

Celeste Kinginger
Curriculum Vitae

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PERSONAL INFORMATION

Current rank

Professor of Applied Linguistics, Penn State University (2011 – present).

Educational background

University of Illinois at Urbana-Champaign, Department of French,
Ph.D. Second Language Acquisition and Teacher Education.

George Washington University, Washington, DC, M.A. French
Literature.

Antioch College, Yellow Springs, Ohio, B.A. French.

Employment background

Associate Professor of Applied Linguistics and French, Penn State University (2002 – 2011).

Director, Penn State Summer Intensive Language Institute (2001 – 2004).

Assistant Professor of French, Penn State University (1999 – 2001).

Assistant Professor of French, Southwest Missouri State University (1996 – 1999).

Assistant Professor of French, University of Maryland, College Park (1992 – 1996).

Acting Assistant Professor of French and Foreign Language Acquisition,
Stanford University (1990 – 1992).

Visiting Assistant Professor of French, Boston College (1988 – 1990).

RESEARCH AND SCHOLARLY ACTIVITIES

Books

Kinginger, C. (Ed.) (2013). *Social and cultural aspects of language learning in study abroad*. Amsterdam: John Benjamins.

Kinginger, C. (2009). *Language learning and study abroad: A critical reading of research*. Basingstoke, UK: Palgrave/Macmillan.

Kinginger, C. (2008). *Language learning in study abroad: Case studies of Americans in France*. Modern Language Journal, 92, Monograph.

Handbook

Kinginger, C. (2010). *Contemporary study abroad and foreign language learning: An activist's guidebook*. University Park, PA: Center for Advanced Language Proficiency Education and Research (CALPER) Publications.

Articles published in refereed journals

Kinginger, C. & Carnine, J. (2019). Language learning at the dinner table: Two case studies of French homestays. *Foreign Language Annals*, 52, 850-872.

Kinginger, C. & Lee, H.-S. (2019). The dialectics of control and connection in the study abroad homestay. *Study Abroad Research in Second Language Acquisition and International Education*, 4, 19-44.

Kinginger, C. & Wu, Q. (2018). Learning Chinese through contextualized language practices in study abroad residence halls: Two case studies. *Annual Review of Applied Linguistics*, 38, 102-121.

Lee, H.-S. & Kinginger, C. (2018). Narrative remembering of intercultural encounters: An activity-theoretic study of language program reintegration after study abroad. *Modern Language Journal*, 102, 578-593.

Poehner, M., Kinginger, C., van Compernelle, R. & Lantolf, J. (2018). Pursuing Vygotsky's dialectical approach to pedagogy and development: A response to Kellogg. *Applied Linguistics*, 39, 429-433.

Lee, S.-H., Wu, Q., Di, C., & Kinginger, C. (2017). Learning to eat politely at the Chinese homestay dinner table: Two contrasting case studies. *Foreign Language Annals*, 50, 135-158.

Kinger, C. (2016). Echoes of postfeminism in American learners' narratives of learning French. *L2 Journal*, 8, 76-91.

Kinger, C. Wu, Q., Lee, H.-S., & Tan, D. (2016). The short-term homestay as a context for language learning: Three case studies of high school students and host families. *Study Abroad Research in Second Language Acquisition and International Education*, 1, 34-60.

Kinger, C., Lee, H.-S., Wu, Q., & Tan, D. (2016). Contextualized language practices as sites for learning: Mealtime talk in short-term Chinese homestays. *Applied Linguistics*, 37, 716-740.

Kinger, C. (2015). Language socialization in the homestay: American high school students in China. *EUROSLA Monograph Series*, 4, 53-74.

Tsai, M.-H. & Kinger, C. (2015). Giving and receiving advice in computer-mediated peer response activities. *CALICO Journal*, 32, 82-112.

Kinger, C. (2015). Student mobility and identity-related language learning. *Intercultural Education*, 26, 6-15.

Kinger, C. (2014). Intercultural aspects of language learning abroad. *Journal of Applied English*, 7, 39 - 54.

Kinger, C. (2013). Identity and language learning in study abroad. *Foreign Language Annals*, 46, 339-358.

Van Compernelle, R. & Kinger, C. (2013). Promoting metapragmatic development through assessment in the Zone of Proximal Development. *Language Teaching Research*, 17, 282-302.

Kinger, C. (2011). Enhancing language learning in study abroad. *Annual Review of Applied Linguistics*, 31, 58-73.

Park, K. & Kinger, C. (2010). Writing/thinking in real time: Digital video and corpus query analysis. *Language Learning and Technology*, 14, 31-50.

- Kinginger, C. (2010). American students abroad: Negotiation of difference? *Language Teaching*, 43, 216–227.
- Kinginger, C. (2007). Technology, telecommunication and foreign language teaching in Languages Review Consultation Report: A view from the United States. *The Language Learning Journal*, 35, 113–115.
- Kinginger, C. & Belz, J. (2005). Sociocultural perspectives on pragmatic development in foreign language learning: Case studies from telecollaboration and study abroad. *Intercultural Pragmatics*, 2, 369–421.
- Kinginger, C. & Farrell, K. (2004). Assessing development of metapragmatic awareness in study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 19–42.
- Kinginger, C. (2004). Bilingualism and emotion in the autobiographical works of Nancy Huston. *Journal of Multilingual and Multicultural Development*, 25, 159–178.
- Belz, J. & Kinginger, C. (2003). Discourse options and the development of pragmatic competence by classroom learners of German: The case of address forms. *Language Learning*, 53, 591–647.
- Belz, J. & Kinginger, C. (2002). The cross-linguistic development of address form use in telecollaborative language learning: Two case studies. *Canadian Modern Language Review*, 59, 189–214.
- Kinginger, C. (2002). Defining the Zone of Proximal Development in U.S. foreign language education. *Applied Linguistics*, 23, 240–261.
- Kinginger, C. (2001). $i + 1 \neq$ ZPD. *Foreign Language Annals*, 34, 417–425.
- Kinginger, C. (2001). Sociocultural approaches to teaching and teachers' research. In Lavine, R. (Ed.), *Beyond the boundaries: Changing contexts in language learning*. Northeast Conference Reports, 201–226.
- Kinginger, C. (2000). Classroom talk: Form, meaning, and activity theory. In Lee, J. F., & Valdman, A. (Eds.), *Meaning and form: Multiple perspectives*. Annual Volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle, 99–123.

Kinginger, C., Gourves-Hayward, A. & Simpson, V. (1999). A tele-collaborative course on French / American intercultural communication. *French Review*, 72, 853–866.

