

Contributors

Džoen Bebić-Crestany, a post-doctoral researcher at the University of Luxembourg, obtained her PhD in Philosophy on the subject of recognition and the experiences of the Croatian people in 2020. Being raised in a multilingual country with a minority language background, she joined research projects on the topics of family language policies in 2018 (HOMELY, led by Gabrijela Aleksić), translanguaging in 2019 (TRANSLA, led by Gabrijela Aleksić), adolescents' well-being in 2021 (Covid-Kids II, led by Claudine Kirsch), literacy in ECEC centers and collaboration between ECEC centers and parents with a language minority background in 2021 (COMPARE, led by Claudine Kirsch).

Adrian Blackledge is a Professor of Applied Linguistics at University of Warwick. He conducts ethnographic research in the field of language in society, with a particular focus on multilingualism and translanguaging. He is currently developing creative approaches to the representation of research outcomes. In collaboration with Angela Creese, his publications include: *Essays in Linguistic Ethnography: Ethics, Aesthetics, Encounters* (2023), *Ode to the City – An Ethnographic Drama* (2022), *Volleyball – An Ethnographic Drama* (2021), *Interpretations – An Ethnographic Drama* (2021), *Voices of a City Market* (2019), *The Routledge Handbook of Language and Superdiversity* (2018), *Heteroglossia as Practice and Pedagogy* (2014), *The Routledge Handbook of Multilingualism* (2012) and *Multilingualism, A Critical Perspective* (2010). He is a Fellow of the Academy of Social Sciences and a Distinguished Visiting Fellow of the Advanced Research Collaborative, City University New York. He is a former Poet Laureate for the city of Birmingham, UK.

Catherine Blons-Pierre, PhD, is currently Head of Expertise and Quality at France Education International. She has led numerous seminars and published articles and books on language didactics with a multilingual and multicultural perspective, particularly on the technique of translanguaging practices in multilingual schools.

Rachel Bowden is a research associate at the Technical University Dresden, Centre for Teacher Education and Education Research. Her research

interests are multilingual education, education for sustainability and teachers' professional development.

Angela Creese is a Professor of Applied Linguistics at University of Warwick. Her research interests are in sociolinguistics, multilingualism and interactions in everyday life. She has co-written on linguistic ethnography (with Fiona Copland in 2014) and multilingualism (with Adrian Blackledge in 2010). She has edited several large handbook collections on superdiversity (with Blackledge in 2017), multilingualism (with Martin-Jones and Blackledge) and heteroglossia (with Blackledge in 2010). She has also published on collaborative teaching in linguistically diverse classrooms (2008). She is a Fellow of the Academy of Social Science. In 2010, she received the Helen C. Bailey Award (Alumni) for 'outstanding contribution to educational linguistics' from the University of Pennsylvania. She was a Distinguished Visiting Fellow of the Advanced Research Collaborative, City University, New York, in 2019–2020. She has led multiple large research grants attracting funding from Horizon Europe, AHRC and ESRC.

Jean Claude Dushimimana is an assistant lecturer and PhD student at the University of Rwanda – College of Education (UR-CE). He is an associate member of the African Centre of Excellence for Innovative Teaching and Learning Mathematics and Science based at the UR-CE. His current research interest is the use of information and communication technology (ICT) for the teaching and learning of statistics.

Elizabeth J. Erling is Professor of English Language Education at the University of Education Upper Austria (PH Oberösterreich), where she is involved in the professional development of English language teachers. She is also Elise-Richter Senior Postdoctoral Fellow at the University of Vienna and the principal investigator of the Udele project, which seeks to understand how established disparities in English language learning at linguistically diverse, urban middle schools are created and sustained (<https://udele2023.univie.ac.at/>). She is especially interested in understanding and addressing the factors that prevent multilingualism from consistently translating into an advantage—and in developing approaches to change this. She has worked as an educational researcher and teacher educator in Austria, Bangladesh, Germany, Ghana, India and the UK.

Itxaso Etxebarria Lekanda is currently the Head of Outreach and Multilingualism at Euskampus Fundazioa, a foundation that manages the Campus of International Excellence of the University of the Basque Country UPV/EHU, Spain. She carries out research into multilingual projects developed by Euskampus Fundazioa and has presented her work at national and international conferences. She is currently doing her PhD

in Language, Society and Education, more specifically on multilingual practices in the cross-border university–enterprise arena.

Chiara Facciani is a Postdoc Fellow at the Language Center of the University for Foreigners of Siena where she also serves as a tutor for courses in Italian language teaching, language policies, and the promotion of multilingualism. Since 2022, she co-coordinates the project ‘L’AltRoparlante: Multilingual Pedagogy and Translanguaging in Primary and Lower Secondary Education’. Her research interests include multilingual education, bilingualism, and interactional sociolinguistics.

Anouschka Foltz is an Associate Professor in English Linguistics at the Department of English Studies at the University of Graz, Austria. Her research focuses on adult language processing, first language (L1) and second language (L2) acquisition and multilingualism. She is also interested in sign languages and language rights.

Audrey Freytag-Lauer is a lecturer in French as a foreign and second language at the University of Teacher Education (HEP Vaud) in Lausanne. She holds a PhD from the School of French Language and Civilization (ELCF) at the University of Geneva, where she focused on teaching materials used in bilingual education. Her work also includes active participation in projects that promote plurilingualism within the field of French language education.

