

CURRICULUM VITAE

JAMES P. LANTOLF

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A. EDUCATION

Ph.D. Linguistics: 1974 Pennsylvania State University

M.A. Spanish Linguistics: 1971 Pennsylvania State University

B.S. Education/Spanish: 1969 University of Scranton

B. PROFESSIONAL EXPERIENCE

1. ACADEMIC POSITIONS

Distinguished Professor in the Center for the Cognitive Science of Language, Beijing Language and Culture University (appointed, 2021).

Adjunct Professor in Applied Linguistics: School of Foreign Studies, Xi'an Jiaotong University (2019 to 2021).

Yangtze River (*Changjiang*) Professor: School of Foreign Studies, Xi'an Jiaotong University (2017 to 2019).

George and Jane Greer Professor Emeritus in Language Acquisition and Applied Linguistics. Pennsylvania State University (July 1, 2019).

George and Jane Greer Professor in Language Acquisition and Applied Linguistics: Pennsylvania State University (2005 to 2019).

Professor of Applied Linguistics: Penn State University (July 1, 1999 to 2005).

Professor of Linguistics and Romance Studies: Cornell University (1991 to 1999).

Professor of Applied Linguistics: University of Delaware (1989 to 1991).

Associate Professor of Applied Linguistics: University of Delaware (1980 to 1989).

Assistant Professor of Spanish/Bilingual Studies: University of Texas at San Antonio (1977 to 1980).

Assistant Professor of Spanish: State University of New York College at Geneseo (1974 to 1977).

2. ADMINISTRATION

Director of the Center for Language Acquisition, Penn State University (July 1, 1999 to 2019).

Director of the Penn State National Foreign Language Resource Center -- CALPER
[Center for Advanced Language Proficiency Education and Research] (2002 to 2019).

Interim Chair, Department of Modern Languages, Cornell University (1998 to 1999).

Associate Chair, Department of Modern Languages, Cornell University (1995 to 1998).

Associate Chair, Department of Modern Languages and Linguistics. Cornell University (1991 to 1995).

Director of Graduate Studies, Department of Linguistics. University of Delaware (1986 to 1991).

Chair, Department of Linguistics. University of Delaware (1985 to 1987).

Director of Foreign Language Teacher Education Program. University of Delaware (1980 to 1986).

Director of Foreign Language Instruction. University of Texas at San Antonio (1977 to 1980).

3. GUEST PROFESSORSHIPS, INTERNATIONAL TEACHING POSITIONS AND ACADEMIC CONSULTATION

Professorial Visiting Fellow, University of New South Wales, College of Education (January 10-23, 2011).

Intensive seminar on sociocultural theory and second language instruction. International University of Andalucía. Huelva, Spain (July 24-25, 2008).

Temple University Japan, Distinguished Lecturer. Offered two intensive seminars on sociocultural theory and second language learning (Tokyo--May 17-18, 2008; Osaka--May 24-25, 2008)

Visiting Scholar, Faculty of Education, University of Hong Kong (May 25 – June 4, 2007).
Professor, Australian Applied Linguistics Institute, University of Melbourne (July 2000).
Language Learning Distinguished Scholar-in-Residence, Institute for Language Teaching and Learning, University of Auckland (October 1999).
Visiting Scholar, Department of Linguistics and Applied Linguistics, University of Melbourne (spring 1998).
Visiting Professor, Department of English Studies, University of Nottingham (fall 1997).
Academic Consultant on Language Learning for the UNESCO Curriculum Reform Project -- Bolivian Ministry of Education (June 1995).
Professor in FIPSE sponsored graduate program for teachers of American Sign Language. Western Maryland College (1989 to 1992).
USIA academic specialist in psycholinguistics and second language learning. Yugoslavia (March 1988).
Guest Professor --Department of Developmental and Social Psychology, University of Rome, La Sapienza (January-March 1987).
Visiting Professor of Applied Spanish Linguistics. University of Kassel, Federal Republic of Germany (April-July 1987).
USIS academic specialist in psycholinguistics and second language learning. Yugoslavia (March 1987).
USIS academic specialist in psycholinguistics and second language learning. American University Alumni Association, Bangkok, Thailand (October 1987).
Specialist in psycholinguistics, language testing and Spanish linguistics for seminars on second language learning sponsored by Tennessee Tech University (summer 1986 and 1988).
USIS academic specialist for language instruction. Binational Centers (Sao Luis, Fortaleza, Santos, Campinas, Sao Paulo, Salvador, Porto Alegre, Rio de Janeiro) Brazil (summer 1983 and summer 1985).

C. PROFESSIONAL ACTIVITIES

1. Offices Held in Organizations

Member of the Research Article Award Committee. American Associate for Applied Linguistics (2018-2019).

Member of the Scientific Committee of the International Conference on Second Language Studies. Istanbul. February 2019.

Member Committee on the Fund for the Future of Applied Linguistics. American Association for Applied Linguistics (2014-2017).

Member of the Distinguished Scholarship and Service Committee. American Association for Applied Linguistics (2013, 2017).

President of the American Association for Applied Linguistics (2004-2005).

First Vice President of the American Association for Applied Linguistics (2003-2004)

Second Vice President of the American Association for Applied Linguistics (2002-2003).

Member Nominating Committee of the American Association for Applied Linguistics (1997)

Executive Committee & Treasurer of International Association of Applied Psycholinguistics (1988 to 1992).

Delegate of the Linguistic Society of America to the American Council on the Teaching of Foreign Languages (1994 to 1997).

Chair of Executive Committee on Applied Linguistics, Modern Language Association of America (1982 and 1983).

