

Curriculum Vitae

Matthew E. Poehner
Professor, World Languages Education and Applied Linguistics
The Pennsylvania State University
ORCID 0000-0003-2862-8759

I. PERSONAL

Home address: 190 Mossey Glen Road
State College PA 16801 USA
Phone: 814-867-4723
Email: mep158@psu.edu

II. EDUCATION

Ph.D. in French (Applied Linguistics), Pennsylvania State University, May 2005
Dissertation – “Dynamic Assessment of Oral Proficiency Among Advanced L2 Learners of French”
M.A. in French (Literature, Civilization, and Linguistics), Pennsylvania State University, 2000
B.S. in Education (Foreign Language Teaching, Kindergarten-12th Grade), University of Cincinnati, 1998
B.A. with Honors in French (Romance Languages and Literatures), University of Cincinnati, 1997

III. ACADEMIC POSITIONS HELD

Professor of World Languages Education and Applied Linguistics, Department of Curriculum and Instruction, Penn State University (July, 2019 – present)

Associate Department Head, Department of Curriculum and Instruction, Penn State University (March 2020 – July, 2021)

Associate Professor of World Languages Education and Applied Linguistics, Department of Curriculum and Instruction, Penn State University (July, 2013–June, 2019)

Assistant Professor of World Languages Education and Applied Linguistics, Department of Curriculum and Instruction, Penn State University (July, 2008–June, 2013)

Senior Lecturer, Department of Applied Linguistics, Penn State University (2006–2008).

Coordinator for Research (Post-doc), Center for Language Acquisition, Penn State University (2006–2008)

Assistant Coordinator, Center for Advanced Language Proficiency Education and Research, Penn State University (2006–2008)

Coordinator, Intensive English Program, Juniata College (2005–2006)

VISITING ACADEMIC POSITIONS

Visiting Professor, Applied Linguistics, University of Jyväskylä, Finland (June – July, 2019)

Senior Visiting Fellow, School of Education, Faculty of Arts and Social Sciences, University of New South Wales, Sydney, Australia (June–July, 2016)

Visiting Scholar, School of Languages and Linguistics, Faculty of Arts, University of Melbourne, Australia (May–June, 2016)

Visiting Professor in English and Linguistics, School of Education and Communication, Jönköping University, Sweden (May – June, 2014)

IV. PUBLICATIONS

BOOKS

Leontjev, D., Poehner, M. E., & Huhta, A. (Eds.). (in preparation; contract accepted). *Dynamic and diagnostic language assessment. Learning across frameworks to support L2 education*. De Gruyter.

Poehner, M. E. & Lantolf, J. P. (in preparation; contract accepted). *Sociocultural Theory and second language developmental education*. Cambridge: Cambridge University Press.

Poehner, M. E., & Inbar-Lourie, O. (Eds.). (2020). *Toward a reconceptualization of L2 classroom assessment: Praxis and researcher-teacher partnership*. Berlin: Springer Publishing.

Lantolf, J. P., & Poehner, M. E. (Eds.). With M. Swain. (2018). *The Routledge handbook of Sociocultural Theory and second language acquisition*. London: Routledge.

Lantolf, J. P., & Poehner, M.E. (2014). *Sociocultural Theory and the pedagogical imperative in L2 education. Vygotskian praxis and the research/practice divide*. London: Routledge.

Poehner, M.E., & Rea-Dickins, P. (Eds.). (2013). *Addressing issues of access and fairness in education through dynamic assessment*. London: Routledge. [special issues as books program]

Poehner, M.E. (2008). *Dynamic Assessment: A Vygotskian approach to understanding and promoting second language development*. Berlin: Springer.

Lantolf, J.P., & Poehner, M.E. (Eds.). (2008). *Sociocultural Theory and the teaching of second languages*. London: Equinox.

INSTRUCTIONAL MATERIAL

Poehner, M. E. (2015). *A casebook of Dynamic Assessment in foreign language education*. Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA. [116 pp.]

Lantolf, J.P., & Poehner, M.E. (2011). *Dynamic Assessment in the foreign language classroom. A teachers guide. Second edition*. Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA. [200 pp. & video DVD]

Lantolf, J.P., & Poehner, M.E. (2006). *Dynamic Assessment in the foreign language classroom. A teachers guide*. Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA. [149 pp. & video DVD. Version 1.0]

JOURNAL SPECIAL ISSUES (GUEST EDITED)

Poehner, M. E. & Lantolf, J. P. (to appear). L2 Dynamic Assessment research in China. *Language Assessment Quarterly*.

Lantolf, J. P. & Poehner, M. E. (to appear). Sociocultural Theory and classroom second language learning in the East Asian context. *The Modern Language Journal*.

Poehner, M. E. (2018). Dynamic Assessment of second language development: Realizing the 'undiscovered country' in the Twenty-First Century. *Journal of Cognitive Education and Psychology*, 17(1).

Poehner, M. E. (2016). Sociocultural Theory and the implications of dialectics for L2 research and practice. *Language and Sociocultural Theory*, 3(2).

Poehner, M.E., & Rea-Dickins, R. (2011). Addressing issues of access and fairness in education through Dynamic Assessment. *Assessment in Education: Principles, Policy and Practice*, 18(2).

ARTICLES IN REFEREED JOURNALS

Poehner, M. E. & Infante, P. (in preparation). Mediated Development as collective ZPD activity in L2 classrooms.

Yu, L. & Poehner, M. E. (revised and resubmitted). Developing L2 writing abilities through an instructional enrichment program informed by Dynamic Assessment.

Poehner, M. E. & Lantolf, J. P. (to appear). Advancing L2 Dynamic Assessment: Innovations in Chinese contexts. *Language Assessment Quarterly*.

Lantolf, J. P. & Poehner, M. E. (to appear). Sociocultural Theory and classroom second language learning in the East Asian context. *The Modern Language Journal*.

Poehner, M. E. & Leontjev, D. (advanced publication online 2022). Interaction, mediation, and a view of teachers as creators of learner L2 development. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12444>

Poehner, M. E. & Yu, L. (advanced publication online 2022). Dynamic Assessment of L2 Writing: Exploring the potential of rubrics as mediation in diagnosing learner emerging abilities. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3098>

Infante, P. & Poehner, M. E. (2021). Alex the toolmaker: Tool-and-result activity in the L2 learning context. *Linguistics and Education* 63. <https://doi.org/10.1016/j.linged.2020.100862>

Poehner, M. E. & Lantolf, J. P. (2021). The ZPD, second language learning, and the transposition~transformation dialectic. *Cultural-Historical Psychology* 17(3): 31-41.

Poehner, M. E. & Wang, Z. (2021). Timeline: Dynamic Assessment of L2 Development. *Language Teaching*. <http://dx.doi.org/10.1017/S0261444820000555>

Poehner, M. E., & Pasterick, M. (2020). A Vygotskian approach to mediating learner intercultural competence during study abroad. *International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2018-0219>

Infante, P., & Poehner, M. E. (2019). Realizing the ZPD in second language education: The complementary contributions of Dynamic Assessment and Mediated Development. *Language and Sociocultural Theory*.

