About the Contributors

**Patriann Smith** is a Faculty Member in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. Her areas of research include examining challenges in the cross-cultural literacy, language and assessment practices of adolescent immigrant multilingual learners and international multilingual teachers. Across these areas, Patriann is concerned with the ways in which standard and localized language ideologies, language discrimination, and assumptions embedded in discussions of linguistic human rights affect cross-cultural literacy practice and assessment. Patriann has taught internationally in the Caribbean and the United States is an International Reading Association (IRA) Hall of Fame Young Scholar (2013-2016) and a recipient of the American Educational Research Association (AERA) Language and Social Processes (LSP) Emerging Scholar Award (2015).

**Alex Kumi-Yeboah** is an Assistant Professor of Education at the School of Education, Department of Educational Theory and Practice, University at Albany, New York in the United States. He earned a Bachelor’s degree in Social Studies Education from the University of Cape Coast, Ghana and received his Master of Arts in Social Sciences Education in 2004 and Ph.D. in Curriculum and Instruction with a cognate in Research Methods from the University of South Florida. His areas of research include immigrant issues in education focused specifically on the educational and non-educational experiences of immigrant students from Africa, cross-cultural learning experiences of Black immigrant students, the cultural contexts of education, international education (education in sub-Saharan Africa), and multicultural online education. His work has appeared in journals such as Transformative Education, Adult Learning and International Forum of Teaching and Studies.

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**Amma K. Akrofi** is an associate professor of Language and Literacy in the Department of Curriculum and Instruction, Texas Tech University. Courses she currently teaches include global literacy, critical studies in children’s literature, applied linguistics and the teaching of reading, and elementary ESL reading instruction. Her research interests cover elementary level classroom and home literacy practices in the U.S. and Africa. She recently served as a member/Chair of Texas Tech University’s Transdisciplinary Research Team that focuses on illiteracy, education, and community development in Africa. She has also co-chaired the Literacy Research Association’s (LRA) International Innovative Community Group (IICG), a group dedicated to conducting research and disseminating reports on language and literacy in global/international contexts. She has chapter publications in books on research on literacy in Africa and second language learning. Journals that have published her articles include *Reading Psychology, Literacy Research & Instruction*, and *Childhood Education*. 
Eurydice Bouchereau Bauer holds the rank of Associate Professor in the Departments of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. Her research focuses on the literacy development, instruction, and assessment of students (preschool-grade 5) from diverse linguistic, economic, and cultural backgrounds, with a specific focus on bilingual reading. In the last 10 years, she has been co-Principal Investigator and a senior researcher on two US Department of Education grants totaling $2,751,154. In addition, Dr. Bauer has been the recipient of two Spencer Foundation grants. Dr. Bauer served on a number of national committees: Member of National Research Agenda Planning Panel for ELL Students; NAEP Reading Framework Study Comparison Expert Panel; Member of the Spencer Foundation Special Panel on Reconceptualizing and Reducing Risk in Early Childhood Development; and Member of a task force on Children in Poverty (International Reading Association). Dr. Bauer’s research has been published in the Journal of Literacy Research, Reading Research Quarterly, Research in the Teaching of English, International Journal of Bilingualism, and The Reading Teacher, among others.

Kelli Campbell has taught 19 years in the K-5 setting and is currently teaching 8th grade Language Arts at Rossville Middle School. She graduated from Argosy University with her Ed. D in Educational Leadership. She has served as a Primary Grades Literacy Coordinator implementing the Literacy Collaborative Framework. She is also the founder of Rossville Reads, a summer reading program that provides free books to children in her home community. Her research interests include literacy, language development, instructional models, and school reform.

Mai Samir El-Falaky is a Lecturer in the Department of Language and Translation with a specialization in English and Arabic Linguistics at the College of Language and Communication in the Arab Academy for Science and Technology and Maritime Transport where she has been a faculty member since 2000. Mai functions as the head of the Department of Languages in the College of Language and Communication and researches and teaches on functional linguistics and lexicology. She is especially interested in the major learning problems that non-native English learners encounter, and therefore studies how to implement successful teaching methodologies and work on the issues that students encounter during their learning process. Teaching undergraduate courses such as Phonetics, Academic Writing, and General Linguistics enable Mai to be more oriented with such pedagogical issues related to a variety of students.