Kinginger, C. (1998). Videoconferencing as access to spoken French. *Modern Language Journal*, 82, 502–513.

Reprinted as: Kinginger, C. (1999). Videoconferencing as access to spoken French. *Canadian Modern Language Review*, 55, 468–489.

Kinginger, C. (1998). Language program direction and the modernist agenda. In Heilenman, L.K. (Ed.), *Research issues in language program direction*. Annual Volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle, 1998, 19–38.

Kinginger, C. (1997). A discourse approach to the study of language educators' coherence systems. *Modern Language Journal*, 81, 6–14.

Kinginger, C. (1996). Toward a reflective practice of TA education. In Kramsch, C. (Ed.), *Redrawing the boundaries of language study*. Annual Volume of the American Association of University Supervisors and Coordinators. Boston: Heinle & Heinle, 123–142.

Kinginger, C. (1994). Learner initiative in conversation management. *Modern Language Journal*, 78, 29–40.

Articles published in refereed conference proceedings

Kinginger, C. (2016). Telecollaboration and student mobility for language learning. In S. Jager, M. Kurek & B. O'Rourke (Eds.), *New directions in telecollaborative research and practice: selected papers from the Second conference on telecollaboration in higher education* (pp. 19-29). Research-publishing.net. <https://doi.org/10.14705/rpnet.2016.telecollab2016.487>

Kinginger, C. (2016). Japanese students learning English abroad in an era of globalization. *JACET Selected papers* (Japan Association of College Teachers of English), 3, 52-66.

Kinginger, C. (2015). Pragmatics and identity in L2 land: Rethinking the role of mediation. *Actes du GLAT Brest: Adaptations aux diversités: Médiations et traductions, approches interdisciplinaires* (pp. 10-20). Groupe de Linguistique Appliquée, Télécom Bretagne, France.

Gourves-Hayward, A., Kinginger, C., & Simpson, V. (2000). Tele-collaborative teaching across the Atlantic. In Häkkinen, K. (Ed.), *Innovative approaches to intercultural education* (pp. 144-151). Proceedings of the 1999 International Congress on Intercultural Education, University of Jyväskylä, Finland, 2000.

Gourves-Hayward, A., Kinginger, C., & Simpson, V. (1999). Vers une compétence interculturelle en langue étrangère. *Actes du colloque "Journées du Groupe de Linguistique Appliquée"* (pp. 3–19), Ecole Nationale de Télécommunications de Bretagne.

Kinging, C. & Gourves-Hayward, A. (1997). Cultural awareness: A pilot exchange program of the Ecole Nationale Supérieure de Télécommunications de Bretagne and the University of Maryland School of Business. In Howley, A. (Ed.), *Developing cultural competence for tomorrow's global leaders* (pp. 88-98). Huntington, WV: Marshall University.

Kinging, C. & Coski, C. (1996). Computer-mediated communication in foreign language education: An annotated bibliography (Net Work #3). Honolulu: University of Hawaii Second Language Teaching and Curriculum Center.
<http://www.lll.hawaii.edu/nflrc/NetWorks/NW3>

Kinging, C. (1994). Locating contingency in e-mail. In Alatis, J. (Ed.) *Educational linguistics, cross-cultural communication and global interdependence* (pp. 210-218). Proceedings of the Georgetown Roundtable on Language and Linguistics. Washington, DC: Georgetown University Press.

Book chapters

Kinging, C. (2019). Four questions for the next generation of study abroad researchers. In Howard, M. (Ed.), *Study abroad, second language acquisition, and interculturality: Contemporary perspectives* (pp. 263-278). Multilingual Matters.

Kinging, C. (2019). Overcoming ethnocentrism in research on language learning abroad. In Fuchs, M., Loiseau, Y. & Rai, S. (Eds.), *Study abroad: Traditions, directions, and innovations* (pp. 15-28). New York: Modern Language Association.

Van Compernelle, R. & Kinginger, C. (2019). Concept-based second language pragmatics instruction. In M. Haneda & H. Nassaji (Eds.), *Perspectives on language as action: Essays in honor of Merrill Swain* (pp. 99- 118). Clevedon, UK: Multilingual Matters.

Kinging, C., Wu, Q. & Lee, S.-H. (2018). Chinese language learning in study abroad contexts. In Ke, C. (Ed.), *The Routledge handbook of Chinese second language acquisition* (pp. 301-317). New York: Routledge.

Kinginger, C. (2016). Language socialization in study abroad. In Duff, P. & May, S. (Eds.), *Language socialization, Encyclopedia of language and education*. Springer. doi:10.1007/978-3-319-02327-4_17-1

Kinginger, C. (2016). Second language learning in a study abroad context. In Van Deusen-Scholl, N. & May, S. (Eds.), *Second and foreign language education, Encyclopedia of language and education, 3rd Ed* (pp. 125-136). Springer. doi: 10.1007/978-3-319-02323-6_11-1

Lee, H.-S. & Kinginger, C. (2016). Authenticating practices in Chinese home stay interactions. In Van Compernelle, R. & McGregor, J. (Eds.), *Authenticity, language, and interaction in second language contexts* (pp. 151–173). Clevedon, UK: Multilingual Matters.

Kinginger, C. (2013). Social and cultural aspects of language learning in study abroad. In Kinginger, C. (Ed.), *Social and cultural aspects of language learning in study abroad* (pp. 3–15). Amsterdam: John Benjamins.

Kinginger, C. & Tan, D. (2013). Exploring the potential of high school home stays as a context for local engagement and negotiation of difference: Americans in China. In Kinginger, C. (Ed.), *Social and cultural aspects of language learning in study abroad* (pp. 155–177). Amsterdam: John Benjamins.

Kinginger, C. (2012). Study abroad and second language acquisition. In Chapelle, C. (Ed.), *Encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Kinginger, C. (2012). Language socialization in study abroad. In Chapelle, C. (Ed.), *Encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Kinginger, C. (2011). National identity and language learning abroad: American students in the post-9/11 era. In Higgins, C. (Ed.) *Identity formation in globalizing contexts: Language learning in the new millennium* (pp. 147–166). Berlin: Mouton de Gruyter.

Kinginger, C. (2010). Foreign language learning. In McGaw, B., Baker, E. and Peterson, P. (Eds.), *International encyclopedia of education* (pp. 382–386). Oxford: Elsevier.

Kinginger, C., Blattner, G. & Roulon, S. (2009). Tu ou vous: Choix facilité lors de séjours linguistiques. In Peeters, B. (Ed.), *Tu ou vous: L’embarras du choix* (pp. 199–222). Limoges: Editions Lambert-Lucas.