- Poehner, M. E., & Infante, P. (advanced publication online 2019). Mediated Development and the internalization of psychological tools in second language (L2) education. *Learning, Culture, and Social Interaction* 22.
- Poehner, M. E., van Compernelle, R. A., Esteve, O., & Lantolf, J. P. (2019). A Vygotskian developmental approach to second language education. *Journal of Cognitive Education and Psychology* 17 (2).
- Poehner, M. E., & Leontjev, D. (advanced publication online, 2018). To correct or to cooperate. Mediational processes and L2 development. *Language Teaching Research*. doi: 10.1177/1362168818783212
- Poehner, M. E., & van Compernelle, R. A. (2018). Interaction, change, and the role of the historical in validation: The case of L2 Dynamic Assessment. *Journal of Cognitive Education and Psychology*, 17(1): 28-46.
- Poehner, M. E., Infante, P., & Takamiya, Y. (2018). Mediational processes in support of learner L2 writing development: Individual, peer, and group contexts. *Journal of Cognitive Education and Psychology*, 17(1): 112-132.
- Poehner, M. E. (2018). Dynamic Assessment and second language development: Realizing the “undiscovered country” in the Twenty-First Century. *Journal of Cognitive Education and Psychology*, 17(1): 3-15.
- Poehner, M. E., Kinginger, C., van Compernelle, R. A., & Lantolf, J. P. (2018). Pursuing Vygotsky’s dialectical approach to pedagogy and development: A response to Kellogg. *Applied Linguistics*, 39(3): 429-433. doi:10.1093/applin/amx033
- Poehner, M. E., & Infante, P. (2017). Mediated Development: A Vygotskian approach to transforming learner L2 abilities. *TESOL Quarterly*, 51(2): 332-357. doi:10.1002/tesq.308
- Poehner, M. E. (2016). Sociocultural Theory and the dialectical-materialist approach to L2 development. *Language and Sociocultural Theory*, 3(2): 133-152.
- Poehner, M. E., & Swain, M. (2016). L2 development as cognitive-emotive process. *Language and Sociocultural Theory*, 3(2): 219-241.
- Harsch, C., & Poehner, M. E. (2016). Enhancing student experiences abroad: The potential of Dynamic Assessment to develop student interculturality. *Language and Intercultural Communication*, 16(3): 470-490.
- Poehner, M. E., & Infante, P. (2015). Mediated Development: Inter-psychological activity for L2 education. *Language and Sociocultural Theory*, 2(2): 161-183.

- Poehner, M. E., Zhang, J., & Lu, X. (2015). Computerized Dynamic Assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing*, 32(3): 337-357.
- Poehner, M. E., & van Compernelle, R.A. (2013). L2 development around tests. Learner response processes and Dynamic Assessment. *International Review of Applied Linguistics*, 51(4): 353-377.
- Poehner, M. E., & Lantolf, J.P. (2013). Bringing the ZPD into the equation: Capturing L2 development during computerized Dynamic Assessment. *Language Teaching Research*, 17(3): 323-342.
- Lantolf, J. P., & Poehner, M.E. (2013). The unfairness of equal treatment: Objectivity in L2 testing and Dynamic Assessment. *Educational Research and Evaluation*, 19(2-3), 141-157.
- Poehner, M.E. (2012). The Zone of Proximal Development and the genesis of self-assessment. *The Modern Language Journal*, 96(4), 610-622.
- Poehner, M. E. (2011). Validity and interaction in the ZPD: Interpreting learner development through L2 Dynamic Assessment. *International Journal of Applied Linguistics*, 21(2), 244-263.
- Poehner, M. E., & van Compernelle, R.A. (2011). Frames of interaction in Dynamic Assessment: Developmental diagnoses of second language learning. *Assessment in Education: Principles, Policy and Practice*, 18(2), 183-198.
- Poehner, M. E. (2011). Dynamic Assessment: Fairness through the prism of mediation. *Assessment in Education: Principles, Policy and Practice*, 18(2), 99-112.
- Rea-Dickins, P., & Poehner, M.E. (2011). Addressing issues of access and fairness in education through Dynamic Assessment. *Assessment in Education: Principles, Policy and Practice*, 18(2), 95-97.
- Lantolf, J.P., & Poehner, M.E. (2011). Dynamic Assessment in the classroom: Vygotskian praxis for L2 development. *Language Teaching Research*, 15(1), 11-33.
- Poehner, M. E., & Lantolf, J.P. (2010). Vygotsky's teaching-assessment dialectic and L2 education: The case for Dynamic Assessment. *Mind, Culture, and Activity. An International Journal*, 17(4), 312-330.
- Poehner, M. E. (2009). Dynamic Assessment as a dialectic framework for classroom activity: Evidence from second language (L2) learners. *Journal of Cognitive Education and Psychology*, 8(3), 252-268.

- Poehner, M. E. (2009). Group Dynamic Assessment: Mediation for the L2 classroom. *TESOL Quarterly*, 43(3), 471-491.
- Poehner, M.E. (2007). Beyond the test: L2 Dynamic Assessment and the transcendence of mediated learning. *The Modern Language Journal*, 91(3), 323-340.
- Poehner, M.E., & Lantolf, J.P. (2005). Dynamic Assessment in the language classroom. *Language Teaching Research*, 9(3), 1-33.
- Johnson, K.E., Rehn-Jordan, S., & Poehner, M.E. (2005). The TOEFL trump card: An investigation of test impact in an ESL classroom. *Critical Inquiry in Language Studies*, 2(2), 71-94.
- Lantolf, J.P., & Poehner, M.E. (2004). Dynamic Assessment: Bringing the past into the future. *Journal of Applied Linguistics*, 1(1), 49-74.

CHAPTERS IN REFEREED VOLUMES (HANDBOOKS AND EDITED BOOKS)

- Leontjev, D., Poehner, M. E., & Huhta, A. (in preparation). Dynamic and diagnostic language assessment. A complementary relation? In D. Leontjev, M. E. Poehner, & A. Huhta (Eds.). *Dynamic and diagnostic language assessment. Learning across frameworks to support L2 education*. De Gruyter.
- Poehner, M. E., Zhang, J., & Qin, T. (in preparation). From diagnostic descriptors to prognostic recommendations: An OPI-DA framework. In D. Leontjev, M. E. Poehner, & A. Huhta (Eds.). *Dynamic and diagnostic language assessment. Learning across frameworks to support L2 education*. De Gruyter.
- Poehner, M. E. (to appear). Sociocultural considerations of communicative competence. In M. Kanwit & M. Solon (Eds.), *Communicative Competence in a Second Language: Theory, Method, and Applications*. London: Routledge.
- Infante, P., & Poehner, M. E. (to appear). Mediated Development: Promoting the internalization of concept-based materials through interpsychological activity. In R. A. van Compernelle (Ed.), *Vygotskian concept-based instruction and second language learning*. Amsterdam: John Benjamins.
- Poehner, M. E. (2022). Motivation, mediation, and the individual. A Sociocultural Theory perspective. In A. Al-Hoorie & F. Szabo (Eds.), *Researching Language Learning Motivation: A Concise Guide* (pp. 17-26). London: Bloomsbury Academic.
- Poehner, M. E., & Lantolf, J. P. (2022). Sociocultural Theory. In H. Mohebbi & C. Coombe (Eds.), *Research Questions in Language Education and Applied Linguistics. A Reference Guide*. Berlin: Springer.

- Infante, P. & Poehner, M. E. (2022). Mediated Development: A nexus of dialogic and material mediation in the second language classroom. In D. Lascotte, C. Mathieu, & S. David (Eds.), *New Perspectives on Material Mediation in Language Learner Pedagogy*. Berlin: Springer.
- Vetere, T. M. & Poehner, M. E. (2021). Re-learning to play: Mediating pre-service teachers' exploration of drama-based instruction. In M. Han & J. Johnson (Eds.), *Play and Culture Studies, Volume 15: Play and Curriculum*. London: Hamilton Books.
- Lantolf, J. P., Poehner, M. E., & Thorne, S. L. (2020). Sociocultural theory and second language development. In B. VanPatten, G. D. Keating, & S. Wulff (Eds.), *Theories in Second Language Acquisition: An Introduction, Third Edition*. London: Routledge.
- Poehner, M. E., & Inbar, O. (2020). An epistemology of action for understanding and change in L2 classroom assessment: The case for praxis. In M. E. Poehner & O. Inbar-Lourie, *Toward a Reconceptualization of L2 Classroom Assessment: Praxis and Researcher-Teacher Partnership*. Berlin: Springer.
- Poehner, M. E., & van Compernelle, R. A. (2020). Reconsidering time and process in L2 Dynamic Assessment. In M. E. Poehner & O. Inbar-Lourie, *Toward a Reconceptualization of L2 Classroom Assessment: Praxis and Researcher-Teacher Partnership*. Berlin: Springer.
- Poehner, M.E., Qin, T., & Yu, L. (2019). Dynamic Assessment: Co-constructing the future with English language learners. In X. Gao (Ed.), *Second Handbook of English Language Teaching. Second Edition* (pp. 455-476). Berlin: Springer.
- Poehner, M. E. (2018). Sociocultural Theory and advanced learners. In P.A. Malvorh & A. Benati (Eds.), *Handbook of advanced proficiency in second language acquisition*. New York: Wiley.
- Lantolf, J. P., & Poehner, M. E. (2018). Sociocultural Theory and second language acquisition. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of Sociocultural Theory and second language development* (pp. 1-20). London: Routledge.
- Poehner, M. E. (2018). Probing and provoking L2 development: The object of mediation in Dynamic Assessment and Mediated Development. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of Sociocultural Theory and second language development* (pp. 249-265). London: Routledge.
- Levi, T., & Poehner, M. E. (2018). Mediating learner agency through ZPD activity. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of*