Dorian Harrison received her M.A. in Learning and Teaching from Lipscomb University in 2010. In 2014 she became a doctoral student at the University of Illinois Urbana-Champaign. She is currently a newsletter writer for the literacy research association, works as a teaching assistant, and doctoral student.

Robert T. Jiménez received his B.A. from the University of the Americas in Puebla, Mexico, and his M.Ed. and Ph.D. from the University of Illinois. He is a professor of Language, Literacy and Culture at Peabody College, Vanderbilt University. Jiménez is working on an instructional approach called Project TRANSLATE, designed to support the reading comprehension of intermediate and middle school students who are learning English as an additional language. He has received three Fulbright awards and the Albert J. Harris Award from IRA. He was also just inducted into The Reading Hall of Fame. He has published in Reading Research Quarterly, the American Educational Research Journal, the Journal of Adolescent and Adult Literacy, The Reading Teacher and numerous other journals.
Christine Joseph received her Ph.D. in Curriculum and Instruction/Elementary Mathematics and Literacy from the University of South Florida. She is currently working as a mathematics coach and providing professional development to elementary educators for effective use of literacy strategies to teach mathematics. Her research interests lie in the area of writing to learn mathematics and using multimedia to help students learn concepts.

Deoksoon Kim is Associate Professor in the Department of Teaching and Learning at the University of South Florida. Her research focuses on second language literacy, sociocultural theory in language learning, and incorporating instructional technologies into teacher education through social media. She has published in *Computers and Education, Language Learning Journal, TESOL Journal, CALICO Journal, IALLT Journal, English Leadership Quarterly, Journal of Reading Education, Journal of Educational Computing Research*, and *Multilingual Education*, among others. She has done research, teaching, and professional development in South Korea, the U.K., Canada, and the U.S.A.

James R. King is a professor of Literacy Education at the University of South Florida in Tampa, where he researches and teaches in early literacies, new literacies, history of literacy, linguistics, qualitative research and queer theory in education.

Deborah Kozdras received her BA and M.Ed. from Brock University in St. Catharines, Ontario, Canada, and her Ph.D. in Curriculum and Instruction Literacy Studies from the University of South Florida, Tampa, Florida, U.S.A. In her position at the Stavros Center at the University of South Florida, she provides professional development for K-12 educators in content area literacy, technology and literacy, and global literacies. Her research, publications, and conference presentations focus on digital literacy, strategies for disciplinary literacy, and multimedia composition.

Karen Kozdras received her MA and BA from the University of Waterloo in Ontario, Canada. She holds a specialist in reading and has held a variety of teaching roles in literacy and special education. In her current role with the Halton District School she works with junior students diagnosed with a learning disability that attend a specialized program focused on developing advocacy, literacy, math and technology skills. She writes and presents widely on issues related to learning disabilities, reading, assistive technology and executive functioning.

Kevin M. Leander is Associate Professor of Language, Literacy and Culture at Peabody College of Vanderbilt University. His research interests include the new literacy practices of youth, spatial approaches to understanding youth identity and learning, research on new media, and media and migration. Leander is most recently engaged in thinking about and designing new learning environments, including hybrid environments that traverse online and physical spaces. Leander has published widely in venues such as *Review of Research in Education, Ethos, Reading Research Quarterly, Journal of Literacy Research, and Cognition and Instruction*. He has also authored and co-authored handbook chapters on youth and new media, multimodality, and mobile technologies.
**About the Contributors**