Kinginger, C. (2008). Répertoires: Décentration et expression identitaire. In Kramsch, C. , Lévy, D., & Zarate, G. (Eds.), *Précis du plurilinguisme et du pluriculturalisme*. Paris: Editions du Sceren. Ministère de l'éducation nationale. Translated as Repertoires: Decentering and the expression of identity. In Kramsch, C. , Lévy, D., & Zarate, G. (Eds.) (2011), *Handbook of multilingualism and multiculturalism* (pp. 37–40). Paris: Editions des Archives Contemporaines.

Kinginger, C. & Blattner, G. (2008). Histories of engagement and sociolinguistic awareness in study abroad: Colloquial French. In Ortega, L. & Byrnes, H. (Eds.), *The longitudinal study of advanced L2 capacities* (pp. 223–246) Mahwah, NJ: Lawrence Erlbaum.

Brantmeier, C., Schueller, J., Wilde, J. & Kinginger, C. (2007). Gender equity in foreign language and English as a second language. In Klein S. (Ed.), *Handbook for achieving gender equity through education* (pp. 305–333). American Educational Research Association.

Kinginger, C. (2005). Learners and learning: Socialization. In Brown, K. (Ed.), *Encyclopedia of language and linguistics*, 2nd Edition (pp. 466–472). Oxford: Elsevier.

Kinginger, C. (2004). Communicative foreign language teaching through telecollaboration. In St. John, O., van Esch, K., & Schalkwijk, E. (Eds.), *New Insights into foreign language learning and teaching* (pp. 101–113). Frankfurt: Peter Lang.

Kinginger, C. (2004). Alice doesn't live here anymore: Foreign language learning and identity reconstruction. In Pavlenko, A. & Blackledge, A. (Eds.), *Negotiation of identities in multilingual contexts* (pp. 219–242). Clevedon, UK: Multilingual Matters.

Kinginger, C. (2002). Genres of power in teacher education: Interpreting the 'experts'. In Savignon, S. (Ed.), *Communicative language teaching In translation: Contexts and concerns in teacher education* (pp. 193–207). New Haven, CT: Yale University Press.

Kinginger, C. (2000). Learning the pragmatics of solidarity in the networked Classroom. In Hall, J.K. & Verplaetse, L.S. (Eds.), *The development of second and foreign language learning through classroom interaction* (pp. 23–46). Mahwah, NJ: Lawrence Erlbaum.

Kinginger, C. (1998). Beyond TA training: Developing a reflective approach to a career in language education. In Burkart, G. (Ed.), *Modules for the professional*

preparation of teaching assistants in foreign languages. Washington, DC: Center for Applied Linguistics, 19 pgs.

Kinginger, C. (1994). Task variation and repair in the foreign language classroom. In Haggstrom, M., Wiezcorek, J. & Morgan, L. (Eds.), *The foreign language classroom: Bridging theory and practice* (pp. 55–70). London: Garland Press.

Kinginger, C. & Savignon, S. (1991). Four conversations: Task variation and classroom learner discourse. In Faltis, C. & McGroarty, M. (Eds.), *Languages in school and society: Policy and pedagogy* (pp. 85–106). Berlin: Mouton de Gruyter.

Manuscripts accepted for publication

Kinginger, C. How I learned to stop worrying and love the survey. *Language Teaching*.

Working papers

Alegre, C., Ning, Z., Bielagk, P., Lucas, J., Rai, G., Fourneyron, J., Kinginger, C., Baghdadi, M., Flores, C., Resti, R., & Wiseman, A. (2011). *IES Abroad: Map for language and intercultural competence*. Chicago, IL: IES Abroad.

Kinginger, C. (2007). *Advanced language development and study abroad*. University Park, PA: The Pennsylvania State University, Center for Advanced Proficiency Research and Education.

Kinginger, C. (2007). *Language learning in study abroad: Case histories of Americans in France: Précis*. University Park, PA: The Pennsylvania State University, Center for Advanced Proficiency Research and Education.

Kinginger, C. & Whitworth, K. (2005). *Gender and emotional investment in language learning during study abroad. CALPER Working Paper Series 2*. University Park, PA: The Pennsylvania State University, Center for Advanced Proficiency Research and Education.

Manuscripts in process

Zhuang, J. & Kinginger, C. The effectiveness of applying cognitive linguistics to L2 instruction: A meta-analysis.

Invited book reviews

Schauer, G. A. (2009). *Interlanguage pragmatic development: The study abroad context*. London: Continuum. *Applied Linguistics*, 32, 572–573, 2011.

- Jackson, J. (2008). *Language, identity and study abroad*. London: Equinox.
- International Journal of Bilingual Education and Bilingualism, 14, 625–627, 2011.
- Patron, M.-C. (2007). *Culture and identity in study abroad contexts*. Berlin: Peter Lang. *International Journal of Bilingualism and Bilingual Education*, 12, 597–599, 2009.
- Wolf, J.E. (2006). *Subjectivity in a second language*. Berlin: Peter Lang. *Modern Language Journal*, 92, 339–340, 2008.
- Koven, M. (2007). *Selves in two languages*. Philadelphia: John Benjamins. *Sociolinguistic Studies*, 2, 271–274, 2008.
- Lesser, W. (Ed.) (2005). *The genius of language: Fifteen writers reflect on their mother tongues*. New York: Anchor Books. *Heritage Language Journal*, 7, 148–150, 2010.
- State of the art: Research on language development through programmes of study abroad: Recent publications. *International Journal of Bilingualism and Bilingual Education*, 10, 104–113, 2007.
- Phipps, A. & Gonzalez, M. (2004). *Modern languages: Learning and teaching in an intercultural field*. London: Sage. *Modern Language Journal*, 90, 281–282, 2006.
- Furry, N. & Jarausch, H. (2001). *Bonne continuation: Approfondissement à l'écrit et à l'oral*. Upper Saddle River, NJ: Prentice Hall. *Modern Language Journal*, 87, 479–480, 2003.
- Scollon, R. (2001). *Mediated discourse: The nexus of practice*. London: Routledge. *Modern Language Journal*, 87, 471–472, 2003.
- Collès, L. et.al. (2001). *Didactique des langues romanes: Le développement des compétences chez l'apprenant*. Brussels: Editions DeBoeck Duculot. *French Review*, 76, 164–165, 2002.
- Swierzbin, B. et.al. (2000). *Social and cognitive factors in second language acquisition: Selected proceedings of the 1999 Second Language Research Forum*. Somerville, MA: Casacadilla Press. *Modern Language Journal*, 85, 621–622, 2001.
- Silverman, D. (1998). *Harvey Sacks: Social science and conversation analysis*. New York: Oxford University Press. *Modern Language Journal*, 84, 601–602, 2000.