Member of Executive Committee on Applied Linguistics, Modern Language Association of America (1979 to 1984).

Delegate of Applied Linguistics Division to MLA Delegate Assembly (1975 to 1977 and 1985 to 1987).

President of Texas Affiliate of TESOL International (1979 to 1980).

Chair of Applied Linguistics Section of Northeast MLA (1978).

2. Conferences and Institutes Organized

Initiator and Academic Coordinator of the Penn State Summer Institutes in Applied Linguistics (summer: 2002, 2005, 2009), University Park, PA.

Program Chair for the Annual Conference of the American Association for Applied Linguistics. May 1-4, Portland, Oregon (2004).

Coordinator of Applied Linguistics section of the Linguistics Society of American Summer Institute. (July 1997) Cornell University, Ithaca, NY.

Founder of the Sociocultural Theory and Second Language Learning research group in 1993 (the group holds an annual meeting to discuss research progress on SLA from the perspective of sociocultural theory)

Coordinator of the Delaware Symposium on Language Studies VI and VII (1984 and 1985).

Coordinator of Eleventh Linguistic Symposium on Romance Languages. San Antonio, Texas (1981).

Coordinator of the Third Annual Colloquium on Hispanic and Luso-Brazilian Linguistics. Oswego, New York (1976).

3. External Evaluations Conducted

Program review of the Centre for Education Research on Language and Literacy of the Ontario Institute for Studies in Education of the University of Toronto (November 2013)

Program in Second Language Acquisition and Teaching (SLAT), University of Arizona (2008)

Department of TESOL and Applied Linguistics, UCLA (November 2006)

Department of English and Linguistics, Brigham Young University (October 2006)

Department of French, Italian and Hispanic Studies of the University of British Columbia (September 2004).

New Ph.D. program in second language acquisition, University of Wisconsin (2000).

Graduate Program, Department of Modern Languages and Culture Studies, University of Alberta (October 1999).

Romance Language Program at the University of Michigan (November 1996).

Spanish Department at Wellesly College (May 1996).

4. Review Activities

Grant proposal for the Estonian Research Council (April 2020).

Fulbright Peer Review Committee for Applied Linguistics/TEFL (2010-2011).

Reviewer of grant proposal for the Czech Research Foundation (2011).

Reviewer of grant proposal for the Academy of Finland Science Foundation (2010).

Reviewer of grant proposal for the National Science Foundation (2010).
Reviewer of grant proposal for the Austrian Science Foundation (2010).
Referee for Doctoral Dissertation Competition in Linguistics. Mellon Foundation (2006 to present).
External Assessor for Professorial Chair in the Faculty of Education, University of Hong Kong (2009).
Manuscript evaluator for Oxford University Press, Cambridge University Press, Routledge Press.
Coordinator of the Sociocultural Theory strand of annual conference of the American Association for Applied Linguistics (1999).
Coordinator of the Psycholinguistics strand of the annual conference of the American Association of Applied Linguistics (1996).
Final round evaluator for the TESOL /Newbury House Distinguished Research Award (1995, 1996).
Referee grant proposals for Social Science and Humanities Research Council of Canada (1988 to present).
Numerous promotion and tenure reviews at major national and international universities.

5. Miscellaneous

Advisory Board for the Mellon Project on Less Commonly Taught Languages, Michigan State University (appointed 2016).
International Advisory Board, Institute of Spanish Language and Culture. University of Pamplona (appointed 2016).
Chair, Search Committee for new editor of *The Modern Language Journal* (2010-2011).
Co-organizer of the Cornell University/Cambridge University Press Corpus Linguistics Project (1997-1999).
Developed the curriculum in language teaching methodology and second language acquisition for FIPSE funded MA program in American Sign Language Education at Western Maryland College (1988/89).
Member of Delaware State Committee on Foreign Language Education (1986 to 1991).

Coordinator of teacher training programs for International Institute of Education (1983 and 1984).

Analyst for National Spanish Examination of American Association of Teachers of Spanish and Portuguese (1983).

D. EDITORIAL ACTIVITIES

Founding editor: *Language and Sociocultural Theory* (Equinox Press, 2013)

Editorial Board, *International Journal of Chinese Language Teaching* (appointed 2020)

Senior Advisor to Editorial Board, *International Journal of TESOL Studies* (appointed 2020)

Co-editor: *Applied Linguistics* (Oxford University Press, 1993-1998)

Editorial Board, *The Modern Language Journal* (1997 to present)

Editorial Board, *Brazilian Journal of Socio-Historical-Cultural Theory and Activity Research* (appointed 2018)

Editorial Board, *Journal of Second Language Studies* (appointed 2017)

Editorial Board, *Australian Journal of Applied Linguistics* (2015-2020)

Editorial Board, *L2 Journal* (appointed 2015)

Advisory Board, *Journal of Translation and Language Teaching* (appointed 2014)

Advisory Board, *Colombia Applied Linguistics Journal* (appointed 2014)

Editorial Board, *Journal of Spanish Language Teaching* (appointed 2013)

Editorial Board, *Vigo International Journal of Applied Linguistics* (appointed 2012)

Advisory Board, *Iranian Journal of Language Teaching Research* (appointed 2012)

Editorial Board of the *Australian Review of Applied Linguistics* (2011-2020).

