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Notes on Contributors to This Volume

Chencen Cai, Ph.D, is currently a researcher at Guangdong University of Foreign Studies. She has taught English and Mandarin in Greater China and the US. Her research interests include L2 acquisition, language variation, and cross-cultural communication. She has published in the *Journal of Multilingual Multicultural Development, Languages, and Bilingual Research Journal*.

Lucía Cárdenas Curiel, PhD, is Assistant Professor in the Department of Teacher Education at Michigan State University. Her research examines the conditions that allow emergent multilingual language learners to succeed academically in elementary schools. Her work contributes by looking at the intersection between pedagogical knowledge, disciplinary literacies, and linguistic repertoires simultaneously.

Miriam Eisenstein Ebsworth, PhD, is Associate Professor of English Education in the Multilingual Multicultural Studies unit of NYU Steinhardt where she also serves as Academic Director of the International Spouses English Program. Dr. Ebsworth is a member of the Executive Board of the National Association for Bilingual Education. She is co-editor of the text, *Language Maintenance, Revival and Shift in the Sociology of Language and Religion* and was research editor of *Writing and Pedagogy*. Her research interests include language learning and technology, language variation, second language writing, and intercultural pragmatics.

Timothy John Ebsworth, PhD, directed the Master's Programs in TESOL and Bilingual Education at the College of New Rochelle from 1995-2018. He is currently an Adjunct Professor in Second Language Education at Kean University, Union, N.J. and has extensive experience as a college ESL teacher, language teacher educator and researcher. His publications have appeared in the *Bilingual Research Journal, The International Journal of the Sociology of Language*, and the *Journal of Language and Social Interaction*. His interests include intercultural pragmatics and second language writing.

Talia Hurwich, PhD, is a former middle school Hebrew language teacher. Her research examines how graphic novel adaptations of classic texts motivate conversations critical of gender in society. Other areas of interest include comics and graphic novels in the classroom, Hebrew education, game design and role playing in education, gender and education, and Jewish education.

Pamela D'Andrea Martínez is a PhD candidate in Urban Education at New York University, a resource specialist at the NYS Language RBERN and researcher at the NYU Metro Center, an adjunct professor of Teaching and Learning, a former public school teacher, and a proud multilingual Venezuelan. Her research interests include antiracism in schools and equitable education for newcomers.

Sonna Opstad, PhD, has taught graduate students in TESOL and Bilingual Education in New York for 11 years. Her research interests include all aspects of multilingual development, with a focus on the connection between language, identity, and the social/emotional wellbeing of bi/multilinguals. The potential of bi/multiliteracy and translanguaging as tools to assist students in negotiating an identity of strength in US

classrooms is an area of particular interest. She has served as Chair of the NABE Research & Evaluation Interest Section, Co-chair of the NABE Research Institute, and currently serves on the advisory board of the NABE Research and Evaluation Interest Section. Her work has been published in the *International Journal of Bilingual Education and Bilingualism*.

Christina M. Ponzio, is a PhD candidate, in Curriculum, Instruction and Teacher Education at Michigan State University. Her work investigates how teacher educators, teachers, and students negotiate their language identities and broader ideologies in traditionally English-medium spaces to engage in translanguaging as a critical praxis.

Patricia Velasco, EdD, is retired from Queens College, CUNY, where she was an assistant professor in the Department of Elementary and Early Childhood Education (EECE) and coordinator of the Bilingual Education Program. Her research interests include the development of metalinguistic awareness and its role in biliteracy, teacher education, and understanding the language and educational ideologies of Indigenous Mexicans living in NYC. In 2012, she coordinated the work for NYSED Home and New Language Arts Progressions that were part of the Bilingual Common Core Initiative. Patricia co-directed a project for NYSED creating practices for multilingual learners facing the demands embedded in the New Generation Learning Standards.

Ming-Hsuan Wu, PhD, is Assistant Professor in the School of Education at Adelphi University in New York. Her work examines how both students and teachers from diverse backgrounds navigate the official and hidden curricular spaces of urban schools. In particular, she seeks to understand teachers' agentic roles in positively impacting immigrant students' academic and social lives as well as young people's agentic roles in contesting dominant discourses on diversity. Her current scholarship focuses on translanguaging practices in heritage Mandarin classrooms in the US and the experiences of Asian American English teachers in Taiwan.

Xiaodi Zhou, PhD, is an Assistant Professor of Literacy at the Bilingual and Literacy Studies Department at the University of Texas Rio Grande Valley. He was born in China, but came to the US after first grade, and has been educated in the US ever since. He has research interests in the cultural and linguistic identities of cultural minorities in the US, as well as their manifestation in and development through literacy. His current work deals with Mexican American students in South Texas, and how their cultures and languages are in dialogue with each other in their daily lives. He loves traveling and sampling different foods from around the world. He now resides in South Texas with his wife and two young children, his greatest joys.