- Sociocultural Theory and second language development* (pp. 295-309). London: Routledge.
- Poehner, M. E. (2018). Scaffolding and the development of L2 grammar. In J. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* Volume on *Teaching Grammar* (pp. 1-6). New York: Wiley-Blackwell.
- Harsch, C., & Poehner, M. E. (2017). Enhancing student experiences abroad: The potential of Dynamic Assessment to develop student interculturality. In A. Beaven & C. Borghetti (Eds.), *Study abroad and interculturality: Perspectives and discourses* (pp. 158-178). London: Routledge. [Special issues as books program]
- Poehner, M. E., Davin, K., & Lantolf, J. P. (2017). Dynamic Assessment. In E. Shohamy & I. Or (Eds.), S. May (Gen. Ed.), *Encyclopedia of Language and Education, Volume 7 on Language Testing and Assessment* (pp. 243-256). Berlin: Springer Publishing.
- Poehner, M. E. (2017). The Zone of Proximal Development and the twin poles of teaching and assessing in Vygotsky's developmental education. In J. Cummings & M. Blatherwick (Eds.), *Creative practices in curriculum and teaching in the 21st Century* (pp. 151-161). Calgary, Canada: Brush Publications.
- Poehner, M. E., Zhang, J., & Lu, X. (2017). Conceptualizing and representing L2 performance: Insights from Computerized Dynamic Assessment. In M. K. Wolf & Y. Butler (Eds.), *English language proficiency assessments for young learners* (pp. 214-233). London: Routledge.
- Poehner, M. E., & Infante, P. (2016). Dynamic Assessment in the language classroom. In D. Tsagari & J. Banerjee (Eds.), *Handbook of Second Language Assessment* (pp. 275-290). Boston: De Gruyter.
- Lantolf, J. P., Thorne, S. L., & Poehner, M. E. (2015). Sociocultural theory and second language learning. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition: An Introduction, Second Edition* (pp. 207-226). London: Routledge.
- Poehner, M. E. (2013). Dynamic Assessment in the classroom. In A. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 677-692). New York: Wiley-Blackwell.
- Mathew, R., & Poehner, M. E. (2013). Monitoring progress in the classroom. In A. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 631-645). New York: Wiley-Blackwell.
- Poehner, M. E. (2013). Dynamic Assessment. In P. Robinson (Ed.), *Encyclopedia of Second Language Acquisition* (pp. 195-197). London: Routledge.

- Lantolf, J. P., & Poehner, M.E. (2012). Sociocultural Theory. In K. Risager (Ed.), C. A. Chappelle (Gen. Ed.), *The Encyclopedia of Applied Linguistics Volume 12, Culture and Context* (pp. 1-8). New York: Wiley-Blackwell.
- Poehner, M. E. (2012). Dynamic Assessment in second language acquisition. In A. Ohta (Ed.), C.A. Chappelle (Gen. Ed.), *The Encyclopedia of Applied Linguistics Volume 21, Social Interaction Approaches to SLA* (pp. 1791-1798). New York: Wiley-Blackwell.
- Poehner, M. E., & Ableeva, R. (2011). Dynamic Assessment. From display of knowledge to engagement in the activity of development. In D. Tsagari & I. Csepes (Eds.), *Classroom-based language assessment* (pp. 15-28). Frankfurt: Peter Lang.
- Lantolf, J. P., & M. E. Poehner. (2009). The artificial development of second language ability. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition. Second Edition* (pp. 137-158). London: Emerald.
- Poehner, M.E. (2008). Both sides of the conversation: The interplay between mediation and learner reciprocity in Dynamic Assessment. In J. P. Lantolf & M. E. Poehner. (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 33-56). London: Equinox Publishing.
- Lantolf, J. P., & Poehner, M. E. (2008). Introduction. In J. P. Lantolf & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 1-30). London: Equinox Publishing.
- Serrano-Lopez, M., & Poehner, M. E. (2008). Materializing linguistic concepts through 3-D clay modeling: A tool-and-result approach to mediating L2 Spanish development. In J. P. Lantolf & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 321-346). London: Equinox Publishing.
- Lantolf, J. P., & Poehner, M. E. (2007). Dynamic Assessment. In E. Shohamy (Ed.), N. Hornberger (Gen. Ed.), *Encyclopedia of Language and Education Volume 7, Language Testing and Assessment* (pp. 273-284). Berlin: Springer Publishing.

RESEARCH REPORTS, REVIEWS, AND WORKING PAPERS

- Poehner, M. E. (2012). Review of *Sociocultural Theory in second language education: An introduction through narrative* by M. Swain, P. Kinnear, & L. Steinman. *The Canadian Modern Language Review*, 68(1), 102-104.
- Poehner, M.E. (2009). Review of *Discourse in content and language integrated learning (CLIL) classrooms* by Christiane Dalton-Puffer. *The Modern Language Journal*, 93, 638-639.

Shohamy, E., Inbar-Lourie, O., & Poehner, M.E. (2008). Investigating assessment perceptions and practices in the advanced foreign language classroom. *CALPER Research Report to U.S. Department of Education*. Center for Advanced Language Proficiency Education and Research. The Pennsylvania State University.

Poehner, M. E. (2008). Dynamic Assessment and the problem of validity in the L2 classroom. *CALPER Working Paper Series*. Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University. Available at <http://calper.la.psu.edu/pubs.php>

Lantolf, J. P., & Poehner, M.E. (2007). Language proficiency or symbolic capability: A dialectical perspective. *CALPER Working Paper Series*. Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University. Available at <http://calper.la.psu.edu/pubs.php>

Poehner, M.E., & J.P. Lantolf. (2003). Dynamic Assessment of L2 development. *CALPER Working Paper Series (1)*, Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University. Available at <http://calper.la.psu.edu/pubs.php>

V. PRESENTATIONS

INVITED PLENARIES

Poehner, M. E. (2022). Dynamic Assessment and L2 education: Measurement, intervention, and the drama of L2 development. Symposium of the Second Language Acquisition Association of China. Beijing, P. R. China. November. [Delivered virtually]

Poehner, M. E. (2022). Sociocultural Theory and L2 developmental education. Annual International Symposium of Foreign Language Learning. Jakarta, Indonesia. October. [Delivered virtually]

Poehner, M. E. (2022). Vygotskian Sociocultural Theory as a developmental orientation to second language education. Forum on New Frontiers in Theory and Practice of Second Language Education. Beijing Foreign Studies University. Beijing, P. R. China. July. [Delivered virtually]

Poehner, M. E. (2021). Mediation as conceptual vantage and practical approach to formulating a possible dynamic diagnostic assessment framework. Meeting of the International Association for Applied Linguistics. Conference held remotely. August.