Editorial Board of the *International Journal of Language Studies* (appointed 2011)

Editorial Board of CALS Occasional Papers (Centre for Applied Language Studies), University of Limerick, Ireland (appointed 2005)

Editorial Board "ESL and Applied Linguistics Professional Series " published by Routledge (2000 to present)

Editorial Board "English in the World" of the University of Valencia Press (2000 to present)

Editorial Panel, *Journal of Applied Linguistics* (2002 to 2016)

Editorial Board, *Spanish in Context* (2002 to present)

Editorial Board, *Critical Inquiry in Language Studies: An International Journal* (2002 to 2021)

Editorial Board, *Revista Electrónica de la Lengua Española* (2001 to present)

Editorial Board, *Asian EFL Journal* (2005 to present)

Editorial Board for *EUROSLA* (2005 to 2008)

Editorial Panel, *Applied Linguistics* (1998 to 2004)

Editorial Board, *Spanish Applied Linguistics* (1997 to 2002)

Editorial Advisory Committee for *Studies in Second Language Acquisition* (1990 to 1995)

International Advisory Board of *Journal of Second Language Teaching and Research* (appointed 2010)

Advisory Panel of *Estudios de Lingüística Inglesa Aplicada*, University of Seville (appointed 2006)

E. GRANTS

National Foreign Language Resource Center. CALPER (Center for Advanced Language Proficiency, Education and Research). Funded by the U. S. Department of Education Title VI Program (2018-2022). Funded (\$556,000).

A theoretically-based developmental model of reading instruction for educationally at-risk post-secondary students. Fund for the Improvement of Post-Secondary Education (declared ineligible for format violation !). Co-PIs: J. P. Lantolf & D. Evensen (with assistance of K. Buescher). (\$1,151,075).

National Foreign Language Resource Center. CALPER (Center for Advanced Language Proficiency, Education and Research). Funded by the U. S. Department of Education Title VI Program (2014-2018). Funded (\$617,000).

Language Assessment Research Network. Collaborative project to build an international network for language assessment. With Bristol University, University of Western Australia, Auckland University, University of Sydney, Chinese University of Hong Kong, Zhejiang University. Penn State faculty participants: J. P. Lantolf & M. E. Poehner. Matching grant total from World University Network. Funded \$70,000.

Enhancing and Integrating Language and Culture Learning in Study Abroad. U. S. Department of Education, UISFL Title VI. \$457,593 (including 50% matching from Penn State). Co-PIs J. P. Lantolf & C. Kinginger (not funded).

Collaborative Research on the Development of Thinking for Speaking in a Second Language. National Science Foundation. \$289,856. Co-PIs J. P. Lantolf & G. Stam (not funded). Resubmitted, July 2012. \$251,816 (not funded).

Enhancing and Integrating Language and Culture Learning in Study Abroad. U. S. Department of Education. \$529,000. Co-PIs J. P. Lantolf & Celeste Kinginger (competition cancelled).

Computerized Dynamic Assessment of Language Proficiency in French, Russian, and Chinese: Funded by the U.S. Department of Education International Research Studies Program (2008-2011). \$326,000. Co-PIs J. P. Lantolf & M. E. Poehner.

National Foreign Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education Title VI Program (2010-2014). \$1,235,000. Co-PIs – J. P. Lantolf & K. E. Johnson.

National Foreign Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education Title VI Program (2006-2010). \$1,252,000. Co-PIs – J. P. Lantolf & K. E. Johnson.

National Foreign Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education Title VI Program (2002-2006). \$1,432,000. Co-PIs – J. P. Lantolf & K. E. Johnson.

Educational Testing Service (for analysis of washback effects of the TOEFL exam).

Co-investigator with Karen Johnson (2002-2003). \$125,000. Co-PIs Elana Shohamy and Elizabeth Hamp-Lyons.

Penn State Telecollaboration Project. Funded by the U. S. Department of Education International Research Studies Program (2000-2003). \$409,000. Co-PIs – C. Kinginger, J. P. Lantolf, S. L. Thorne.

F. HONORS, AWARDS, LISTINGS

Lantolf Research Center for Second Language Studies. Established May 19, 2017, School of Foreign Studies. Xi'an Jiaotong University.

Changjiang Scholar (Yangtze River Scholar) in Applied Linguistics, awarded by the Chinese Ministry of Education. School of Foreign Studies, Xi'an Jiaotong University (2016-2019).

Distinguished Scholarship and Service Award. American Association for Applied Linguistics (2016).

Co-recipient of the Modern Language Association of America Kenneth Mildener Prize for outstanding publication, in language, culture, and literacy with application to teaching of languages other than English (2013—2014).

Honorary Professorship, School of Foreign Studies, Xi'an JiaoTong University (appointed 24 September 2014).

College of the Liberal Arts' Class of 1933: Distinction in the Humanities Award, Penn State University (2012).

Honorary Professorship, Faculty of Education, University of Hong Kong (2009-2016).

Language Learning Distinguished Scholar. Institute for Language Teaching and Learning. University of Auckland. Auckland, NZ. Sept. 20 to Oct. 1, 1999.

Who's Who in America. 54th edition. September 2000.

Men of Achievement, 12th edition (1986).

Phi Kappa Phi National Honor Society 1970 to present.

Sigma Delta Pi (Spanish honor society) 1981 to present.

Foreign Language Award -- Class of 1969, University of Scranton.

Secondary Education Award -- Class of 1969, University of Scranton 1969.

G. PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics.

American Association of Teachers of Spanish and Portuguese.

American Council of Teachers of Foreign Languages.