**Guofang Li** is a Professor and Canada Research Chair (Tier 1) in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth in the Department of Language and Literacy Education, Faculty of Education, University of British Columbia, Canada. Li’s research focuses on immigrant students’ home literacy practices and their relationships to schooling framed around issues of culture, race, class, and gender; Asian immigrants’ education, their social processes of learning, the impact of the “model minority” myth on first and second language and literacy development; and research-based practices in ESL/EFL education. Li is the recipient of the 2011 Publication Award of the Association of Chinese Professors of Social Sciences in the U. S. (ACPSS), the 2010 Early Career Award at American Educational Research Association (AERA), the 2008 Division G Early Career Award of AERA, and the 2006 Ed Fry Book Award of the National Reading Conference (NRC). Li has published 9 books and over 60 journal articles and book chapters. Her recent works include *Handbook of Asian education: A cultural approach* (Routledge, 2011), *Best practices in ELL instruction* (2010, Guilford Press), *Multicultural families, home literacies, and mainstream schooling* (2009, IAP), *Model minority myths revisited: An interdisciplinary approach to demystifying Asian American education experiences* (2008, IAP), and *Culturally contested literacies: America’s “rainbow underclass” and urban schools* (2008, Routledge), which won the 2013 Ed Fry Book Award from the Literary Research Association (LRA).

**Pauline Millar** holds a PhD in Education from the University of the West Indies, Cave Hill Campus in Barbados. She also received a BEd in Language and Literacy Education and an MPhil in Education from the University of the West Indies. She began her public school career as an English teacher in 1987 at an all boys’ school. Since 2002, she has been employed as an Education Officer at the Barbados Ministry of Education, Science, Technology and Innovation. She currently develops and monitors Language Arts and English curricula, presents workshops on methodologies for literacy instruction, assists in setting high-stakes national examinations and works with a team to offer an annual Summer School programme for struggling students.

**Luz A. Murillo** is an Associate Professor of Bilingual, Literacy, and Reading Education at the University of Illinois at Urbana-Champaign. As an educational anthropologist, she uses ethnography to study how children and teachers develop and practice minority languages and literacies in multilingual families, schools and communities in the U.S., Colombia, and Mexico. Her work draws on border theories, critical ethnography, and decolonizing pedagogies to understand the literacies of (im)migrant, Indigenous, Latina/o, and other minoritized groups. Professor Murillo’s work has appeared in journals including *Anthropology & Education Quarterly, International Journal of Qualitative Studies in Education, Language Arts, Estudios de Lingüística Aplicada*, and the *Yearbook of the Literacy Research Association*.

**Ho-Ryong Park** is an assistant professor of Teaching English to Speakers of Other Languages (TESOL) in the Department of English and Philosophy at Murray State University. His research interests focus on TESOL/ESOL education, second language acquisition and literacy (reading) development, and technology incorporation in diverse learning contexts. He has published in *Computers and Education, CALICO Journal, Journal of Reading Education, and The Language Educator*, among others. He has done research, teaching, and professional development in South Korea and the U.S.A.
**Amy Parker** has over 20 years experience in working with people with disabilities as an employment specialist, independent living teacher, in-home parent trainer and advocate. She received her doctorate in special education with an emphasis in deaf-blindness in 2009 through an Office of Special Education Programs funded leadership and enrichment fellowship. Since then, Amy has been working on national special education projects. She also happens to be the sister of an adult who has multiple disabilities who reminds her about what’s important in life. She lives with her husband and two children in Monmouth, Oregon and loves to travel.

**Sandra Robinson** holds PhD in Curriculum and Instruction in English. Since 2009 she has been a lecturer in English Education at The University of the West Indies, Cave Hill Campus, Barbados where she co-ordinates the English program for the postgraduate Diploma in Education as well as the Associate Degree in Education for teachers in the Eastern Caribbean. Her specialty is teacher education and development in English and for the past ten years she has conducted a number of workshops focusing on professional development and instructional methodologies for teachers and teacher educators throughout the Anglophone Caribbean. She has also been a keynote speaker at seminars and conferences on issues of critical thinking, literacy, critical literacy and the teaching of Caribbean poetry. Dr Robinson is the author of a number of journal articles on issues of teacher education.

**Patrick H. Smith** is an Associate Professor of Bilingual Education and Literacy at the University of Illinois at Urbana-Champaign. As an educational linguist, he studies the language and literacy practices of multilingual, immigrant, and transnational households, communities and schools, with emphasis on Mexican-origin learners. Smith’s work on Mexican and transnational literacies has been published in literacy and applied linguistics journals such as *Reading Research Quarterly, Southwest Journal of Linguistics, Lectura y Vida*, the *Bilingual Research Journal*, and the *International Multilingual Research Journal*. With Christopher Hall and Rachel Wicaksono, he is co-author of *Mapping Applied Linguistics: A Guide for Students and Practitioners* (Routledge, 2011).

