

## § Contributors

**Tetyana Bychkovska** is an independent scholar who has tutored and taught English academic writing as well as facilitated tutor training at three universities in the US. Her research focuses on second language academic writing, including corpus analysis of lexico-grammatical and discourse-level features in student-produced texts, tutor perspectives on their work with multilingual writers, and multilingual writers' perspectives on language ideology in the writing center. Her work has appeared in the *Journal of English for Academic Purposes* and *System*.

**Xin Chen** is Lecturer of Communication Skills at the Kelley School of Business, Indiana University Bloomington (IUB). She received her Ph.D. in Literacy, Culture, and Language Education from IUB and holds a Graduate Certificate in Teaching English as a Foreign Language (EFL) & English as a Second Language (ESL). Previously, she taught writing courses in the English department and served as the assistant coordinator of the Multilingual Writing program at IUB. Her research interests include multilingual students' development of English academic literacy and intercultural communication.

**Min-Seok Choi** is Assistant Professor of Education at the University of Louisiana at Lafayette. His research interests include multilingual students' learning and use of disciplinary literacy practices, identity construction, and communicative repertoires in and out of school. At present, his research is dedicated to understanding how instructional conversations in discipline organize the exchange of advice between multilingual students. His scholarly contributions can be found in publications such as *Linguistics and Education*, *Teaching in Higher Education*, as well as several book chapters.

**Marcela Hebbard** is Senior Lecturer in the Writing and Language Studies Department at the University of Texas Rio Grande Valley where she teaches composition, sociolinguistics and teacher preparedness courses. Her research interests include online writing pedagogy, raciolinguistics, multiraciality, and teacher identity. Her work has appeared in *Across the Disciplines* and the *American Journal of Qualitative Research*. She has also co-published several book chapters.

**Nabila Hijazi** is Teaching Assistant Professor of Writing at the George Washington University. Her research interests include Muslim and refugee women's rhetoric(s) and literacy practices, writing center theory and practice, and multilingual writing. She teaches classes in academic writing, writing across the curriculum, writing center theory and practice, and women's studies.

**Aleksandra Kasztalska** is Lecturer in the CAS Writing Program at Boston University. She received her Ph.D. in linguistics from Purdue University and has taught courses in composition, linguistics, and TESOL. Her research interests include world Englishes, second language writing assessment, English pedagogy and assessment in Poland, and legitimation code theory.

**Su Yin Khor** is Professor of Writing and Rhetoric and Director of the Writing Program at College of the Atlantic. Her research interests include teacher and learner identities, literacy socialization, and translingual practices that writers use and develop in and across various educational, workplace, and everyday settings. She most recently co-wrote *The Practical Nature of L2 Teaching: A Conversation Analytic Perspective* (Routledge).

**Anastasiia Kryzhanivska** is Associate Teaching Professor at Bowling Green State University where she teaches English to speakers of other languages, first-year composition, linguistics, and teacher education classes. Her research interests are arts-based pedagogy, second language writing, and multicultural awareness.

**Christopher E. Manion** is the coordinator of the Writing Across the Curriculum program at the Center for the Study and Teaching of Writing at the Ohio State University. His research focuses on instructor and curriculum development in Writing Across the Curriculum programs. His work appears in *Technical Communications Quarterly* and the *Journal of Teaching Writing*.

**Michael Maune** is Lecturer in Writing, Rhetoric, and Professional Communication at Massachusetts Institute of Technology. His research interests focus on applications of systemic functional linguistics and legitimation code theory for college writing curriculum and instruction.

**Esther Milu** is Assistant Professor of Rhetoric and Composition at the University of Central Florida. She earned her Ph.D. in rhetoric and writing from Michigan State University. Her research interests revolve around translingual literacies, identities and pedagogies. The specific contexts for her research are first year writing classrooms and Kenyan-hip hop culture.