H. INVITED LECTURES, PLENARIES, KEYNOTES, COLLOQUIA

- The value of explicit knowledge in second language development. An SCT perspective. 25th Warwick International Conference in Applied Linguistics. Warwick University, UK. June 27, 2021.
- Why is there no unify theory of second language acquisition? Some speculations. Keynote. 24th Annual Conference and Workshop TEFL and Applied Linguistics. Taipei, Taiwan. March 17, 2023.
- Integrating explicit knowledge into the second language classroom through Concept-Based Language Instruction. Princeton University. November 17, 2022.
- The theory ~ practice crisis: Second language acquisition vs. language education. Webinar lecture celebrating 10th anniversary of the Laboratory of Academic Literacy. Sao Paulo, Brazil. September 23, 2022.
- The Zone of Proximal Development and its Implications for a Pedagogy of Language Development. Foreign Language University. Dalian, China. April 8, 2022.
- Crisis in second language studies: The cognitive and social divide and what to do about it. Invited lectures. SLAT program, University of Arizona. Tucson, AZ. March 18, 2022.
- Motivational dialogue: An alternative approach to L2 motivation. Keynote at 9th annual symposium on second language acquisition in China. Beijing. December 12, 2021.
- The social ~ cognitive crisis in SLA and what to do about it. Keynote at 30th anniversary conference on English language education. Taipei, Taiwan. November 30, 2021.
- Cognitive and social theories of second language acquisition. A sociocultural way out of a crisis. Conference on Cognitive Neuroscience. Beijing Language and Culture University. June 4, 2021.
- Ideas clave para la enseñanza basada en conceptos. Telejornadas patrocinadas por el editorial Difusión.* May 29, 2021. [Concept-based language instruction. Online workshop sponsored by the publisher Difusión.].
- Dynamic assessment and the ZPD: Predicting the future and creative assessment. Cultural-historical activity theory research group. Moscow, Russia. May 25, 2021 (with M. E. Poehner).

Crisis in applied linguistics: The theory/research ~ practice gap and what to do about it.
Inaugural Lecture at the launch of the Centre for Language Education Research, Queens University, Belfast. January 28, 2021.

Crisis in SLA: The cognitive ~ social divide and what to do about it. Invited webinar.
Department of Foreign Language, Teheran University Medical School. January 9, 2021.

Crisis in SLA: The cognitive ~ social divide and what to do about it. Keynote address: 2020 International Forum on Frontier Issues in Applied Linguistics. Beijing Foreign Studies University. September 18, 2020.

Top-down usage-based language pedagogy: Integrating sociocultural theory and cognitive linguistics. Twelfth Heritage Language Institute. Pennsylvania State University. June 8, 2020.

On the Incommensurability of the Zone of Proximal Development and Scaffolding: A Theoretical Argument. 37th International Conference on English Learning and Teaching. Taipei, Taiwan. May 29, 2020.

Scaffolding and the Zone of Proximal Development: A problematic relationship (with Xi Jiao). Dalian Foreign Language University. Dalian, China. April 17, 2020.

Sociocultural theory: What, why, where, how? Dalian Foreign Language University. Dalian, China. April 9, 2020.

Sociocultural theory: What, why, where, how. Fourth annual research conference on sociocultural psychology and applied linguistics. University of Navarra. Pamplona, Spain. December 19, 2019.

Concept-based instruction and Spanish indicative-subjunctive as stance taking (with A. van Compernelle). ACTFL Special Interest Group in L2 Research. November 22, 2019.

Conversation on sociocultural theory and complex dynamic systems theory (with Diane Larsen-Freeman). Xi'an Jiaotong University. May 14, 2019.

The emotional ~ intellectual dialectic: *Perezhivanie* in L2 teacher development. 2nd East Asian Conference on Sociocultural Theory and Second Language Development. Xi'an Jiaotong University. May 11, 2019.

Collectivists and the emotional ~ cognitive dialectic. Conference on Individual Differences. Konin University, Poland. October 10, 2018.

Hearing voices: Collectivists and agency in language classrooms. Independent Learning Association Conference. Konan Women's University. Kobe, Japan. September 7, 2018

Perezhivanie: The cognitive-emotive dialectic within the social situation of development. Conference on Sociocultural Theory and Second Language Development. Xi'an JiaoTong University. May 2018.

Dynamic systems theory, sociocultural theory and second language developmental education. Keynote address, Conference on Foreign Language Learning, Dalian University of Foreign Languages. Dalian, China. June 4, 2017.

On evidence of second language development from a sociocultural theoretic perspective. Dalian University of Technology. Dalian, China. June 2, 2017.

The value of explicit instruction for the language classroom. Inaugural lecture on the occasion of the establishment of the Lantolf Center for Research in Second Language Studies. School of Foreign Studies, Xi'an Jiaotong University. May 19, 2017.

Pre-conference workshop on Sociocultural and Dynamic Systems Theories in SLA (with K. deBot). American Association for Applied Linguistics. Portland, Or. March 2017.

Concept-based instruction and teacher education (with O. Esteve). Tenth International Conference on Language Teacher Education. UCLA. February 4, 2017.

Sociocultural theory and post-secondary language programs. Sponsored by Applied Linguistics Special Interest Group, Modern Language Association of America annual convention. Philadelphia, January 6, 2017.

Enhancing the Teacher-Learner Partnership to Promote Learner Development. Three Rivers TESOL. Slippery Rock University. October 22, 2016.

Teaching English through Concept-based instruction. Nanjing Agricultural University. Nanjing, China. June 4, 2016.

Developmental education. Explicit instruction for L2 development. Temple University. January 27, 2016.

Explaining the Zone of Proximal Development: Why levels of mediation matter (with L. Kurtz & O. Kissalev). Part of invited colloquium on sociocultural theory and SLA. Second Language Research Forum. Georgia State University, Atlanta. October 30, 2015.