**Donna M. Velliaris** is Academic Advisor at the Eynesbury Institute of Business and Technology (EIBT). EIBT is a specialist pre-university institution where international students work towards the goal of Australian tertiary entrance. Donna holds two Graduate Certificates in: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas in: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Masters in: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, she graduated with a PhD in Education focused on the social and educational ecological development of school-aged transnational students. Her research interests and expertise include: academic literacies; human ecology; Third Culture Kids (TCKs); and schools as cultural systems. Donna is first-author of 15+ book chapters to be published in 2015-2016.
About the Contributors

Zayoni Torres received her PhD in Curriculum and Instruction, with a concentration in Gender and Women’s Studies, from the University of Illinois at Chicago (UIC). She is the project coordinator for the English Learning through Math, Science, and Action Research (ELMSA) program at UIC. She is also a former research fellow for the Center for the Mathematics Education of Latinos/as (CEMELA). Her research interests are grounded in sociocultural and feminists perspectives in exploring the teaching of mathematics and science literacy for English Learners (ELs). Her dissertation research focuses on (1) how teacher’s construct language, gender, and race in relation to mathematics and science learning and (2) how teachers’ language, gender, and racial ideological stances mediate curriculum and instructional practices.

S. Joel Warrican has been in the field of education for over 25 years, with teaching experience at all levels, from kindergarten to tertiary. He holds a B.Ed. in Language and Literacy education from The University of the West Indies, an MPhil in Research Methods and a PhD in Language and Literacy Education, both from the University of Cambridge. Dr. Warrican has worked as the principal teacher education specialist with the Caribbean Centre of Excellence for Teacher Training (CETT), the largest regional literacy initiative. He spent four years as the Director of the St. Vincent and the Grenadines Community College and is currently the Director of the Academic Programming and Delivery division within The University of the West Indies Open Campus. His research interests include influence of the colonial past on Caribbean education systems, with special emphasis on implications for language teaching and learning.

Joseph T. Wiemelt, Ed.D., is currently the Director of Equity & Student Learning; Bilingual & Multicultural Programs for Urbana School District #116 in Urbana, Illinois, where he oversees dual language, ELL, and bilingual programs as well as equity initiatives across the district. He is a former high school principal and bilingual/ELL teacher. Joseph received his undergraduate degree in Elementary Education from Millikin University, ESL/Bilingual certification from Illinois State University, master’s and doctorate of education degrees in Educational Policy, Organization and Leadership from the University of Illinois Urbana - Champaign. Joseph’s research interests include transformative and social justice leadership for culturally and linguistically responsive education for emergent bilingual students. Joseph also has worked as a consultant for bilingual education for the Regional Office of Education for Champaign and Ford Counties in Illinois and is an adjunct instructor in bilingual education for the University of Illinois at Urbana-Champaign and Millikin University.

Molly Zhou is a faculty member in the School of Education at Dalton State College. Her research interests are education, culture and diversity, technology, assessment and teacher preparation. Dr. Zhou received her Bachelor’s degree in English. She earned her Master’s Degree in Educational Administration. Dr. Zhou continued further studies in curriculum studies and she earned her doctorate in Curriculum and Instruction from University of West Florida. She has published articles on education, teaching and learning, and clinical teacher education. She has coauthored two books on diversity and teacher preparation. She is currently working on her third book on diversity in higher education. Her research studies were presented at regional, national and international conferences. Dr. Zhou loves nature and enjoys gardening, walking, hiking, and swimming.
Wenying Zhou is currently a Clinical Assistant Professor in School of Education at Western Kentucky University. Having provided training Chinese immersion teachers for ten years and taught Chinese Teacher Certificate courses for the past few years at Michigan State University, she has conducted research in early Chinese reading instruction, cross-cultural classroom management, and integrating technology into Chinese language instruction. Her research interests include early Chinese literacy instruction, Chinese teacher training, second language vocabulary instruction, use of technology in Chinese language instruction, and related cross-cultural issues.