- Poehner, M. E. (2018). Re-imagining assessment for development-oriented L2 education: Vygotsky's Zone of Proximal Development as a basis for theory, research, and practice in L2 assessment. International Forum on Second Language Acquisition Research. Dalian University of Foreign Languages, Dalian, China. May.
- Poehner, M. E. (2018). Challenging the summative-formative dichotomy in assessment: The legacy of Vygotsky's Zone of Proximal Development for theory, research, and practice in L2 assessment. Research Forum on Sociocultural Approaches to Second Language Acquisition. Funded through the Chinese Higher Education Foreign Expert Program – Xi'an Jiaotong University Famous Expert Program. Xi'an Jiaotong University, Xi'an, China. May.
- Poehner, M. E. (2016). Dynamic Assessment and Vygotsky's unrealized vision of developmental education. Annual meeting of the Association for Language Testing and Assessment of Australia and New Zealand. Auckland, New Zealand. November.
- Poehner, M. E. (2014). Dynamic Assessment: An integrated framework for language teaching and assessing. Defense Language Institute (DLI). Monterey, CA. December.
- Poehner, M.E. (2014). Dynamic Assessment and Mediated Learning: Toward a coherent theoretical framework for developmental L2 education. Roundtable on Learning-Oriented Assessment in Language Classrooms and Large-Scale Assessment Contexts. Teachers College, Columbia University. New York, New York. October.
- Poehner, M.E. (2013). Dynamic Assessment: The importance of mediation for diagnosing L2 development. The Language Testing Research Colloquium (Annual Meeting of the International Language Testing Association). Seoul, South Korea. July.
- Poehner, M.E. (2013). Dynamic Assessment: Understanding mediation. Michigan State University Symposium on *Second language studies*. Michigan State University, East Lansing, MI. February.
- Poehner, M. E. (2009). Dynamic Assessment: Integrating assessment and teaching to understand and promote development in a second language. Meeting of the Interagency Language Roundtable, organized by U. S. Department of Education. Washington, D. C. April.
- Poehner, M. E. (2007). Sociocultural perspectives on language testing and assessment. British Association for Applied Linguistics and Cambridge University Press Symposium on *Language testing and assessment in applied linguistics: Identifying reciprocity in applied linguistics research*. University of Bristol, Bristol, UK. June.

INVITED LECTURES AND WORKSHOPS

- Poehner, M. E. (2022). Doing L2 Sociocultural Theory research: Methods, design, data analysis, and interpretation. Applied Language Studies, University of Jyväskylä. Jyväskylä, Finland. May. [Delivered virtually]
- Poehner, M. E. (2022). From method to orientation in L2 research: Dialectics in Vygotskian Sociocultural Theory. Special symposium of the Finnish Association for Applied Linguistics on *Dialogical, Sociocultural and Ecological Approaches to Language Learning, Teaching, and Assessment*. Helsinki, Finland. April. [Delivered virtually]
- Poehner, M. E. (2022). Teaching-Learning as Target and Process in Assessment. Invited pre-conference workshop [Special sponsorship by ETS TOEFL Division], Language Testing Research Colloquium, Annual Meeting of the International Language Testing Association. Tokyo, Japan. March.
- Poehner, M. E. (2022). From Deficits to Possibilities: Language Assessment in Support of Learner Development. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. February.
- Poehner, M. E. (2021). Dynamic Assessment in English Language Education: Principles, Progress, and Possibilities. Mahasarakham University, Talat, Thailand. November. [Delivered virtually due to COVID-19 pandemic]
- Poehner, M. E. & Lantolf, J. P. (2021). The ZPD and second language learning: A method for future-in-the-making. Part of an International Symposium on Cultural Historical Psychology organized by Moscow State University of Psychology and Education. Moscow, Russia. May. [Delivered virtually due to COVID-19 pandemic]
- Poehner, M. E. (2020). Sociocultural Theory and emotions: Mediating a social situation for L2 development. Dalian University of Foreign Languages, Dalian, China. May. [Delivered virtually due to COVID-19 pandemic]
- Poehner, M. E. (2019). Assessment, scaffolding, and differentiation in L2 classrooms. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. July.
- Poehner, M. E. (2019). Praxis in L2 Education: Conceptual and methodological considerations. The University of Jyväskylä, Jyväskylä, Finland. June.

- Poehner, M. E. (2019). Sociocultural Theory and L2 development. The University of Jyväskylä, Jyväskylä, Finland. June.
- Poehner, M. E. & Leontjev, D. (2019). Computerized Dynamic Assessment: Mediation to diagnose L2 development. Pre-conference workshop, 4th Annual Thinking, Learning, Doing research conference. The University of Jyväskylä, Jyväskylä, Finland. June.
- Poehner, M. E. & Leontjev, D. (2019). Classroom-based language assessment in support of teaching and learning: Principles of Dynamic Assessment. The University of Jyväskylä, Jyväskylä, Finland. June.
- Poehner, M. E. (2018). Putting Dynamic Assessment to Work. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M. E. (2018). Principles for implementing Dynamic Assessment with L2 learners. Dalian University of Foreign Languages, Dalian, China. May.
- Poehner, M. E. (2018). Integrating Dynamic Assessment in L2 educational programs. Funded through the Chinese Higher Education Foreign Expert Program – Xi'an Jiaotong University Famous Expert Program. Xi'an Jiaotong University, Xi'an, China. May.
- Poehner, M. E. (2017). Classroom-based language assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M. E. (2017). Dynamic systems theory and Sociocultural Theory. [Facilitator, pre-conference workshop and invited open session. K. de Bot & J. P. Lantolf, organizers.] Annual Meeting of the American Association for Applied Linguistics. Portland, OR. March.
- Poehner, M. E. (2016). Sociocultural Theory approaches to second language education. University of Auckland, Auckland, New Zealand. November.
- Poehner, M. E. (2016). Principles for conducting Dynamic Assessment to support learning in second language contexts. [Organized by the Association for Language Testing and Assessment of Australia and New Zealand], Auckland, New Zealand. November.
- Poehner, M. E. (2016). What we can learn through classroom-based second language assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. July.

- Poehner, M. E. (2016). Vygotsky's Zone of Proximal Development: Implications of inter-psychological activity for L2 teaching and learning. University of New South Wales, Sydney, Australia. June.
- Poehner, M. E. (2016). Dynamic Assessment: Leveraging classroom activities to understand and support learner language development. University of New South Wales, Sydney, Australia. June.
- Poehner, M. E. (2016). Time, process, and relations: Sociocultural Theory to conceptualize assessment that supports teaching and learning. University of Melbourne, Melbourne, Australia. May.
- Poehner, M. E. (2016). Probing and prompting, systematicity, and individual and group focus. Principles for interpreting learner L2 progress. [Jointly organized by the Association for Language Testing and Assessment of Australia and New Zealand and by the Language Testing Research Centre, University of Melbourne], University of Melbourne, Melbourne, Australia. May.
- Poehner, M. E. (2016). Dynamic Assessment: A unified theoretical approach to language teaching and assessing *for* development. University of Jyväskylä, Finland. April.
- Poehner, M. E. (2015). Classroom-based second language assessment in support of teaching and learning. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M. E. (2014). Classroom-based language assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M. E. (2014). Using Dynamic Assessment with second language learners. Rutgers University. Camden, New Jersey. April.
- Poehner, M. E. (2013). 'Provoking' development through mediation during L2 assessment. Educational Testing Service. Princeton, New Jersey. November.
- Poehner, M. E. (2013). Assessment in the second language classroom. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M.E. (2012). Vygotskian 'theoretical practice' in science education. [Part of invited colloquium on Theoretical Frameworks] Biennial Conference on Chemistry Education. The Pennsylvania State University, University Park, PA. July.

- Poehner, M. E. (2012). Dynamic Assessment. CALPER Professional Development Workshops. The Pennsylvania State University, University Park, PA. July.
- Poehner, M. E. (2012). Classroom-based language assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M. E., & van Compernelle, R.A. (2012). Accomplishing L2 diagnosis and instruction in Dynamic Assessment interactions. [Part of invited inaugural Wilga Rivers Pedagogy Colloquium] Annual Meeting of the American Association for Applied Linguistics. Boston, MA. March.
- Poehner, M. E. (2011). Monitoring L2 Learner Progress Through Continuous Assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.
- Poehner, M. E. (2011). Diagnosing L2 reading and listening through computerized Dynamic Assessment. [Part of invited colloquium on technology and language assessment.] The Official Languages and Bilingualism Institute and The Canadian Center for Studies and Research on Bilingualism and Language Planning, University of Ottawa. Ottawa, Canada. April.
- Poehner, M. E., & van Compernelle, R.A. (2011). Deconstructing constructs through engagement in the Zone of Proximal Development. [Part of invited colloquium on 'Formative assessment: Uncharted territories for applied linguistics.']. Annual Meeting of the American Association for Applied Linguistics. Chicago, IL. March.
- Poehner, M. E. (2011). Foreign language classroom assessment in support of teaching and learning. Webinar jointly sponsored by the Language Acquisition Research Center at the California State University at San Diego and the Center for Advanced Language Proficiency Education and Research at The Pennsylvania State University. February.
- Poehner, M. E. (2011). Assessing at-risk language learners. Shippensburg University. Shippensburg, PA. January.
- Poehner, M. E. (2010). Assessment for Learning in the L2 Classroom. CALPER Professional Development Workshops. University Park, PA. July.
- Poehner, M. E. (2010). Dynamic Assessment: Engaging learners in the activity of development. Monterey Institute for International Studies. Monterey, CA. April.
- Poehner, M.E. (2009). Classroom Assessment in Support of Foreign Language Learning. Clarion University. Clarion, PA. December.