Sarfati, G.-E. (1997). *Eléments d'analyse du discours*. Paris: Editions Nathan.
French Review, 74, 190–191, 2000.

Egan-Robertson, A. & Bloome, D. (1998). *Students as researchers of language and culture in their own communities*. Cresskill, NY: Hampton Press, 1998. *Modern Language Journal*, 84, 280–281, 2000.

Schofer, P. & Rice, D. (1999). *Autour de la littérature*. Boston, Heinle & Heinle.
Modern Language Journal, 83, 607–608, 1999.

Cicurel, F. & Blondel, E. (1996). *La Construction interactive des discours de la classe de langue*. Paris: Presses de la Sorbonne Nouvelle. *French Review*, 71, 687–688, 1998.

Baron, N. (1990). *Pigeon birds and rhyming words*. Englewood Cliffs, NJ: Center for Applied Linguistics and Prentice Hall. *Modern Language Journal*, 75, 516–517, 1991.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press. *Studies in Second Language Acquisition*, 16, 498–499, 1994.

Colloquium report

Kinginger, C. (2011). American Association for Applied Linguistics Colloquia, 2010: The social turn in study abroad research. *Language Teaching*, 44, 262–263.

Papers presented at professional meetings

Kinginger, C. (2020). Where are they now? A comprehensive study of career pathways for U.S.-based language study abroad alumni. Association Internationale de Linguistique Appliquée, Groningen, The Netherlands, August. (invited paper)

Kinginger, C. & Carnine, J. (2020). Language learning at the homestay dinner table: Two case studies of American students in France. American Association for Applied Linguistics, Denver, CO, March.

Kinginger, C., Merson, E. & Torres, M. (2020). Linking global experiences to Liberal Arts majors' development of 21st century skills and careers. Forum on Education Abroad, Kansas City, KS, March.

Kinginger, C. & Carnine, J. (2019). The voices at the table: Language and culture in study abroad homestay mealtime interactions. Forum on Education Abroad, Denver, CO, March.

Kinginger, C. & Carnine, J. (2018). Learning language, culture, and global civic responsibility in French host family dinner conversations. American Council on the Teaching of Foreign Languages, New Orleans, LA, November.

Kinginger, C. & Lee, S.-H. (2018). The dialectics of control and connection in the study abroad homestay. American Association for Applied Linguistics, Chicago, IL, March.

Lee, S.-. & Kinginger, C. (2018). Learning to eat politely at the Chinese homestay dinner table: Two contrasting case studies. American Association for Applied Linguistics, Chicago, IL, March.

Kinginger, C. (2016). Language awareness and concept-based instruction in study abroad contexts. In 'Developing pragmatic competence across foreign languages.' Wilga Rivers Pedagogy Colloquium, American Association for Applied Linguistics, Orlando, FL, April.

Kinginger, C. (2015). Language socialization as intercultural learning in homestays abroad. In 'Intercultural competence and study abroad.' Colloquium, Japan Association of College Teachers of English, Kagoshima, Japan, August.

Kinginger, C. (2014). 'Identity and language learning in study abroad contexts.' Colloquium, American Association for Applied Linguistics, Portland, OR, March. (organizer).

Kinginger, C. (2014). Identity and language education in study abroad contexts. In 'Identity and language learning in study abroad contexts.' Colloquium, American Association for Applied Linguistics, Portland, OR, March.

Tan, D. & Kinginger, C. (2012). Language learning abroad: American high school students in Chinese homestays. American Council on the Teaching of Foreign Languages, Philadelphia, PA, November.

Lucas, J. & Kinginger, C. (2011). The IES Map for Language Learning: An update. IES Annual Conference, Chicago, IL, October.

Malone, M.K. & Kinginger, C. (2011). Exploring identity development in advanced second language learners through contextualized repertoire and discursive stance. In 'Researching identity: What methodological options are available for

applied linguistics?' Colloquium, American Association for Applied Linguistics, Chicago, IL, March.

Kinginger, C. (2010). 'The social turn in study abroad research.' Invited Colloquium, American Association for Applied Linguistics, Atlanta, GA, March (organizer).

Kinginger, C. (2009). Discussant for 'Teacher cognition and the professional development of graduate students in foreign language departments,' Colloquium, American Association for Applied Linguistics, Denver, CO, March.

Kinginger, C. & Appel, G. (2008) Advanced language proficiency education and research. Pennsylvania Council for International Education, University Park, PA, October.

Kinginger, C. & Malone, M. K. (2008). Narratives and the development of speaking ability in study abroad. EUOSLA, Aix-en-Provence, France, September.

Kinginger, C. (2008). Collective remembering and intercultural conflict in narratives of study abroad. Georgetown Roundtable on Language and Linguistics, Washington, DC, March.

Kinginger, C. (2008). National identity and the interpretation of culture in study abroad: A case study of Americans in France. In 'New directions for culture pedagogy in foreign language education,' Colloquium, American Association for Applied Linguistics, Washington, DC. March.

Kinginger, C. (2007). National identity and language learning abroad: American students in the post-9/11 era. International Pragmatics and Language Learning Conference. Honolulu, HI, March. (invited paper)

Kinginger, C. (2006). The Sabrina Syndrome: Intertextuality and performance of gendered identities in American women's narratives of learning French. In 'Second language learning and gender: Gender differences or the difference gender makes,' Colloquium, American Association for Applied Linguistics, Montreal, June.

Kinginger, C. (2005). Language development and negotiation of gendered identities in study abroad. In 'Negotiation of identity in study abroad.' AILA: Association Internationale de Linguistique Appliquée, Madison, WI. July. (Co-organizer of colloquium with Sally Magnan)

Kinginger, C. & Blattner, G. (2005). Assessing the development of sociolinguistic awareness in study abroad. Georgetown University Roundtable on Language and Linguistics, Washington, DC, March.

Kinginger, C. (2004). Studying language development abroad in light of learners' stories. American Council on the Teaching of Foreign Languages, Chicago, IL, November.

Kinginger, C. (2004). The development of sociopragmatic awareness in study abroad. In 'Discourse approaches to foreign language learning and teaching,' Invited Colloquium, American Association for Applied Linguistics, Portland, OR, May.

Kinginger, C. (2004). Bilingualism and emotion in the works of Nancy Huston. International Pragmatics Association, Toronto, Canada, April.