Sociocultural theory and the pedagogical imperative: L2 developmental education. Department of Language and Literacy Education. University of Georgia. October 28, 2015.

Systemic theoretical instruction and the unnecessary separation of theory and practice. Symposium on Sociocultural Approaches to Additional Language Learning/Teaching, Research and Teacher Education: Bridging the Gap between Practice and Theory. University of Pompeu Fabra. Barcelona. October 14, 2015.

The role of the “social other” in sociocultural approaches to second language development. Symposium on Interlocutor Individual Differences in Cognition and SLA. Indiana University. Bloomington, IN. October 1-2, 2015.

The relevance of high-quality explicit instruction for classroom second language development. Department of Modern Languages & Literatures. Case Western Reserve University. Cleveland. April 24, 2015.

The methodology of sociocultural theory. *Language Learning* Round Table Colloquium. Annual Conference of the American Association for Applied Linguistics. Toronto. March 21, 2015.

Developmental education and English language teaching. Keynote address. Seventh Annual Conference on English Language Teaching. Nanjing University, Nanjing, China. October 24, 2014.

Systemic-theoretical instruction, processability theory and topicalization in L2 Chinese. Keynote address. Sixth Annual Conference on Second Language Acquisition. Zhejiang University. Hangzhou, China. October 19, 2014.

Metaphor: The integration of culture, cognition, and communication. Conference on Research and Teaching Intercultural Competence. Indiana University-Purdue University-Indianapolis. June 6, 2014.

Co-organizer with Karen Johnson and Joan Kelly Hall of invited colloquium at Georgetown University Roundtable on Usage Based Approaches to Language Learning. Washington, D.C. March 2014.

Sociocultural theory and the pedagogical imperative. Lecture at the University of Rome TRE. December 5, 2014.

Dynamic Assessment: A systematic approach to classroom formative assessment. University of Ragusa and University of Catania, Italy. December 2 and 3, 2014.

Sociocultural theory and the pedagogical imperative. Plenary address at the Annual Conference of TESOL Italy. Rome. November 29, 2014.

The cognitive and the social in applied linguistics: Is there a gap? Presentation in invited colloquium: The Cognitive and the Social in Applied Linguistics: Bridging the Gap. Annual Conference of the American Association for Applied Linguistics. Dallas, TX (March 2013).

Co-organizer, Dynamic Assessment in Language Learning, Wilga Rivers Colloquium, Annual Conference of the American Association for Applied Linguistics. Dallas, TX (March 2013).

Integrating sociocultural theory in the language classroom. Xi'an JiaoTong University. Xi'an China (September 25, 2012).

Integrating sociocultural theory in the language classroom Xidian Technical University. Xi'an China (September 21, 2012).

Dynamic Assessment: The dialectic of theory and practice. Xi'an JiaoTong University. Xi'an China (September 19, 2012).

Sociocultural approaches to teaching advanced-level heritage speakers. Summer Institute, UCLA Heritage Language Center (June 20, 2012).

The pedagogical imperative and the dialectics of L2 instruction. Invited speaker. Annual Convention of TESOL International. Philadelphia, PA (March 29, 2012).

The interface of language and culture. Conference on Intercultural Competence. University of Arizona. Tucson, AZ (January 29, 2012).

Sociocultural theory and second language instruction: Making learning happen. Department of Curriculum and Instruction, University of Maryland (March 3, 2011).

Sociocultural theory and the pedagogical imperative. Summer seminar, School of Education, University of New South Wales. Sydney, Australia (January 17-21, 2011).

Sociocultural theory and the pedagogical imperative. Modern Language Centre, Ontario Institute for Studies in Education, University of Toronto (November 12, 2010).

The dialectics of instructed second language development. Plenary lecture at the annual conference of the Japanese Association of Language Teachers (JALT). Shizuoka, Japan (November 21, 2009).

The dialectics of L2 development: A new metaphor. Plenary lecture at Second Language Research Forum (SLRF). Michigan State University, East Lansing, MI (Oct. 30, 2009).

Concept-based language teaching and the crisis in SLA. College of Education, University of Birmingham. Birmingham, UK (May 15, 2009).

Dynamic assessment and the dialectical unity of instruction and assessment. Department of Foreign Languages, Open University. Milton Keynes, UK (May 14, 2009).

Concept-based language teaching and the crisis in SLA (lecture and workshop), Department of Linguistics, University of Lancaster. Lancaster, UK (May 12 & 13, 2009).

Dynamic assessment in L2 development. Kansai University, Osaka (May 22, 2008).

The dialectics of instruction and assessment in the classroom setting, Sophia University. Tokyo (May 20, 2008).

Assessment for development: Dynamic assessment in the language classroom. Program in Second Language Acquisition, University of Wisconsin-Madison. Madison, WI (April 10, 2008).

Sociocultural theory and the pedagogical imperative. Pacific Second Language Research Forum (PacSLRF). Beijing, China (March 23, 2008).

Sociocultural theory and learner autonomy. Beijing Foreign Studies University. Beijing, China (March 21, 2008).

Sociocultural theory and the teaching of language and culture. McGraw-Hill plenary presentation. Department of Modern Languages, University of Miami, Coral Gables, FL (March 6, 2008).

The dialectics of language assessment in the language classroom: Dynamic assessment. Program in Second Language Acquisition and Teaching, University of Arizona. Tucson, AZ (October 24, 2007).

Four lectures (gesture & L2 learning, dynamic assessment, dialectics & advanced L2 proficiency, re(de)fining advanced proficiency). Faculty of Education, University of Hong Kong (May 29, 30, 31, June 4, 2007).