- Poehner, M.E. (2009). Dynamic Assessment and L2 learning: A new culture of assessment? Teachers College, Columbia University. New York, NY. October.
- Poehner, M.E. (2009). Vygotsky and the integration of L2 teaching and assessment. Bloomsburg University. Bloomsburg, PA. April.
- Lantolf, J. P., & Poehner, M.E. (2008). Dynamic Assessment in the foreign language classroom. CALPER Professional Development Workshops. University Park, PA. June.
- Carr, N. T., & Poehner, M.E. (2007). Principles of testing and assessment. Language Acquisition Resource Center Professional Development Workshop. San Diego, CA. August.
- Lantolf, J. P., & M. E. Poehner. (2007). Dynamic Assessment in the foreign language classroom. CALPER Professional Development Workshops. University Park, PA. June.
- Poehner, M. E. (2005). Dynamic Assessment: Teaching *through* the test. Language in Motion Teacher Professional Development Workshop. Juniata College, Huntingdon, PA. August.

ORGANIZED COLLOQUIA

- Huhta, A., Poehner, M. E., & Leontjev, D. (2021). Re-envisioning language assessment to meet the needs of learners in a changing world: What can diagnostic and dynamic assessment contribute? Meeting of the International Association for Applied Linguistics. Conference held remotely. August.
- Poehner, M. E. & van Compernelle, R. A. (2021). Concept-Based Language Instruction: Research Through Intervention. Biennial Meeting of the International Association for Cognitive Education and Psychology. Conference held remotely. July.
- Huhta, A., Poehner, M. E., & Leontjev, D. (2020). Re-envisioning language assessment to meet the needs of learners in a changing world: What can diagnostic and dynamic assessment contribute? Meeting of the International Association for Applied Linguistics. Groningen, Netherlands. August. [Conference postponed to 2021 due to COVID-19 pandemic]
- Poehner, M. E. (2020). Concept-based Language Instruction: Research through Intervention. Biennial Meeting of the International Association of Cognitive Education and Psychology. Montreal, Canada. July. [Conference postponed to 2021 due to COVID-19 pandemic]

- Poehner, M. E., & Inbar, O. (2019). Toward social justice in L2 classroom assessment theory and practice: The potential of praxis. Language Testing Research Colloquium (Annual Meeting of the International Language Testing Association). Atlanta, GA. March.
- Poehner, M. E. (2018). Dynamic Assessment of first and second language and literacy development. Biennial Meeting of the International Association of Cognitive Education and Psychology. Guadalajara, Mexico. January.
- Poehner, M. E., & Inbar, O. (2016). Toward a reconceptualization of L2 classroom assessment: Praxis and researcher-teacher partnership. Annual Meeting of the American Association for Applied Linguistics. Orlando, FL. March.
- Poehner, M. E. (2015). Sociocultural Theory and the implications of dialectics for L2 research and practice. [Invited Special Colloquium] Second Language Research Forum. Atlanta, GA. October.
- Lantolf, J. P., & Poehner, M.E. (2013). Dynamic Assessment: Approaches to diagnosing and mediating development of all learners. [Invited Wilga Rivers Pedagogy Colloquium] Annual Meeting of the American Association for Applied Linguistics. Dallas, TX. March.
- Poehner, M. E. (2007). Organizing L2 teaching, learning, and assessment around the Zone of Proximal Development. Annual Meeting of the American Association for Applied Linguistics. Costa Mesa, CA. April.
- Poehner, M. E., & Negueruela, E. (2005). Advances in the understanding of second language acquisition: Learning, teaching, and testing second languages from a Vygotskian perspective. Meeting of the International Society for Cultural-Historical and Activity Theory Research. Sevilla, Spain. September.

PRESENTATIONS AT PROFESSIONAL MEETINGS

- Poehner, M. E. & Lantolf, J. P. (2022). A moving target or moving the target? Dynamic Assessment and creativity in L2 use. Annual Meeting of the American Association for Applied Linguistics. Pittsburgh, PA. March.
- Yu, L. & Poehner, M. E. (2022). Dynamic Assessment of L2 argumentative writing: Tracing learner writing development through integrated tasks and transfer. Annual Meeting of the American Association for Applied Linguistics. Pittsburgh, PA. March.
- Infante, P. & Poehner, M. E. (2021). Mediated Development: Bringing psychological processes into focus to support second language concept formation. Biennial

- Meeting of the International Association for Cognitive Education and Psychology. Conference held remotely. July.
- Poehner, M. E. & Yu, L. (2021). Dynamic Assessment of L2 writing: Exploring the potential of rubrics in diagnosing learner emerging abilities. Annual Meeting of the American Association for Applied Linguistics. Conference held remotely. March.
- Yu, L. & Poehner, M. E. (2021). Developing L2 writing abilities through an instructional enrichment program informed by Dynamic Assessment. Annual Meeting of the American Association for Applied Linguistics. Conference held remotely. March.
- Poehner, M. E. (2020). Mediation as conceptual vantage and practical approach to formulating a possible dynamic diagnostic assessment framework. Meeting of the International Association for Applied Linguistics. Groningen, Netherlands. August. [Conference postponed to 2021 due to COVID-19 pandemic]
- Poehner, M. E. & Infante, P. (2020). Mediated Development: Bringing psychological processes into focus to support second language concept formation. Biennial Meeting of the International Association of Cognitive Education and Psychology. Montreal, Canada. July. [Conference postponed to 2021 due to COVID-19 pandemic]
- Poehner, M. E. & Yu, L. (2020). Dynamic Assessment of L2 Writing: Exploring the Potential of Rubrics in Diagnosing Learner Emerging Abilities. Annual Meeting of the American Association for Applied Linguistics. Denver, CO. March. [Conference cancelled due to COVID-19 pandemic]
- Infante, P. & Poehner, M. E. (2020). Group ZPD: Collectivization and Development in an L2 Classroom. Annual Meeting of the American Association for Applied Linguistics. Denver, CO. March. [Conference cancelled due to COVID-19 pandemic]
- Leontjev, D., Poehner, M. E., & Huhta, A. (2019). Merging L2 dynamic and diagnostic assessment frameworks: Conceptual and practical challenges. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Pittsburgh, PA. November.
- Yu, L., & Poehner, M. E. (2019). Rubrics as resources and diagnostic instruments in Dynamic Assessment of L2 writing. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Pittsburgh, PA. November.
- Infante, P. & Poehner, M. E. (2019). Group ZPD: Processes of collectivization and internalization in an L2 Mediated Development program. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Pittsburgh, PA. November.

- Poehner, M. E., Huhta, A., & Leontjev, D. (2019). Diagnostic-Dynamic Assessment: Conceptual and practical innovation in foreign language assessment. Annual Meeting of the European Association for Language Testing and Assessment. Dublin, Ireland. May.
- Poehner, M. E. (2019). Praxis: Understanding and change in L2 classroom assessment. Language Testing Research Colloquium (Annual Meeting of the International Language Testing Association). Atlanta, GA. March.
- Poehner, M. E., & Yu, L. (2018). Construct development in L2 Dynamic Assessment. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Pittsburgh, PA. November.
- Poehner, M. E., & Infante, P. (2018). Mediating learner L2 writing development in the classroom. Biennial Meeting of the International Association of Cognitive Education and Psychology. Guadalajara, Mexico. January.
- Vetere, T., & Poehner, M. E. (2017). Rewriting the script of L2 teacher preparation: Promoting pre-service teacher development through play-based Zones of Proximal Development. Annual Meeting of the American Association for Applied Linguistics. Portland, OR. March.
- Infante, P., & Poehner, M. E. (2017). Mediated Development as tool-and-result activity to foster L2 conceptual understanding. Annual Meeting of the American Association for Applied Linguistics. Portland, OR. March.
- Poehner, M. E., & van Compernelle, R. A. (2016). From L2 Dynamic Assessment to learner receptivity: Consider time as a dimension in classroom assessment validation. Annual Meeting of the American Association for Applied Linguistics. Orlando, FLA. April.
- Infante, P., & Poehner, M.E. (2016). Dynamic Assessment as tool-and-result activity. Annual Georgetown University Roundtable on Linguistics and Language Studies. Washington, D.C. March.
- Poehner, M. E., & Swain, M. (2015). L2 development as cognitive-affective process. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Atlanta, GA. October.
- Poehner, M. E., & Swain, M. (2015). The cognitive and emotive in L2 development. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Camden, NJ. October.
- Poehner, M. E., Infante, P., & Takamiya, Y. (2015). Understanding interactional processes of mediating learner L2 development across individual and group

- contexts. Annual Meeting of the American Association for Applied Linguistics. Toronto, Canada. March.
- Poehner, M. E., & Infante, P. (2014). Dialogic interaction in L2 Dynamic Assessment and Mediated Learning. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Miami, FLA. November.
- Poehner, M. E., & Infante, P. (2014). Mediating learner use of L2 conceptual tools through dialogic interaction. Annual Meeting of the American Association for Applied Linguistics. Portland, OR. March.
- Poehner, M. E., & van Compernelle, R. A. (2013). Method and L2 Sociocultural theory research. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. State College, PA. September.
- Poehner, M. E., & Davin, K. (2013). Learning to teach 'reactively' through Dynamic Assessment. Annual Meeting of the American Association for Applied Linguistics. Dallas, TX. March.
- Pasterick, M., & Poehner, M. E. (2012). Language learning abroad: Mediating learner intercultural competence during study abroad. Second Language Research Forum. Pittsburgh, PA. October.
- Lantolf, J. P., & Poehner, M.E. (2012). Online Dynamic Assessment: Quantifying the effects of mediation and learning potential. Annual Georgetown University Roundtable on Linguistics and Language Studies. Washington, D.C. March.
- Poehner, M.E. (2010). Validity and interaction in the ZPD: Interpreting learner development through Dynamic Assessment. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. New York, NY. October.
- Poehner, M. E. (2010). Supporting learner self-assessment through interaction in the ZPD. Annual Meeting of the American Association for Applied Linguistics. Atlanta, GA. March.
- Poehner, M.E. (2009). Activity in the ZPD and the genesis of self-assessment. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Miami, FL. October.
- Poehner, M.E. (2009). A Framework for group Dynamic Assessment in the L2 classroom. Annual Meeting of the American Association for Applied Linguistics. Denver, CO. March.

- Rea-Dickins, P., Poehner, M.E., Leung, C., Taylor, L., & Shohamy, E. (2009). From the periphery. A case for situated language assessment practices. Annual Meeting of the Language Testing Research Colloquium. Denver, CO. March.
- Lantolf, J.P., Poehner, M.E., & Ableeva, R. (2008). Unifying assessment and instruction in support of L2 learning. Annual Meeting of the American Council on the Teaching of Foreign Languages. Orlando, FL. November.
- Poehner, M.E. (2008). Group Dynamic Assessment in the L2 classroom. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Amherst, MA. October.
- Poehner, M.E. (2008). Vygotsky's teaching-assessment dialectic in the second language classroom. Meeting of the International Society for Sociocultural and Activity Research. San Diego, CA. September.
- Rea-Dickins, P., Poehner, M.E., Leung, C., Taylor, L., & Shohamy, E. (2008). Breaking the mould: Evaluating the validity of assessment practices from a situated language assessment perspective. Association of Language Testers of Europe. Cambridge, UK. April.
- Poehner, M. E. (2008). A Vygotskian approach to validity: Language assessment as activism. American Association for Applied Linguistics. Washington, D.C. March.
- Poehner, M. E. (2007). Dynamic Assessment and the problem of validity. Annual meeting of the Sociocultural Theory and Second Language Learning Research Group. Phoenix, AZ. October.
- Poehner, M. E. (2007). Dynamic Assessment: Rethinking validity according to a social ontology of individuals. Annual Meeting of the British Association for Applied Linguistics. Edinburgh, UK. September.
- Poehner, M. E. (2007). Dynamic Assessment as a dialectic framework for classroom activity: Evidence from second language (L2) learners. Meeting of the International Association for Cognitive Education and Psychology. Knoxville, TN. July.
- Poehner, M. E. (2007). L2 Dynamic Assessment: Interpreting learners' contributions. American Association for Applied Linguistics. Costa Mesa, CA. April.
- Poehner, M. E. (2006). Both sides of the conversation: The interplay between mediation and learner reciprocity in Dynamic Assessment. Annual meeting of the Sociocultural Theory and Second Language Learning Research Group. University of Massachusetts, Amherst, MA. September.

- Poehner, M. E. (2006). From measurement to cooperation: Dynamic Assessment and L2 development. Joint meeting of the American Association for Applied Linguistics and the Canadian Association for Applied Linguistics. Montreal, Canada. June.
- Poehner, M.E. (2005). Beyond the test: L2 Dynamic Assessment and the transcendence of mediated learning. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Monterey Institute of International Studies. Monterey, CA. October.
- Poehner, M.E. (2005). Dynamic Assessment of oral proficiency among advanced L2 learners of French. Meeting of the International Association for Applied Linguistics. University of Wisconsin at Madison. Madison, WI. July.
- Poehner, M.E., & Lantolf, J.P. (2004). A dynamic approach to formative assessment in the L2 classroom. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. University of Nijmegen, Nijmegen, Netherlands. August.
- Lantolf, J.P., & Poehner, M.E. (2003). Dynamic Assessment of L2 Learners. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Florida State University, Tampa, Florida. October.
- Poehner, M.E., & Lantolf, J.P. (2003). Dynamic Assessment of L2 development: Bringing the past into the future. Annual Meeting of the British Association for Applied Linguistics. University of Leeds, UK. September.
- Shohamy, E., Hamp-Lyons, L., Poehner, M.E., & Rehn-Jordan, S. (2003). Forward planning for washback/impact research. Annual Meeting of the Language Testing Research Colloquium. University of Reading, UK. July.
- Poehner, M.E. (2003). Political discourse and the shaping of public perceptions of testing. American Association for Applied Linguistics. Arlington, VA. March.
- Poehner, M.E., & Farrell, K.T. (2002). Social constructivism and Sociocultural Theory: Reconsidering their application to the field of second language acquisition. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Florida State University, Tallahassee, FL. October.
- Kushner, J., & Poehner, M.E. (2002). Analysis of learner corpora generated through inter-cultural tele-collaboration. American Association for Applied Linguistics. Salt Lake City, UT. April.
- Poehner, M.E. (2001). Technology in the foreign language classroom: Some applications and implications for instruction. The Pennsylvania State Modern Language Association. Hershey, PA. October.