Kinginger, C. (2002). 'Approaches to research on telecollaborative language learning.' Invited Colloquium, American Association for Applied Linguistics, Salt Lake City, UT, March. (organizer)

Kinginger, C. (2001). 'The Penn State Telecollaboration Project.' American Council on the Teaching of Foreign Languages, Washington DC, November. (organizer)

Kinginger, C. (2001). The co-construction of intercultural awareness in networked foreign language classrooms. In 'Theory of Practice in Practice,' Colloquium, American Association for Applied Linguistics, St. Louis, MO, March.

Kinginger, C. (2000). The discursive construction of motivation: A case study. Annual Meeting on Socio-Cultural Theory and Second Language Acquisition. Pennsylvania State University, October.

Kinginger, C. (2000). Romancing the Zone: Interpretations of Vygotsky's concept for American foreign language education. In 'The Zone of Proximal Development,' Colloquium, American Association for Applied Linguistics. Vancouver, March.

Kinginger, C., Gourves-Hayward, A. & Simpson, V. (1999). Telecollaborative teaching across the Atlantic. International Association for Language Learning Technology. College Park, MD, June.

Kinginger, C. (1999). Teacher education as access to discourses. American Association for Applied Linguistics. Stamford, CT, March.

Kinginger, C. (1998). Meaning and form in the classroom: An Activity-Theoretical perspective. American Council on the Teaching of Foreign Languages. Chicago, IL, November.

Gourves-Hayward, A., Kinginger, C., & Simpson, V. (1998). Interculturalité et pédagogie. Journées du Groupe de Linguistique Appliquée, Université Victor Ségalen / Ecole Nationale Supérieure de Télécommunications de Bretagne, Brest, France, June.

Kinginger, C. (1997). Access to discourses and the construction of language learning motivation. Annual Meeting on Socio-Cultural Theory and Second Language Acquisition, Las Vegas, NV, November.

Kinginger, C., Gourves-Hayward, A., & Simpson, V. (1997). Mirror images across the Atlantic. American Association of Teachers of French, Nashville, TN, November.

Kinginger, C. (1997). Videoconferencing in the foreign language classroom. Foreign Language Association of Missouri, Lake of the Ozarks, MO, October.

Kinginger, C. (1997). A discourse approach to the study of language educators' coherence systems. American Association for Applied Linguistics, Orlando, FL, March.

Kinginger, C. & Gourves-Hayward, A. (1996). Cultural awareness: A pilot project between the ENST de Bretagne and the University of Maryland. Marshall University Multicultural and International Conference, Huntington, WV, November.

Kinginger, C. (1995). The construction of work by language educators. Annual Meeting on Socio-Cultural Theory and Second Language Acquisition. Athens, GA, November.

Kinginger, C. (1995). Reflective practice in the education of teaching assistants. Georgetown University Roundtable Pre-Session on Issues in Language Program Direction, Washington, DC, March.

Kinginger, C. (1995). The electronic mail exchange as a communicative event in the language classroom. American Association for Applied Linguistics, Long Beach, CA, March.

Kinginger, C. (1994). Innovation in practice: A portrait. Irish Association for Applied Linguistics: International Conference on Language, Education and Society in a Changing World, Dublin, Ireland, June.

Kinginger, C. (1994). Locating contingency in e-mail. Georgetown Roundtable on Languages and Linguistics, Washington, DC, March.

Kinginger, C. (1993). A collaborative model for the professional development of teaching assistants. American Council on the Teaching of Foreign Languages, San Antonio, TX, November.

Kinginger, C. (1993). Some roles of literary texts in communicative language teaching. George Washington University Conference on Literature and Language Teaching, Washington, DC, April.

Kinginger, C. & Barson, J. (1992). Conversational narrative in the electronic classroom. American Association for Applied Linguistics, Seattle, WA, February.

Kinginger, C. (1991). Social and pedagogical aspects of classroom discourse: The myth of the conversation course. Modern Language Association, San Francisco, CA, December.

Kinginger, C. (1991). The teacher's paradox and the discourse of classroom interaction. American Association of Teachers of French, Minneapolis, MN, July.

Kinginger, C. (1991). Task variation and classroom learner discourse. American Association for Applied Linguistics, New York, NY, March.

Kinginger, C. (1990). Politeness among learners in the foreign language classroom. Conference on Second Language Acquisition and Foreign Language Learning. University of Illinois at Urbana-Champaign, April.

Kinginger, C. & Savignon, S. (1989). Pair work tasks and the language they generate. Conference on Pragmatics and Language Learning, University of Illinois at Urbana-Champaign, April.

Kinginger, C. (1989). Pair work tasks and language learners' conversations. Northeast Conference on the Teaching of Foreign Languages, New York, NY, April.

Kinginger, C. (1988). Four conversations: An investigation of classroom task types and interlanguage talk. Conference on Pragmatics and Language Learning, University of Illinois at Urbana-Champaign, April.

Speaking engagements

External

Thoughts on advocacy for modern languages and international education. Symposium on Foreign Language Learning and the “Languages Connect” Strategy: Perspectives in and for Higher Education. National University of Ireland/University College Cork, Cork, Ireland, November 2018.

Language learning in intercultural encounters abroad. Cornell University, Ithaca, NY, September, 2018.

Learning language in everyday encounters abroad. Middlebury College, Middlebury, VT, April 2018.

Understanding intercultural encounters abroad as learning opportunities. University of Virginia, Institute of World Languages Lecture Series, Charlottesville, VA, April 2017.

Eating hot dogs with chopsticks: Intercultural encounters abroad as learning opportunities. Rethinking L2 Learning, Use, and Policy for Intercultural Communication, 19th International Conference and Workshop of TEFL and Applied Linguistics, Ming Chuan University, Taoyuan City, Taiwan, March 2017. (keynote address)

The qualities of study abroad experiences: A sociocultural perspective. Understanding the Study Abroad Experience, Rice University Center for Languages and Intercultural Communication, Houston, TX, February 2017. (plenary talk)

Four questions for the next generation of study abroad researchers. Study Abroad in European Perspective, Vilnius, Lithuania, October 2016. (keynote address)

Telecollaboration and student mobility for language learning. New Directions in Telecollaborative Research and Practice, Trinity College, Dublin, Ireland, April 2016. (keynote address)

Identity and language socialization in study abroad settings. Georgetown University Lecture Series in Linguistics, Washington, DC, November 2015.