Inter- and intra-personal interaction in L2 learning: A sociocultural perspective. Paper in invited colloquium on Interaction in SLA organized by S. Gass & A. Mackey. Annual Conference of the American Association for Applied Linguistics. Costa Mesa, CA (April 25, 2007).

The dialectics of SLA. Plenary address at conference on Socio-Cognitive Approaches to Second Language Learning and Teaching. University of Auckland. Auckland, New Zealand (April 13, 2007).

Concept-based L2 instruction. Department of Linguistics, SUNY-Stony Brook (March 9, 2007).

Internalization and L2 learning. Department of Spanish & Portuguese, University of Texas. Austin, TX (February 19, 2007).

Dynamic assessment in the foreign language classroom. Department of Spanish & Portuguese, University of Texas. Austin, TX (February 20, 2007).

Three open lectures on self-regulation, internalization and private speech in L2 learning. University Pompeu Fabra. Barcelona. (December 11, 13, 14, 2006).

Participant in invited colloquium: Language in action and activity: Unit of the analysis. Conference on Language in Action—Vygotskian, Leontievan Legacy Today. University of Jyväskylä. Jyväskylä, Finland (June 9, 2006).

Summer School Course on Dynamic Assessment and Concept-Based L2 Instruction. University of Jyväskylä, Finland (June 5-7, 2006).

Sociocultural theory and its implications for the language classroom. College of Education. University of Cincinnati (April 13, 2006).

The relevance of conceptual knowledge for L2 learning. Annual Conference of the Spanish Association for Applied Linguistics. University of Distance Education. Madrid (March 29, 2006).

Intensive seminar for faculty and doctoral students on sociocultural theory and L2 learning. University of Odense. Odense, Denmark (December 14-15, 2005).

Public lecture on dynamic assessment in the FL classroom. Kassel University. Kassel, Germany (December 12, 2005).

Dynamic Assessment in the Language Classroom. Department of Modern Languages, University of Scranton. Scranton, PA (November 20, 2005).

Dynamic Assessment and Probable Alzheimer's Disease: Sustaining Cognitive Development. Ontario Institute for Studies in Education, U of Toronto (November 11, 2005).

Sociocultural theory and second language learning: Three research agendas. World Congress of the International Association of Applied Linguistics. University of Wisconsin--Madison. Madison, WI (July 25, 2005).

Dynamic assessment and L2 development. Department of Spanish. University of Massachusetts, Amherst (March 28, 2005).

Organized Invited Symposium on Conceptual and Empirical Approaches to Advanced Proficiency. Georgetown University Round Table on Language and Linguistics, Washington, DC. (March 12, 2005).

Languaculture: Re(de)fining advanced proficiency. Symposium on Conceptual and Empirical Approaches to Advanced Proficiency. Georgetown University Round Table on Language and Linguistics, Washington, DC. (March 12, 2005).

Internalization and L2 acquisition. Korean Association of Teachers of English (KATE). Seoul, South Korea (June 25, 2004).

Dynamic Assessment in L2 Learning. Graduate School of Education. University of Bristol, UK (March 10, 2004).

Internalization and L2 development. SLA Seminar. University of Limerick. Limerick, Ireland (March 9, 2004).

On the other hand: Gesture/speech interface in L2 performance. Second Language Research Forum (SLRF). University of Arizona. Tucson, AZ (October 16, 2003).

Gesture and motions verbs in Spanish and English L1 and L2. The XIII annual Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, University of Texas at Austin. Austin, TX (April 4, 2003). Also presented to the Dept. of Modern Languages, Carnegie Mellon University. Pittsburgh, PA (October 23, 2003).

Sociocultural theory and mainstream SLA: An Exegesis. 9th Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Florida State University, Tallahassee, FL (October 2002).

Second language learning and internalization. 8th Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. University of Toronto (October 2001).

Aproximación a la teoría socio-cultural y su incidencia en las aulas de lenguas extranjeras.

Workshop on *La lengua vehículo cultural multidisciplinar*, sponsored by the University Complutense. El Escorial, Spain (July 11, 2001).

La teoría socio-cultural: Reflexión sobre estudios y aplicaciones prácticas. Workshop on *La lengua vehículo cultural multidisciplinar*, sponsored by the University Complutense. El Escorial, Spain (July 12, 2001).

On the potential relevance of private speech and internalization for second language development. Department of English Studies, Paderborn University. Paderborn, Germany (December 18, 2000).

Going out of my head !Private speech and SLA. International Conference on Language and the Mind. National University of Singapore (September 2000).

Language play and SLA: Theorizing the private speech/learning interface. Annual Meeting of the Australian Association for Applied Linguistics (July 2000).

An activity theoretic perspective on classroom motivation (with P. Genung).The Berkeley Language Center Conference on Ecological Approaches to Language Learning, University of California at Berkeley (March 2000).

Teaching standard English: The Dangers of linguistic arrogance. Public lecture. University of Auckland. Auckland, New Zealand (September 1999).

The role of inner speech in second language acquisition: Theoretical perspectives. Featured address at the annual meeting of the New Zealand Association for Applied Linguistics. Auckland, New Zealand (September 1999).

Activity theory and its implications for second language learning. Monash University and repeated at Latrobe University, Melbourne, Australia (May 1998).

Standard and other Englishes in the school setting. Public lecture sponsored by the School of Languages, University of Melbourne, Melbourne, Australia (May 1998).

(Re)constructing a self in a second language. School of Languages Post Graduate Conference: Voices --literary & linguistic interpretations. University of Melbourne (April 1998).