VI. TEACHING EXPERIENCE

COLLEGE OF EDUCATION, PENN STATE UNIVERSITY (2008 – Present)

Courses authored/co-authored and taught (graduate):

ADT ED/CI/ED PSY/HI ED 515 – Foundations of Educational Research; ADT ED/CI 517 – Core Readings in Vygotsky's Cultural Historical Psychology;

Course authored and taught online:

*WL ED 400 Foundations of Language in Second Language Teaching and Learning (M.Ed. through World Campus)
EDUC 815 Foundations of Educational Research (D.Ed.)*

Course authored and taught (undergraduate):

WL ED 399a – Language Learning Through Study Abroad

Additional courses taught (graduate):

CI/CIE 597 – Introductory Doctoral Seminar in Second Language Education; CI 597A – Introduction to Language, Culture, and Society Doctoral Studies; CI 597B – Analyzing Interaction in Educational Contexts; CI 597C – Vygotsky and Education; CI 597F – Vygotsky and Assessment

Additional courses taught (undergraduate):

WL ED 412 – Methods of Teaching World Languages Grades 6-12; WL ED 300 – Foundations of World Language Teaching; WL ED 400 Foundations of Language in Second Language Teaching and Learning

Courses supervised (undergraduate):

WL ED 412 – Methods of Teaching World Languages Grades 6-12; WL ED 411 – Methods of Teaching World Languages Grades 1-5; WL ED 495B – World Languages Field Experience Grades 1-5; WL ED 300 – Foundations of World Language Teaching; WL ED 295A – Early Childhood Field Experience for World Languages; CI 497 – Language Learning Through Study Abroad

DEPARTMENT OF APPLIED LINGUISTICS, PENN STATE UNIVERSITY (2006 –2008)

Supervisor, MA TESL Teaching Internship (Spring & Fall, 2007)

Instructor, ESL Academic Writing (Fall, 2007)

Instructor, APLNG 497K – L2 Classroom-Based Assessment

INTENSIVE ENGLISH PROGRAM, JUNIATA COLLEGE (2005-2006)

Instructor, Academic Writing (Spring, 2006)

Instructor, Intermediate Speaking and Listening (Fall, 2005)

DEPARTMENT OF FRENCH, PENN STATE UNIVERSITY (1998-2005)

Graduate Lecturer:

Elementary French; Intermediate French; Upper Intermediate French; Intensive Elementary and Intermediate French; French Grammar and Composition.

ADDITIONAL TEACHING EXPERIENCES

Co-instructor (with Prof. James Lantolf), Department of Linguistics and Applied Language Studies, Penn State University

Applied Linguistics 597D, a doctoral seminar on Dynamic Assessment and Second Language Learning (Fall, 2004)

Distance Education Language Instructor, Penn State University World Campus (2003)

Intermediate French

Language Instructor, Summer Intensive Language Institute, Penn State University, (Summers of 2001, 2002)

Beginning and Intermediate French

English as a Second Language Writing Tutor, Penn State University, (Spring 2001)

English as a Second Language Instructor, Cincilingua International Language School (A division of Inlingua), Cincinnati, Ohio (1997-1998)

French Teacher, Northwest High School, Cincinnati, OH (1997-1998)

VII. EXPERIENCE SUPERVISING STUDENT RESEARCH

A. Doctoral Dissertations Supervised

Wang, Z. (in preparation). *L2 argumentative writing development of adolescent emergent bilinguals: A Sociocultural perspective*. Department of Curriculum and Instruction, The Pennsylvania State University.

Liang, D. (in preparation). *Using world languages pre-service teacher narratives as an orienting basis for mediation the teaching method course and the pre-student teaching field experience*. Department of Curriculum and Instruction, The Pennsylvania State University.

Yu, L. (in preparation). *Dynamic Assessment of academic writing among L2 learners of English*. Department of Curriculum and Instruction, The Pennsylvania State University.

Sweeney, E. (2021). *Songs as pedagogical tools: Motivations, conceptions, and practices of second language teachers using song-based activities in the classroom*. Department of Curriculum and Instruction, The Pennsylvania State University.

Lee, Y. (2019). *Understanding identity formation among learners of L2 Chinese. An integrative approach*. Department of Curriculum and Instruction, The Pennsylvania State University.

Vetere, T. (2018). *Drama-based Instruction as ZPD activity in the second language classroom*. Department of Curriculum and Instruction, The Pennsylvania State University.

Infante, P. (2016). *Mediated Development: Promoting L2 conceptual development through interpsychological activity*. Department of Curriculum and Instruction, The Pennsylvania State University.

Pasterick, M. (2015). *Language and culture learning abroad: Toward the development of pre-service world languages teachers multilingual subjectivity*. Department of Curriculum and Instruction, The Pennsylvania State University.

Kao, Y-T. (2014). *A sociocultural concept-based approach to teaching rhetoric to learners of L2 Chinese*. Department of Curriculum and Instruction, The Pennsylvania State University.

Jin, S. (2013). *The use of Facebook to promote Korean EFL learners' intercultural competence*. Department of Curriculum and Instruction, The Pennsylvania State University.

B. Doctoral Dissertations Outside Examiner or Outside Member

Aldama, R. (2021). *La perception d'enseignants sur les apports et limites d'une épreuve dynamique de compréhension en lecture auprès d'adolescents ayant une déficience intellectuelle*. Université du Québec à Montréal, Canada. May.
*[External appraisal, written thesis and oral defense]

Sobhani, A. (2019). *Mediation and reciprocity. ESL learner writing development through error correction*. University of Otago. Dunedin, New Zealand. July.
*[External appraisal, written thesis]

Mandili, W. E. (2019). *A Cultural-Historical study on English speech development of Saudi students through investigating EFL teaching strategies in primary schools*. Faculty of Education, Monash University. Melbourne, Australia. March.

*[External appraisal, written thesis]

Qin, T. (2018). *Dynamic Assessment of L2 Chinese implicature comprehension*. Carnegie Mellon University. Pittsburgh, PA. June.

*[External committee member, written thesis and oral defense]

Knouzi, I. (2018). *Negotiating the Zone of Proximal Development in a pre-university advanced academic writing classroom*. Ontario Institute for Studies in Education, University of Toronto. Toronto, Canada. April.

*[External appraisal, written thesis and oral defense]

Leontjev, D. (2016). *Icandoit: The impact of computerized adaptive corrective feedback on L2 English learners*. Faculty of Humanities, University of Jyväskylä. Jyväskylä, Finland. April.

*[External examiner, written thesis; opponent, oral defense]

Davin, K. (2011). *Group Dynamic Assessment in an early foreign language learning program: Tracking movement through the Zone of Proximal Development*. University of Pittsburgh. Pittsburgh, PA. April.

*[External committee member, written thesis and oral defense]

C. Masters Theses Supervised

Conway, D. J. (2020). *Sheltered-vocabulary novellas in Latin: Features of language, diversity, and inclusivity*. Department of Curriculum and Instruction (World Campus), The Pennsylvania State University.

Xu, Yiyu. (2014). *Using concept-based instruction to teach ESL tense and aspect*. Department of Applied Linguistics. The Pennsylvania State University.

Hults, A. (2011). *Entrenchment of classroom management beliefs in world languages education students*. Department of Curriculum and Instruction, The Pennsylvania State University.

D. Undergraduate Honors Theses Supervised

Lawrenson, A. (2015). *Understanding forms of interaction and participation in world languages classrooms*. Department of Curriculum and Instruction, The Pennsylvania State University.

Egan, L. (2013). *Group Dynamic Assessment in a secondary Spanish classroom: Student and teacher perceptions*. Department of Curriculum and Instruction, The Pennsylvania State University.

Davidson, A. (2012). *Addressing Autistic spectrum disorders in the secondary world languages classroom*. Department of Curriculum and Instruction, The Pennsylvania State University.

Warren, A. R. (2010). *Dynamic Assessment in a foreign language classroom*. Department of Curriculum and Instruction, The Pennsylvania State University.

VIII. PROFESSIONAL ACTIVITIES

A. Grant-funded Research

Investigator (PI Sahbi Hidri): “Chronic Absenteeism and its Effects on Students’ Cognitive and Meta-Cognitive Strategies: Biasing for Dynamic Assessment as an Alternative Form of Assessment.” 400,000 AED requested through Abu Dhabi Early Childhood Authority, UAE. November, 2021. Proposal not funded.

Investigator/Principal Collaborator (PI Ari Huhta): “Dynamic Diagnostic Language Assessment: Conceptual and Practical Innovation in Foreign Language Education and Assessment.” 498,671 Euros funded by the Academy of Finland, October, 2020. Revised and Resubmitted September, 2021. (2022-2026).

Consultant (PI Ari Huhta): “Artificial Intelligence in Dynamic Assessment (AIDA).” Proposal submitted to Academy of Finland, October, 2020. Revised and Resubmitted September, 2021. Under review.

Advisor (Co-PIs Dogan Yuksel & Mehmet Altay): “Incorporating Eye-Tracking Technology into Dynamic Assessment in Reading Comprehension Questions in English.” Proposal submitted to National Science Agency of Turkey, September, 2019. Proposal not funded.

Advisor (Co-PIs Christine Cunningham & Greg Kelly): “Affordances of engineering for elementary-aged English learners.” Proposal submitted to National Science Foundation, September, 2019. Proposal not funded.

Co- Investigator (with Ari Huta): “Dynamic classroom assessment: Changing foreign language teaching, learning, and high-stakes test preparation.” 500, 417 Euros requested through the Academy of Finland (2017-2021). (Proposal submitted September, 2016. Proposal not funded. Revised and resubmitted September, 2017, 2018 & 2019. Proposal not funded.).

Project supervisor (for Dmitri Leontjev): “Integrating Dynamic Assessment in the Second/Foreign Language Classroom: DACLASS.” Marie Skłodowska-Curie Individual Fellowships Program for Postdoctoral Researchers. (Proposal submitted September, 2016. Proposal not funded).

Co- Investigator (with Ute Knoch): “Increasing the Accuracy of Language Placement Test Decisions Using Dynamic Assessment.” Funded by the Learning and Teaching Initiatives Program of the University of Melbourne. AU\$35,000. (2016–2017).

Co-Principal Investigator (with James Lantolf): “Utilizing Dynamic Assessment and instruction to support proficiency development in L2 Chinese.” \$1.2 million requested through The Language Flagship (National Security Education Program). (2014. Proposal not funded).

Project Director: “A Casebook of Dynamic Assessment in Foreign Language Education” through Penn State University’s National Foreign Language Resource Center (funded by U.S. Department of Education): Center for Advanced Language Proficiency Education and Research (CALPER), (2010–2014).

Co-Principal Investigator (with James Lantolf): “Computerized Dynamic Assessment Language Proficiency Exams in French, Chinese and Russian.” Funded by U.S. Department of Education. \$321,000. (August 2008–2011).

Project co-director with James Lantolf, “L2 Dynamic Assessment,” through Penn State University’s National Foreign Language Resource Center (funded by U.S. Department of Education): Center for Advanced Language Proficiency Education and Research (CALPER), (2006–2010)

Consultant, “Language Teacher’s Guide to Dynamic Assessment” – a project with J. P. Lantolf to develop a practical guide to using Dynamic Assessment in L2 classrooms, funded through the Center for Advanced Language Proficiency Education and Research, Penn State University (2005–2006)

Project Manager, “The effect of changes in the new TOEFL format on the teaching and learning of EFL/ESL” – a multi-national research project funded by the Educational Testing Services, Drs. Elana Shohamy and Liz Hamp-Lyons, co-PIs. Center for Language Acquisition, Penn State University (2002–2003)

B. Editorial and Review Work

Member, Editorial Advisory Board, *Culture and Education* (2022 – present)

Associate Editor, *Language and Sociocultural Theory* (2016 – present)

Member, Editorial Advisory Board, *Journal of Applied Language Studies* (beginning 2021)

Member, Editorial Advisory Board, *Journal of Cognitive Education and Psychology* (beginning 2018)

Member, Editorial Advisory Board, *TESOL Quarterly* (2018-2021)

Member, Editorial Advisory Board, *Language and Sociocultural Theory* (2013-2016)

Member, Editorial Advisory Board, *TESOL Quarterly* (2008-2011)

Reviewer, *Language Assessment Quarterly* (beginning January, 2010)

Reviewer, *Journal of Teacher Education* (beginning January, 2010)

Reviewer, *Journal of Applied Linguistics* (beginning January, 2010)

Reviewer, *Journal of Cognitive Education and Psychology* (beginning January, 2009)

Reviewer, *Language Testing* (beginning January, 2009)

Reviewer, *Assessment in Education* (beginning February, 2008)

Reviewer, *Learning and Individual Differences* (beginning January, 2008)

Reviewer, *TESOL Quarterly* (beginning November, 2007)

Reviewer, *Language Learning* (beginning March, 2007).

Reviewer, *Applied Linguistics* (beginning February, 2007).

Reviewer, *The Modern Language Journal* (beginning October, 2006).

Reviewer, *The French Review* (beginning August, 2006).

Reviewer (SLA strand), Annual meeting of the American Association of Applied Linguistics (2010)

Reviewer (Assessment strand), Annual meeting of the American Association of Applied Linguistics (2002, 2009)

Reviewer (Second Language Teaching and Language and Society strands), Second Language Research Forum (2004)

C. Additional Academic Responsibilities

Associate Department Head, Department of Curriculum & Instruction, Penn State University (2020-2021)

Program Coordinator, Second Language Education Graduate Emphasis Area, Department of Curriculum & Instruction, Penn State University (2016–present)

Director, Middle, Secondary, and Global Education Programs, Department of Curriculum & Instruction, Penn State University (2016–2020)

Program Director, World Languages Education, Department of Curriculum & Instruction, Penn State University (2008–present)

Coordinator, English as a Second Language Tutoring Outreach Initiative, Penn State University and State College Area High School, (2001–2002)

Research Assistant, French Telecollaboration Project, Center for Language Acquisition, Penn State University (2001–2002)

Technology Support Assistant, Center for Language Acquisition, Penn State University (2001–2002)

List serve manager, Ltest-L, the discussion list of the International Language Testing Association (2002–2003)

Assistant Chair, Graduate Colloquium for French and Francophone Studies, Pennsylvania State University (2000)

Assistant Coordinator, Undergraduate Language Program, Department of French, Penn State University (1999–2001)

IX. AWARDS and HONORS

Nominated (with P. Infante) for the 2018 Outstanding Research Article Award from the American Association for Applied Linguistics for “Mediated Development: A Vygotskian approach to transforming learner L2 abilities” (*TESOL Quarterly*, 51(2). 332-357. doi:10.1002/tesq.308).

Recipient (with J. P. Lantolf) of the 2015 Kenneth W. Mildener Prize for the book *Sociocultural Theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide* (Routledge). The prize recognizes outstanding work in the fields of language, culture, literacy, and literature with strong application to the teaching of languages other than English.

Finalist for the 2009 British Association for Applied Linguistics Book Prize for Outstanding Book in Applied Linguistics for *Dynamic Assessment: A Vygotskian Approach to Understanding and Promoting L2 Development* (M.E. Poehner, Springer Publishing). (2009).

Recipient of the 2008 Pimsleur Award for Outstanding Research in Foreign Language Education. Awarded jointly by the American Council on the Teaching of Foreign Languages (ACTFL) and the *Modern Language Journal* (MLJ). (2008)

Gil Watz Graduate Fellowship, Center for Language Acquisition, Penn State University (\$5,000 per year for 2 years), L2 Dynamic Assessment: Development of a Theoretical Framework and Outlining Principles of Application, in collaboration with Prof. James Lantolf (2003–2005)

Spector Award for Outstanding Student in Applied Linguistics, Pennsylvania State University (2002–2003)

Marshall, College of Education, University of Cincinnati (1998)

Graduate, Summa Cum Laude, University of Cincinnati (1997, 1998)

Golden Key National Honors Society (Lifetime Member), University of Cincinnati Chapter (1997)

Alliance Française (Cincinnati) Scholarship for Study Abroad (1996)

Alpha Lambda Delta National Honors Society (Lifetime Member), University of Cincinnati Chapter (1995)

X. ORGANIZATIONS

President, International Association for Cognitive Education and Psychology (2019-2021)

Member, American Association for Applied Linguistics

Member, American Council on the Teaching of Foreign Languages

Member, International Association for Cognitive Education and Psychology

Member, American Association of Teachers of French

Member, TESOL

Member, International Language Testing Association

Vice President, French Graduate Organization, Pennsylvania State University (2000-2001, 2001-2002)

Representative, French Graduate Organization, Pennsylvania State University (1999-2000)

XI. RESEARCH INTERESTS

Dynamic Assessment

Vygotskian Approaches to Second/Foreign Language Pedagogy (Systemic-theoretical instruction, Mediated Development)

Second Language Teaching and Assessment (classroom-based assessment, language teaching methods, testing washback)
Theories of Second Language Acquisition

XII. LANGUAGES OTHER THAN ENGLISH

French: near native fluency (4 skills); Spanish: high intermediate level (4 skills)