Japanese language learners abroad in an era of globalization. JACET (Japan Association of College Teachers of English) International Conference, Kagoshima, Japan, August 2015. (plenary talk)

Social interaction and language learning in study abroad. Foreign Language Acquisition, Research, and Education Studies (FLARES) Annual Symposium, Iowa City, Iowa, April 2015. (keynote address)

Active learning of language and culture in study abroad. JACET (Japan Association of College Teachers of English) Chapter Conference, Kagoshima, Japan, July 2014. (plenary talk)

Student mobility, identity, and language learning: A new role for concept-based instruction? IREST (Intercultural Resources for Erasmus Students and Their Teachers), Bologna, Italy, June 2014. (plenary talk)

Pragmatics and identity in L2 land: Rethinking the role of mediation. Colloque GLAT (Groupe de Linguistique Appliquée des Télécommunications), Brest, France, June 2014. (plenary talk)

The ethnography of language learning in study abroad. Emory College Language Center, Atlanta, GA, November 2013.

Language and identity in study abroad. Department of Modern Languages, Carnegie Mellon University, Pittsburgh, PA, November 2013.

Language and taste socialization in study abroad: Americans in China. Department of Language and Literacy Education, University of British Columbia, Vancouver, CA, July 2013.

Student mobility and language socialization. Colloquium on Student Mobilities and the Construction of Interculturality. University of Hull, UK, April 2013.

Student mobility, language learning, and identity. Open University, Milton Keynes, UK, April 2013.

Language socialization in the home stay: American high school students in China. Residence Abroad, Social Networks, and Second Language Learning, University of Southampton, Southampton, UK, April 2013. (plenary talk)

Language learning in study abroad. Forum on Education Abroad Fireside Dialogues, Chicago, IL, April 2013.

Identity conflict in language learning abroad. Institute for Research on Identities and Societies, University of Lleida, Lleida, Spain, November 2012.

Contemporary research on language learning in study abroad. Center for Language Study, Yale University, New Haven, CT, April 2012.

Language learning in study abroad: Recent findings, new implications for best practices. Forum on Education Abroad, Standards of Good Practice Institute on Outcomes Assessment in Education Abroad. Denver, CO, March 2012.

Exploring the intercultural dimensions of cross-border language learning, Third International Conference on the Development and Assessment of Intercultural Competence, University of Arizona Center for Educational Resources in Culture, Language, and Literacy (CERCLL), January 2012. (plenary talk)

Language socialization in study abroad. Center for Language Teaching Advancement, Michigan State University, October 2011.

Globalization, language learning, and the contemporary study abroad experience, Department of Foreign Languages and Literatures, University of North Texas, April 2011.

Promoting language learning in study abroad. Cornell University Language Resource Center, November 2010.

When the 'multilingual subject' goes abroad. Immersion and Language Learning Lecture Series, Language Institute, University of Wisconsin-Madison, September, 2010.

Language socialization in study abroad. East Asian Language and Pedagogy Research Group, Duke University, Durham, NC, February 2010.

Language learning in contemporary study abroad, Language Learning Lecture Series, Washington University, St. Louis, MO, November 2009.

American students abroad: Negotiation of difference? Berkeley Language Center, University of California, Berkeley, October 2008.

Study abroad, language learning, and globalization. American Council on the Teaching of Foreign Languages Teacher Development and Research Special Interest Group, Orlando, FL, November 2008.

Study abroad: Measuring learning outcomes, International Education Forum: Fostering Connection, Collaboration, and Creative Ideas. The International Education Programs Service (IEPS), United States Department of Education, Washington, DC, February, 2008. (panel participant).

Language learning in study abroad: Case studies of Americans in France, Distinguished Guest Lecture Series, Temple University CIBER Language and Linguistic Center, Philadelphia, PA, November 2007.

Narrative study and second language research, Northeastern University Department of Modern Languages Lecture Series, Boston, MA, April 2003.

Discourse and grammar instruction in foreign languages, Northeastern University College of Education, Boston, MA, April 2003.

Pragmatics in cyber-space: Sociocultural perspectives, and *The Penn State Foreign Language Telecollaboration Project*, Quentin Johnson Memorial Linguistics Lecture Series, Iowa State University, Ames, IA, February 2003.

Language awareness and telecommunications technology. Lecture Series in Second Language Acquisition and Teacher Education, University of Illinois at Urbana-Champaign, April 1998.

Why methods don't work. Bay Area Chinese Teachers' Association Annual Meeting, San Francisco, CA, June 1992.

In-house

Contextualized language practices as sites for learning: Mealtime talk in Chinese homestays. Department of Applied Linguistics Round Table, April 2015. (with Sheng-Hsun Lee & Qian Wu).

Language learning in study abroad: Recent findings, new implications for best practices. Office of Global Programs, Penn State University, April 2012.

Telecollaborative language learning. Panel on Second and Foreign Language Learning Beyond the Classroom, Penn State University, November 1999.

Conceptual and technical tools of contemporary language teaching. Inauguration of the Anna Lou Blair Language Media Center, Southwest Missouri State University, November 1997. (keynote address)

Using the video-conference for cross-cultural exchange. College of Arts and Letters Technology Colloquium, Southwest Missouri State University, November 1997.

The discourses of language education. Department of French and Italian Research Colloquium, University of Maryland at College Park, April 1993.

Interdepartmental collaboration in teaching assistant education. Center for Teaching Excellence, University of Maryland at College Park, March 1992. (with Roberta Lavine and Gabriela Strauch)

Language teaching then and now. Stanford Centennial Weekend, Stanford University, September 1991. (with John Barson)

A brief history of language teaching in the United States. Department of Asian Languages, Stanford University, Stanford, CA, April 1992.

Workshops

External

Identity and language learning in study abroad contexts, Department of Applied English, Ming Chuan University, Taoyuan City, Taiwan, March 2017.

Making the most of a sojourn abroad. University of Nagasaki, Siebold, Department of English, July 2014.

Research on language learning in study/ residence abroad. Department of English and Applied Linguistics, University of Lleida, Spain, November 2012.

IES Language Project, Rabat, Morocco, April 2010.

An activist's approach to language learning in study abroad, Washington University, St. Louis, MO, November 2009.

Seminar in communicative language teaching, Albright College, Reading, PA. April 2004.

Employer les ressources pédagogiques de l'Internet. Montgomery County Public Schools French Immersion Teachers' Workshop, August 1996.

Computer-mediated communication for language instruction. Georgetown Day School, Washington, DC, February 1995.

Talking to learn: Small group and pair work in the foreign language classroom. Foreign Language Educators of New Jersey, October 1990.

In-house

Language socialization in study abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, July 2012.

Investigating language use in study abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, June 2008.

Raising language awareness in study abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, June 2007.

Recent research on language learning in study abroad. Center for Advanced Language Proficiency Education and Research, Penn State University, June 2006.

Writing conference abstracts. Language Acquisition Graduate Association, Penn State University, September 2003. (co-presenter with Karen Johnson).