(S)econd (L)anguage (A)ctivity Theory: Understanding second language learners as people (with A. Pavlenko). Invited colloquium on the construction of the second language learner organized by Michael Breen. AAAL '98. Seattle, Washington (March 1998).

Sociocultural theory and second language learning. University of California at Davis (January 1998).

Vygotsky's zone of proximal development and Krashen's $i + 1$: Incommensurable discourses and incommensurable theories. Berkeley Language Center, University of California at Berkeley. January 1998 (revised version of a paper presented at the OISE, see below)

The reconstruction of a self in a second language. Centre for Cultural Studies, University of Bradford, United Kingdom (October 14, 1997). This talk was also be presented at the School of Education, University of London and at the Department of English Studies at the University of Nottingham (November 25, 1997).

An overview of Vygotskian sociohistorical psychology and its relevance for general and second language education. School of Education, University of Leeds, United Kingdom (November 11, 1997) and at the School of Education, Thames Valley University, United Kingdom (December 2, 1997).

Second culture acquisition: Cognitive considerations. Department of Applied Language Studies, University of Leeds, United Kingdom (November 11, 1997). This talk was also presented at the Department of English Studies, University of Nottingham (November 5, 1997).

The Zone of proximal development and $i + 1$: Incommensurable discourses ? (with W. Dunn) Ontario Institute for Studies in Education, University of Toronto (April 1997).

Organizer of invited colloquium: Sociocultural theory and second language learning: Confronting the margins. Annual conference of the American Association for Applied Linguistics, (Orlando, 1997).

Organizer of special symposium in honor the 100th anniversary of the birth of L. S. Vygotsky at the World Congress of the International Association of Applied Linguistics, Jyvaskyla, Finland(August 1996).

The laboratory and the language classroom: Dissolving the boundaries. Featured address at the Annual Seminar on Languages and Literatures, Inter-American University of Puerto Rico (April 1996).

Second language theory building: Let all the flowers bloom ! Modern Language Centre of Ontario Institute for Studies in Education. Toronto (April 1996).

Invited discussion group leader for Applied Linguistics Interest Section of TESOL at the annual international convention. Chicago(March 1996).

Invited participant in the special session for journal editors at the annual international convention of TESOL. Chicago(March 1996).

Invited discussant for the Research Fair sponsored by the Research Interest Section of TESOL at the annual international convention. Chicago (March 1996).

The metaphors of second language acquisition theory building. Colloquium Series of Second Language Acquisition and Teacher Education (SLATE) program of the University of Illinois(November 1995).

The role of private speech in the acquisition of Spanish as a second language. Keynote address at Conference on The Acquisition of Spanish as a First and Second Language, The Pennsylvania State University(October 1995).

The laboratory and the language classroom: Dissolving the boundaries. Featured address at the Annual Seminar on Languages and Literatures, Inter-American University of Puerto Rico. San German(April 1996).

What's so basic about basic research ?Presentation in Invited colloquium on classroom second language research (organized by Rod Ellis).Fifteenth annual meeting of Second Language Research Forum (SLRF). Cornell University(September 1995).

Second language learning in the 'zone of proximal development': A revolutionary experience. American Education Research Association Annual Meeting. San Francisco (April 1995).

Invited discussant for young researchers at Research Fair, TESOL Annual Meeting. Long Beach (March 1995).

Vygotskian theory and second language acquisition: An overview of research. University of California at Santa Barbara(October 1994).

Code-switching in Spanish as a foreign language: Some evidence for functional categories. The Pennsylvania State University (April 1994).

Eliciting and analyzing private speech. Invited research workshop at American Association of Applied Linguistics. Baltimore (March 1994).

Second language learning in the 'zone of proximal development.' Ontario Institute for Studies in Education. Toronto (January 1994).

Workshop on second language acquisition for ASL faculty. Northeastern University. Boston (June 1994).

Vygotsky and Bakhtin in the second Language classroom: A case for strategic interaction. Georgetown University Round Table in Honor of Robert J. Di Pietro. Washington, D.C. (March 1993).

The role of 'private speech' in language learning. Visiting Scholar Lecture, Georgia Center University Consortium. University of Georgia (April 1993).

Sociocultural theory in the modern classroom. Keynote address New York University chapter of Phi Delta Kappa National Education Honor Society. New York City (May 1993).

Internal processing in L2 acquisition. Learning Center. University of Pittsburgh(March 1990).

Universal grammar and second language learning. University of Essen, Germany (January 1989).

Language play and L2 learning. Graduate School of Education. University of Pennsylvania (April 1989).

Vygotskian theory and second language acquisition. University of Kiel, Germany(January 1988).

L2 learning: A Vygotskian approach. University of Rochester (September 1987).

Vygotskian theory and language acquisition. University of Udine, Italy (February 1987).

The place of grammar in the language classroom. Plenary lecture at Thai TESOL Conference. Bangkok (October 1985).

How to make and test native speakers. Keynote address at Annual Meeting of the Linguistics Association of the Southwest. Houston (October 1985).

Theory and practice: Eclecticism in FL teaching methodology. Second Penn State Conference on Developments in Language Learning, June 1984 (Keynote address).

Silent way and strategic interaction in the FL classroom. George Mason University(October 1983).

Content-focused language teaching: U.S. Hispanic culture in the language classroom. Sixth Annual Symposium on Spanish and Portuguese Bilingualism. Mayagüés, Puerto Rico (November 1982).

