Contributors

Editors

Peter I. De Costa is an Associate Professor in the Department of Linguistics, Languages & Cultures and the Department of Teacher Education at Michigan State University. His research areas include emotions, identity, ideology and ethics in educational linguistics. He also studies social (in)justice issues. He is the co-editor of *TESOL Quarterly* and the First Vice-President of the American Association for Applied Linguistics.

Jongbong Lee is an Assistant Professor in the Department of English at Cyber Hankuk University of Foreign Studies. His main area of research interest is second language writing, particularly the interface between the fields of second language writing and second language acquisition. His work has appeared in journals such as *Cognition, Language Learning, Language Teaching, Studies in Second Language Acquisition* and *System*.

Wendy Li is an Assistant Professor at Duke Kunshan University. Her research interests include language teacher identity, agency, emotions, ethics in applied linguistics, second language socialization, and multilingual and multimodal literacy practices. Her work is published in *Language Teaching Research, English Today* and *Language Teaching*.

Authors

Joseph Cheatle is an Assistant Professor and Director of the Writing Center at the University of Southern Mississippi. His most recent scholarship focuses on how writing centers connect theory to practice and on creating collaborative approaches to improving services. His work is published in the *Writing Center Journal, The Journal of Writing Analytics* and *Praxis: A Writing Center Journal*.

Wenhao Diao is an Associate Professor in East Asian Studies and Second Language Acquisition and Teaching at the University of Arizona. She is interested in the identities, ideologies, and (in)equities that are
(re)produced and (re)distributed through language teaching and learning. Her primary research focus has been the phenomenon of language learning and socialization during study abroad – particularly going to and from China. She co-edited the book Language Learning in Study Abroad: The Multilingual Turn (Multilingual Matters, 2021) and a special issue of the L2 Journal entitled Study Abroad in the 21st Century in 2016. She has also published numerous articles on applied linguistics journals and edited volumes.

Patricia (Patsy) Duff is a Professor of Applied Linguistics and Distinguished University Scholar in the Department of Language and Literacy Education at the University of British Columbia. Patsy’s main scholarly interests are related to language socialization across multilingual settings, including academic discourse socialization at universities; qualitative research methods in applied linguistics; and issues in the teaching, learning and use of English, Mandarin and other international, heritage and Indigenous languages in transnational contexts. She has published widely on these topics.

Steven Fraiberg is an Associate Professor in the Department of Writing, Rhetoric and American Cultures at Michigan State University. His scholarship focuses on multilingual and multimodal literacy practices across classrooms, workplaces and communities. His publications include a co-authored book, Inventing the World Grant University: Literacies, Mobilities, and Identities, published by Utah State University Press.

Curtis Green-Eneix is a doctoral candidate in the Second Language Studies Program at Michigan State University. His research focuses on teacher development, identity, power dynamics in the classroom, language policy and planning pertaining to transnational education contexts, as well as socioeconomic position and online education. His research has been featured in English Today, System and TESOL Journal.

Scott Jarvie is an Assistant Professor in the Department of English and Comparative Literature at San Jose State University. His scholarship studying educational experience, particularly in secondary English classrooms, through perspectives drawn from the humanities, educational philosophy and curriculum theory, has appeared in journals such as English Education, English Teaching: Practice and Critique and Changing English.

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**Bree Straayer-Gannon** is a recent PhD graduate from the Rhetoric and Writing Program at Michigan State University. Her research focuses on how home cultures and discourse communities, particularly religious ones, impact learning, literacy and identity. Currently, she is a Director at The Literacy Center of West Michigan, working with language learning families.

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**Xiaowan Zhang** is the Test Development Manager at MetaMetrics, where she is responsible for the development, delivery and validation of language tests. She recently received her PhD in Second Language Studies from Michigan State University. While at Michigan State University, she taught second language acquisition, teaching methods and pedagogical grammar to TESOL undergraduates. She holds a master’s degree in TESOL from the University of Illinois at Urbana-Champaign.