Ofelia García is a Professor Emerita in the PhD programs in Urban Education and Latin American, Iberian and Latino Cultures at The Graduate Center of the City University of New York. García has published widely in the areas of bilingualism/multilingualism, bilingual education, language education, language policy and the sociology of language, and has received numerous awards. In the US, she has been elected to membership in The Academy of Arts and Sciences (2023) and the National Academy of Education (2018). For more, visit www.ofeliagarcia.org.

Katharina Haslacher is a research assistant and PhD student in English linguistics at the University of Graz, Austria. She holds an MSc in Psychology and an MA in English and American studies. Her research interests are in interdisciplinary research in the fields of psycholinguistics and applied linguistics. The relation of emotions and identity in the domain of language acquisition are the focus of her dissertation project.

Aysel Kart, PhD, is a researcher and lecturer at the Institute for Language and Communication at the University of Teacher Education in Special Needs in Zurich, Switzerland. Her research focuses on multilingualism,

language learning, inclusion, migration, equity and social justice in educational contexts, with a particular emphasis on linguistically and culturally responsive pedagogy and teacher professionalization.

Claudine Kirsch is a Professor of Language Education at the University of Luxembourg. She aims to contribute to equity and the development of more inclusive learning environments by investigating and supporting language learning and teaching processes in multilingual contexts at home and in formal and non-formal education. Her research interests include factors promoting multilingualism, family language policies, multiliteracies and children's use of digital media.

Edina Krompák is a Professor of Educational Sciences and the Head of the Institute of Language Learning and Teaching and Educational Linguistics at the University of Teacher Education Lucerne as well as a lecturer at the University of Basel. Her research and teaching delve into multidisciplinary topics covering education science, educational linguistics and linguistic ethnography. Currently, her research interests are the relationships between the linguistic landscape and educational spaces, translanguaging in education, language and identity, and multimodality in language learning and teaching. She co-edited *Linguistic Landscapes and Educational Spaces* (2022, Multilingual Matters), *Language and Space: Multilingualism in Educational Research and in School* (2022, hep) and *Educational Agency and Activism in Linguistic Landscape Studies* (2024, Peter Lang).

Sonya Maechler-Dent, MA Ed, MBA, is the founder of Tandem International Multilingual School in Zurich established in 2004. Since 2010, she has been implementing a translanguaging pedagogy by design. She focuses on multilingualism and organisational culture. She also leads workshops and provides educational consultancy across various international school systems.

Elena Makarova is a Professor of Educational Sciences and Director of the Institute for Educational Sciences at the University of Basel. Her research focuses on development, learning and teaching in the face of heterogeneity in the school context, inclusion and exclusion processes due to origin, gender in educational settings and developmental trajectories. Her present projects concern the acculturation and adjustment of minority youth, school dropout, value transmission in the family and school context, and gender and career choice.

Stephan Meyer is the Head of English and Coordinator of Arabic, Chinese and Japanese at the Language Centre at the University of Basel, Switzerland, where he teaches English as an academic lingua franca and

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Verbra Pfeiffer is an Associate Professor in the English Language Studies department at the University of South Africa. Verbra obtained her doctorate in Language and Literacy from the University of the Western Cape and a postdoctorate from Stellenbosch University, focusing on academic writing in multilingualism. Her research interests include translanguaging, academic literacy pedagogy, academic writing, second language advocacy, and multilingualism.

Slavka Pogranova is a lecturer at the University of Geneva. She gives teacher training courses in English as a foreign language. Her research interests are the teaching and learning of foreign languages in primary schools, educational gestures, plurilingualism and translanguaging.

Philipp Saner studied jazz guitar and music pedagogy at Zurich University of the Arts, graduating with distinction as a Master of Arts in 2015. In recognition of his work as a freelance musician, composer, and promoter of experimental music, Saner was awarded a cultural prize by the Canton of Zurich in 2021. He is currently a lecturer at Schaffhausen University of Teacher Education, a researcher at the University of Teacher Education NMS Bern and a doctoral candidate at LMU Munich.

Holli Schaubert is a senior lecturer at the University of Geneva focusing on secondary school English as a foreign language didactics and research methods. Her teaching and research are conducted as related activities and focus on translanguaging, pluripedagogy, teacher training, academic writing and digitalized feedback.

Felicitas Siwik, MA, studied Bilingual Education, English and Math at the Karlsruhe University of Education, Germany. She worked as a research assistant during her MA studies, and is now a teacher at a Realschule in Baden-Württemberg, Germany.

Gabriela Steffen is a Senior Research Associate in the School of French Language and Civilization at the University of Geneva. She received a PhD in Linguistics, and her research interests include plurilingualism and interdisciplinarity in education and research. Her work focuses on plurilingual practices and knowledge construction involving a variety of languages, disciplinary fields and a range of educational and research settings.

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Alphonse Uworwabayeho is a Professor of Mathematics Education in the University of Rwanda-College of Education. He has a Doctorate of Philosophy in Education with focus on the integration of ICT in the teaching and learning of mathematics. His research interest lies in mathematics teachers' professional development for enhancing active learning.

Karin van der Worp holds a doctoral degree in Education and is an Associate Professor at the UPV/EHU University of the Basque Country, in the Department of Educational Sciences. She is a member of the research group DREAM. Her research interests include multilingualism in the workplace and in education and minority languages.

Irène Zingg, PhD, is a social anthropologist and co-director of the Bilingual Studies Program at the University of Teacher Education Bern. Her research interests include sociolinguistics, translanguaging, and (linguistic) ethnography.