Preparing conference presentations. Language Acquisition Graduate Association, Penn State University, March 2004.

Gender and power in the foreign language classroom. University of Maryland, January 1995. (co-presenter with Roberta Lavine and Gabriela Strauch)

The teaching portfolio. University of Maryland, November 1994. (co-presenter with Roberta Lavine, Cindy Martin, Scott McGuinness and Gabriela Strauch)

The academic job search. University of Maryland, March 1994. (co-presenter with Roberta Lavine and Gabriela Strauch)

Grants for research

Completed

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, project director for '*A model short-term study abroad program for heritage learners of Spanish*,' 2014 – 2018, \$617,000 for all projects.

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, project director for '*Intercultural dialogue and language learning in the homestay: High school students in China*,' 2010 – 2014, \$1,285,000 for all projects.

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, project director for '*Making language visible: A project-based resource for language learners abroad*,' 2007 – 2010, \$1,400,000 for all projects.

Penn State Center for Advanced Language Proficiency Education and Research (CALPER), United States Department of Education, project director for '*The social context of language learning during study abroad*,' 2002 – 2006, \$1,400,000 for all projects.

Principal investigator, *Penn State foreign language tele-collaborative project*, United States Department of Education. Fall 1999, \$434,000.00.

Summer Faculty Fellowship. Southwest Missouri State University. Summer 1997, \$5000.

IBM Project grant: '*Culture in the virtual classroom*.' University of Maryland, Summer and Fall 1996, \$13,000.

University of Maryland General Research Board Summer Grant: '*The acquisition of discourse competence by second and foreign language learners*.' Summer 1993, \$3500.

Ivy League Consortium for Language Teaching and Learning: '*Language acquisition in a computer-enhanced classroom*.' Fall 1991, \$2000.

Currently funded

International Research and Studies, United States Department of Education, Project Director for '*The careers of language study abroad alumni: A comprehensive investigation*,' 2017-2020, \$271,224.

American Council for the Teaching of Foreign Languages, Principal investigator for '*Learning language, culture, and global civic responsibility in French host family dinner conversations*,' 2017-2020, \$2000.

Editorial activities

Editorial board

Foreign Language Annals, 2018 – present.

L2 Journal, 2015 – present.

Mélanges CRAPEL (Centre de Recherches et d'Applications Pédagogiques en Langues, University of Nancy). 2015 – present.

Study Abroad Research in Second Language Acquisition and International Education. 2014 – present.

The Language Learning Journal (United Kingdom Association for Language Learning). 2007 – present.

AAUSC Annual Volume (American Association of University Supervisors and Coordinators). 1999 – 2007.

NECTFL Review (Northeast Conference on the Teaching of Foreign Languages). 1999 – 2007.

Ad hoc Reader/ Referee

Chinese as a Second Language

Study Abroad Research in Second Language Acquisition and International Education

The High School Journal

Mélanges

The Language Learning Journal

Journal of Bias, Identity, and Diversities in Education

Language, Culture, and Curriculum

Journal of Language, Identity, and Education

Frontiers: The Interdisciplinary Journal of Study Abroad

Language and Intercultural Communication

Life Writing

International Journal of Bilingualism and Bilingual Education

Journal of Education for Teaching

L2 Journal

System

Applied Linguistics Review

International Multilingual Research Journal

International Review of Applied Linguistics

Language Learning

Essays in French Literature and Culture

Critical Inquiry in Language Study

TESOL Quarterly

Language Awareness

Intercultural Pragmatics

Journal of Multilingual and Multicultural Development

Canadian Modern Language Review

Language Learning and Technology

Applied Linguistics

Foreign Language Annals

Modern Language Journal

Review work

Proposal reviewer (grants and conferences):

American Councils for International Education Title XIII Research Program, 2017.

Partner University Fund, French Embassy, 2016.

Language Learning Small Grants Program, 2016.

Leverhulme Trust, 2014.

Irish Research Council Advanced Research Project Grants, 2013.

Second Language Research Forum (SRLF), 2008, 2012, 2017.

Linguistics Program, Behavioral and Cognitive Sciences, National Science Foundation, 2011.

Economic and Social Research Council, United Kingdom, 2010.

Standard Research Grants Program of the Social Sciences and Humanities Research Council of Canada, Spring 2003, Spring 2011.

Annual Meeting of the American Association for Applied Linguistics, 1995, 1996, 1998, 2011, 2013, 2014, 2016, 2019.

Master of Research Thesis Reviewer, Macquarie University, 2019.

Doctoral Dissertation External Evaluator, University of British Columbia, 2018.

Doctoral Dissertation External Evaluator, University of Auckland, 2016.

Reviewer of the Institute for International Education Boren Report, 2015.

Master's Thesis External Reviewer, University of New England, 2014.

Member of the Advisory Committee, IES Language Project, 2009 – 2011.

Outside evaluator, FIELDs program, Yale University Language Center, 2009 – 2011

Member of the Scientific Committee, EUROSILA 19, Ireland, 2009.

Reviewer for academic presses:

Palgrave Macmillan, 2015

John Benjamins, 1994, 2006

Lawrence Erlbaum, 2007

Routledge/Taylor & Francis, 2008, 2013

Reviewer for trade presses: Wiley, Harper Collins, McGraw-Hill, and Prentice Hall.
1991 – 1996

TEACHING

Courses taught

Undergraduate

French language at all levels

Composition and Style

Applied Linguistics

Advanced Grammar

French Phonetics

Introduction to French Sociolinguistics

Contemporary French Culture

Introduction to French Linguistics

Multilingual Lives: Stories of Language Learning, Identity and Culture

Graduate

Introduction to Applied Linguistics

Second Language Acquisition

Discourse Analysis

Critical Discourse Analysis in Language Education

Principles and Practice of Foreign Language Teaching

Methods of Teaching English as a Second Language

Environments for Language Learning

Qualitative Research in Applied Linguistics

Autobiographies of Language Learners

Narrative Study in Second Language Research

Pragmatics in Language Learning and Teaching

Language Program Design and Direction

Seminar in Approaches to Language in Use

Narratives of Multilingual Identity

Second Language Reading

Student Mobility and Language Learning

Defining and Developing Advanced Language Ability

Test development

French Language Placement Test, Stanford University (Fall 1990 – Spring 1992).

Honors and awards

Honorary Member, JACET (Japan Association of College Teachers of English), 2016.

Global Fund Travel Award, Office of International Programs, The Pennsylvania State University, 2008.

Distinguished Alumni Award, National Honor Society, Wilson High School, West Lawn, PA, Spring 2004.

