



## About the Authors

“Digo esto para que los jóvenes insistan en lo que no comprenden,  
que vuelvan sobre lo que no entienden,  
porque al final los ojos se abrirán ante un mundo maravilloso”.  
— José Lezama Lima, *Paradiso* (1966).

**Cristian R. Aquino-Sterling** is an Associate Professor of Bi-/Multilingual Education at Texas Tech University, where he also coordinates the Language Diversity and Literacy Studies (LDLS) doctoral program. Aquino-Sterling holds an interdisciplinary Ph.D. in Curriculum and Instruction (Arizona State University), an M.A. in Spanish Literatures and Cultural Studies (Columbia University), and a B.A. in Western Philosophy (Fordham University). His recently expanded line of research focuses on philosophical and international-comparative dimensions of bi-/multilingual education research, with particular emphasis on bi-/multilingual teacher education. He is lead co-editor of *Curricular and Pedagogical Innovations in Bilingual Teacher Education: Bridging the Distance with School Contexts* (Information Age Publishing, 2022). Aquino-Sterling is co-founder—with Antonieta Megale (Universidade Federal de São Paulo, Brazil) and María Luisa Pérez Cañado (Universidad de Jaén, Spain)—and director of the International and Comparative Bi-/Multilingual Education Research Group ([www.icberg.org](http://www.icberg.org)). Aquino-Sterling is Editor of the forthcoming *Forum on International Research in Multilingual Education* (FIRME). He has served as Chair Elect/Program Chair (2024–2025) and Chair (2025–2026) of the AERA Bilingual Education Research Special Interest Group.

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**Anna Becker** is an Assistant Professor and Marie Skłodowska-Curie Fellow at the Polish Academy of Sciences in Warsaw, Poland. She holds a Ph.D. in Education and a Diploma of Advanced Studies in Higher Education and Educational Technology from the University of Fribourg, Switzerland. Her research examines multilingualism, identity, migration, mobility, and education policy from a comparative perspective, situated at the intersection of applied linguistics and education. She is particularly interested in how research, policy, and practice interact in shaping educational experiences in multilingual and mobile societies. Her publications have appeared in leading international journals, including *Applied Linguistics*, *International Journal of Multilingualism*, *Prospects*, and *International Journal of Academic Development*. Beyond her research, she serves as Managing Editor of *European Education*, where she supports dialogue across scholarly communities. Anna is actively engaged in international collaborations and research networks, aiming to bridge disciplinary boundaries and connect scholarship with practice. Becker is a scholar-researcher in the International and Comparative Bi-/Multilingual Education Research Group (ICBERG), and Associate Editor of the forthcoming *Forum on International Research in Multilingual Education* (FIRME).

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**Claudia Coronado** is a Ph.D. student in Education Leadership Policy at Texas Tech University. She has previously worked as a public-school teacher and administrator. Her research focuses on teacher quality, the implementation of education policy and its impact on instructional practice and advancing equitable outcomes for marginalized student populations.

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**Chiara Facciani** is a Postdoc Fellow at the Language Center of the University for Foreigners of Siena (Italy) where she also serves as a tutor for courses in Italian language teaching, language policies, and the promotion of multilingualism. In 2022, she completed a PhD in Translation, Interpretation, and Interculturality from the University of Bologna with a work on communicative interactions in multilingual and superdiverse settings. She has previously taught Spanish language and linguistics at Doon University (India) and served as a tutor for the course in translation techniques at the University of Bologna. She has been involved in various research projects in the field of interactional sociolinguistics, such as project FAMI IMPACT (Integration of Migrants through Co-designed Policies and Actions in the Territory, 2018–2023) with the University of Padua and project Uguali & Diversi (Promoting dialogue, respect, and gender equality in schools, 2021–2022) with University of Bologna. Since 2022, she co-coordinates the project “L'AltRoparlante: Multilingual Pedagogy and Translanguaging in Primary and Lower Secondary Education” (Scientific Advisor: Prof. Carla Bagna). Her research interests include multilingual education, bilingualism, and interactional sociolinguistics. Facciani is a scholar-researcher in the International and Comparative Bi-/Multilingual Education Research Group (ICBERG).

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**Rabia Hoş** is the Dean of the School of Graduate and Professional Studies at Southern Connecticut State University, where she leads strategic initiatives to enhance access, equity, and innovation in graduate education. Her research centers on bilingual education, teacher preparation, and the schooling experiences of immigrant and refugee students with interrupted/inconsistent formal education (SIFE), with a particular emphasis on the ethics of care as a foundational framework for supporting multilingual learners. Dr. Hos has conducted extensive ethnographic research on newcomer programs, teacher beliefs, and culturally responsive pedagogy. Dr. Hos has authored over 40 publications and secured major funding to support educator training in English learner instruction. She serves as Vice President of the Multistate Association for Bilingual Education and Co-Editor-in-Chief of the *European Journal of Educational Research*, contributing to the advancement of equity-focused education both nationally and globally. Hoş is a scholar-researcher in the International and Comparative Bi-/Multilingual Education Research Group (ICBERG).

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