H. CONFERENCE PRESENTATIONS

- Poehner, M. E. & J. P. Lantolf (2022). A moving target or moving the target? Dynamic assessment and creativity in L2 use. AAAL Conference. Pittsburgh, PA. March 22, 2022.
- Lantolf, J. P. (2019). Concept-based language instruction: SCT & visible mediation. TESOL Annual Convention. Atlanta, March 14.
- Lantolf, J. P. (2019). Sociocultural theory. Colloquium: The conceptual architecture of SLA research: Deeping the discussion. AAAL Annual Conference. Atlanta, March 9.
- Swain, M. & J. P. Lantolf (2018). Perezhivanie: The cognitive-emotive dialectic within the social situation of development. Colloquium on L2 Motivation. Annual Conference of the American Association for Applied Linguistics. Chicago, March 27.
- Lantolf, J. P. (2018). Sociocultural theory. Colloquium on Clarifying Issues in the Conceptual and Terminological Architecture of SLA Research. Annual Conference for the American Association for Applied Linguistics. Chicago, March 25.
- Lantolf, J. P. & K. McManus (2018). Concept-based teaching for effective learning of complex language features. Annual Convention of the North East Conference of Teachers of Foreign Languages. New York City. February 10.
- Lantolf, J. P. & K. McManus (2017). The relevance of explicit instruction & L1 for successful second language development. Convention of the American Council of Teachers of Foreign Languages. Nashville, TN. November 17.
- Lantolf, J. P. (2017). What counts as evidence in sociocultural research. Colloquium on Evidence in Applied Linguistics Research. Annual Conference of the American Association for Applied Linguistics. Portland, OR. March 20.
- Lantolf, J. P., G. Stam, K. Buescher, & T. Smotrova. (2017). Teaching L2 thinking for speaking: On the role of gesture. Annual Conference of the American Association for Applied Linguistics. Portland, OR. March 19.
- Lantolf, J. P. & A. vanCompernelle (2016). Teaching L2 pragmatics through concept-based instruction. Annual Conference of the American Council on the Teaching of Foreign Languages. Boston, MA. November 17.
- X. Zhang & J. P. Lantolf (2015). Extending working memory for L2 learning through material mediation. Annual Conference of the American Association for Applied Linguistics. Toronto. March 23, 2015.

- X. Zhang & J. P. Lantolf (2014). Natural or artificial: Is the route of L2 development teachable. Colloquium on Second Language Developmental Sequences. Annual Conference of the American Association for Applied Linguistics. Portland, OR. (March).
- X. Zhang & J. P. Lantolf (2014). Pragmatics of word order in Chinese heritage speakers. Annual Conference on Heritage Language. Title VI Heritage Language Center, UCLA. Los Angeles, March 7-8.
- Lantolf, J. P. (2012). Teaching the interface of language and culture through metaphor. Annual Convention of the American Council of Teachers of Foreign Languages. Philadelphia, PA. November 18.
- Lantolf, J. P. & M. E. Poehner (2012). On-line dynamic assessment: Quantifying the effects of mediation and learning. Poster session at annual Georgetown University Round Table Conference. Washington, D.C. (March 9).
- Lantolf, J.P., M. E. Poehner, X. Lu, & R. Ableeva (2011). Helping teachers meet learner needs through innovative online diagnostic assessment. Annual Convention of the American Council of Teachers of Foreign Languages. Denver, CO(November 19).
- Ableeva, R. & J. P. Lantolf(2011). From Cinderella to princess: Diagnosing and enhancing L2 listening comprehension through dynamic assessment. Annual Conference of the American Association for Applied Linguistics. Chicago (March 27).
- Bobrova, L. & J. P. Lantolf (2011). Happiness is drinking beer: A cross-cultural study of American and Ukrainian beer commercials. Annual Conference of the American Association for Applied Linguistics. Chicago (March 26).
- Lantolf, J. P. (2009). Sociocultural theory and educational praxis: A dialectic perspective on L2 development. Colloquium on Alternative Approaches to Second Language Acquisition: A Comparative Perspective. Annual Conference of the American Association for Applied Linguistics. Denver(March 23).
- Lantolf, J. P., M. E. Poehner& R. Ableeva (2008). Unifying assessment and instruction in support of L2 learning. Annual Convention of the American Council on the Teaching of Foreign Languages. Orlando(November 22).

- Lantolf, J. P. (2006). Colloquium on sociocultural approaches to second language pedagogy (organizer). Annual conference of the American Association for Applied Linguistics. Costa Mesa, CA (April 24).
- Lantolf, J. P. (2004). Let's keep our heads: The individual in sociocultural theory. Annual conference of the American Association for Applied Linguistics. Portland, OR (May 4).
- Poehner, M. & J. P. Lantolf. (2003). Dynamic assessment of L2 development: Bringing the past into the future. Annual meeting of the British Association of Applied Linguistics. University of Leeds (September 4).
- Lantolf, J. P. & E. Negueruela. (2003). Sociocultural theory and the teaching of grammar in the L2 classroom. Annual TESOL Conference. Baltimore (March).
- Carlson, M. & J. P. Lantolf (2003). Mind making in the private writing of L2 learners. Annual conference of the American Association for Applied Linguistics. Washington, D.C. (March).
- Lantolf, J. P. & P. Genung (2001). I'd rather switch than fight: An activity theoretic study of a successful, unsuccessful language student. Colloquium – Theory in Practice. Annual Conference of the American Association for Applied Linguistics, St. Louis (February).
- Lantolf, J. P. (2000). Language learning as fun and games: Private speech as language play in SLA. Colloquium on Language Play. Annual conference of the American Association for Applied Linguistics. Vancouver (March).
- Lantolf, J. P. 1999. Activity theory and teacher education. Colloquium on Teacher Education. Annual conference of the American Association for Applied Linguistics. Stamford, CT (March).
- