguals in U.S. public schools. Her books are *English Learners Left Behind: Standardized Testing as Language Policy* (Multilingual Matters, 2008), *Negotiating Language Policies in Schools: Educators as Policymakers* (co-edited with Ofelia García, Routledge, 2010), and *Common Core, Bilingual and English Language Learners: A Resource for Educators* (co-edited with Guadalupe Valdés and Mariana Castro, Caslon, 2015). Further information can be found on her website: <http://katemenken.org>

Zoila Morell, PhD, Associate Professor in Early Childhood and Childhood Education at Lehman College. Her research and scholarship examine bilingual education, school readiness, early childhood education, and conditions impacting educational achievement for Latinx children. She has multiple publications on these topics. She serves on the New York State Education Department Committee for ELLs and DLLs in Pre-Kindergarten where she developed a protocol for the identification of language learners at the Pre-K level.

Maite T. Sánchez, PhD, is an Assistant Professor of Bilingual Education at Hunter College of the City University of New York. She is also a Project Advisor for CUNY-NYSIEB, (CUNY-New York State Initiative for Emergent Bilinguals). She holds a PhD in education from Boston College. Her research focuses on language education policy and practice, bilingual education, translanguaging pedagogy, and bilingual education teacher preparation. Her latest publication (with O. García and C. Solorza) is *Reframing language allocation in dual language bilingual education* (Bilingual Research Journal). Further information can be found on her website: <http://www.maitesanchez.org>

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Christian R. Solorza, EdM, is the director of the Dual Language Bilingual Education & TESOL programs at Bank Street College of Education. He is currently pursuing his PhD in Urban Education at the CUNY Graduate Center. His research interests are language in education policy, translanguaging, teacher preparation, raciolinguistics, culturally sustaining pedagogy, borderland studies, and holistic language pedagogies for emergent bilinguals. His website is <https://graduate.bankstreet.edu/academics/faculty-profile/cristian-solorza>

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Sara Vogel, EdM, is a doctoral candidate in Urban Education at the Graduate Center of the City University of New York, interested in the intersection of computer science education, bilingualism, and social justice pedagogy. She is currently the head research assistant on Participating in Literacies and Computer Science (PiLaCS), a National Science Foundation-funded project that aims to leverage the diverse language practices of bilingual youth as resources in their computer science learning. In the past, she worked as a research assistant for Dr. Ofelia García and the CUNY-NYS Initiative on Emergent Bilinguals.