Contributors

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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.

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Contributors

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**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.