**Md Mijanur Rahman** is Assistant Professor of Writing Studies and English Education Coordinator in the Department of English at California State University, Los Angeles. He received his Ph.D. in English studies from Illinois State University. A teacher-scholar, he brings interdisciplinary expertise in Applied Linguistics and Writing Studies, especially in areas like ESP/EAP, genre theories, language ideologies, L2 pragmatics, NNEST, multilingualism, and translingualism. Before joining Cal State LA, he taught at Illinois State University, Millikin University, Lincoln Land Community College, and Northern University Bangladesh.

**Melinda Reichelt** is Professor of English at the University of Toledo, where she directs the ESL writing program and teaches ESL writing and linguistics. She has published articles on second language writing and is co-editor, with Tony Cimasko, of *Foreign Language Writing Instruction: Principles and Practices* (Parlor Press, 2011). With Nur Yigitoglu, she co-edited *L2 Writing beyond English* (Multilingual Matters, 2019).

**Tamara Mae Roose** is Assistant Professor at California State University, San Bernardino in the TESOL Program within the Department of Teacher Education and Foundations. Her research is centered on the intersection of language, culture, and academic literacies. She is particularly interested in how students and educators draw upon diverse language and cultural resources as they develop new academic practices. Her work has appeared in journals such as *Journal of English for Academic Purposes*, *ELT Journal*, and *Multicultural Learning and Teaching*.

**Todd Ruecker** is Associate Professor of Rhetoric and Composition and Director of Core Writing at the University of Nevada, Reno. His research focuses on exploring the increasing linguistic and cultural diversity of educational institutions and developing innovative ways to support student and teacher success. His work has appeared in journals such as *TESOL Quarterly* and *College Composition and Communication* and he has published several books.

**Cristina Sánchez-Martín** is Assistant Professor of English at the University of Washington, Seattle. Her work revolves around investigating how humans understand and navigate composing and language practices in transnational contexts from decolonial perspectives.

**Lisya Seloni** is Professor of Applied Linguistics in the Department of English at Illinois State University. Her research focuses on ethnographic approaches to second language writing, academic socialization and the politics of English language teaching. Her most recent publications appeared in *Journal of Second Language Writing*, *English for Specific Purposes*, *Language Policy* and *Journal of Language and Politics*.

**Mariya Tseptsura** is Director of the online writing program in the Department of English at the University of Arizona where her work focuses on online writing instruction (OWI). Besides OWI, her research interests include second language writing, writing program administration, and linguistic diversity in higher education. She has taught composition and ESL courses in a variety of settings in the US and abroad.

**Lan Wang-Hiles** is Associate Professor of English at West Virginia State University, where she also directed the ESL Program. Her research interests include L2 writing, writing center theory and tutoring practice, multilingualism, and non-native English-speaking teacher identity. Her studies

have been published as journal articles and book chapters by *New York State TESOL Journal*, MLA, the Michigan University Press, Springer, Multilingual Matters, etc. She is the Chair of the Standing Group of the Non-Native English-Speaking Writing Instructors (NNEswIs) for the Conference on College Composition and Communication (CCCC) and a Higher Education Representative on the West Virginia TESOL Board.

**Wen Xin** is Assistant Teaching Professor of English at the University of Kansas, where he also received his Ph.D. in English with an emphasis on English language studies and rhetoric and composition. His research draws upon a variety of methods, techniques, and algorithms from statistics, data mining, and natural language processing to explore the use of pragmatic features, such as metadiscourse, stance, and hedges, and variations of those features in writing classrooms.

**Demet Yiğitbilek** is a Ph.D. candidate at Illinois State University, focusing on applied linguistics and writing pedagogies. She has worked as an EFL instructor internationally at the college level before deciding on pursuing her scholarly development in the US. More recently, she has taught upper-level writing intensive courses, descriptive linguistics, and applied grammar and usage for writers. Her research mainly focuses on multilingual students' positioning in and through writing, and identity representations of multilingual individuals writing in English as an additional language in various academic discourses.