Nominated (with C. Groff-Aldridge, R. Lavine & G. Strauch) for the "Outstanding Educator of the Year" award from the Maryland Association for Higher Education, Spring 1995.

Center for Teaching Excellence Award, University of Maryland, Spring 1994.

University of Maryland Arts and Humanities Teaching Fellow, 1993 – 1994.

French Embassy Cultural Services Scholarship for summer study in France, Summer 1990.

Incomplete List of Teachers Rated Excellent By Their Students, University of Illinois, 1987.

Dissertations directed

Sheng-Hsun Lee, Lecturer B (Tenure-Track), School of Languages and Cultures, University of Queensland, Australia, *Learning Chinese in and beyond study abroad: Two longitudinal case studies of language learning processes*, 2017.

Qian Wu, Lecturer, Ontario Institute for Studies in Education, Canada, *Communicating emotions in Chinese: A mixed methods multiple case study of American learners of Chinese studying in China*, 2017.

Mary Kathryn Malone, Director, Kenyon College Intensive Language Model, *Sociopragmatic competence and L2 self: Discursive choices in advanced French L2 narratives*, 2015.

Edie Furniss, *A web-based instructional module for the teaching of routine formulas in Russian*, 2015.

Alissa Hartig, Assistant Professor of Applied Linguistics, Portland State University, *Connecting disciplinary concepts and language: A study of legal literacy development in a second language and legal culture*, 2014.

Julietta Fernández, Assistant Professor of Spanish, University of Arizona, *Social networks and youngspeak in study abroad*, 2013.

Rémi A. van Compernelle, Associate Professor of Second Language Acquisition and French, Carnegie Mellon University, *Developing sociopragmatic capacity in a second language through concept-based instruction: Case studies of university learners of French*, 2012.

Rumia Ableeva, Assistant Professor of French, Nazarbayev University, *Dynamic assessment of listening comprehension among intermediate university French L2 students*, 2010 (co-directed with James Lantolf).

Kwanghyun Park, Assistant Professor, National Institute of Education, Singapore, *Enhancing learners' performance through corpus-informed mediation in genre-based L2 writing instruction*, 2010.

Kathleen Farrell, Adjunct Assistant Professor of French, University of Wisconsin, *Access to language learning during study abroad: The roles of identity and subject positioning*, 2006.

Kate Douglass, Associate Professor of French, SUNY Fredonia, *Climbing the Eiffel Tower: An activity theoretic analysis of motives in an individual learner of French*, 2005.

Matthew Poehner, Professor of Education, Pennsylvania State University, *Dynamic assessment of oral proficiency among advanced learners of French*, 2005 (co-directed with James Lantolf).

Hélène Andrawiss-Dlamini, Education Policy Analyst, Organization for Economic Co-operation and Development, London, *Cultural dimensions of foreign language learning: A sociocultural perspective*, 2004.

Janel Pettes Guikema, Associate Professor of French, Grand Valley State University, *Learners as agents of development: An activity theory and folk linguistic analysis of foreign language literacy*, 2004.

Lawrence Williams, Professor of French, University of North Texas, *The nature and complexities of chat discourse: A qualitative case study of multi-level learners of French*, 2003.

Certificate

Certified to administer the ACTFL Oral Proficiency Interview in French, October 1985.

Grants for improvement of instruction

Interactive, on-line syllabus for French 3, Fund for Excellence in Learning and Teaching, Penn State University, (with Lawrence Williams). Summer 2001, \$2000.

Founder of the *Virtual Language Center*, Department of Modern and Classical Languages, Southwest Missouri State University, Fall 1998, \$30,000. (Funding provided by the Office of Academic Affairs.)

Telecollaborative partnership with the Ecole Nationale Supérieure de Télécommunications de Bretagne, State of Missouri "Funding For Results" Grant. Fall 1996, \$1600.

Gender and power in the foreign language classroom, University of Maryland Center for Teaching Excellence Grant (with Roberta Lavine and Gabriela Strauch). Summer 1995, \$11,020.

A model teaching assistant training program, University of Maryland Center for Teaching Excellence Grant (with Roberta Lavine and Gabriela Strauch). Summer 1993. \$4500.

The AT+T electronic language classroom, Co-author (with James Unger) of a successful proposal to AT+T for a 20-station networked computer installation for language research and instruction. University of Maryland, Summer 1993. \$250,000.

French video workshop, Course development grant from French Embassy Cultural Services. Stanford University, Spring 1992. \$500.

Teacher training video project, Grant to provide equipment for video-based peer observation by Teaching Assistants in French and Spanish. Stanford University, Spring 1991. \$800.

French Embassy Cultural Services grant to participate in a pedagogical workshop on teaching French culture in Paris, Summer 1990. Room, board, and travel expenses in France were provided.

SERVICE TO THE PROFESSION

Member of the Nominating Committee, American Association for Applied Linguistics, 2012.

Referee for the Christopher Brumfit Award, Cambridge University Press, 2009.

Member of the Resolutions Committee, American Association for Applied Linguistics, 2004 – 2006.

Co-Chair, Annual Meeting of the American Association for Applied Linguistics, Spring 2004.

Member of the *New Visions in Action Task Force on Research* sponsored by the Language Resource Center of the University of Iowa, 2001 – 2003.

Program committee coordinator for the conference strand, 'Language and Research Methodology.' American Association for Applied Linguistics, 2001 – 2002.

Moderator, Session on Teachers' Action Research, Northeast Conference on the Teaching of Foreign Languages, New York, NY, March 2001.

Discussion Leader, *The uses of computer mediated communication in language instruction*, Annual TESOL Convention (Teachers of English to Speakers of Other Languages), March 2000 (with S. Fotos).

Foreign Languages Curriculum Development Committee, Springfield Public Schools, Springfield, MO. September 1997 – June 1998.

Member of the Long-Range Planning Committee of the American Association for Applied Linguistics, October 1995 – June 1997.

Section head on Second Language Acquisition, American Association of Teachers of French, September 1996 – September 1997.

Organizer of the Junior Faculty Special Interest Group of the American Association for Applied Linguistics, 1994 – 1997.

Faculty mentor for the University of Maryland McNair Minority Academic Achievement Program, Summer 1995.

Program Committee Member for the 1995 annual meeting of the American Association for Applied Linguistics.

Local Chair for the 1994 annual meeting of the American Association for Applied Linguistics.

RESEARCH INTERESTS

Sociocultural approaches to second language learning

Study abroad

Second language pragmatics

Narrative and case study in applied linguistics

PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics/ Association Internationale de Linguistique Appliquée

American Council on the Teaching of Foreign Languages

International Pragmatics Association

Forum on Education Abroad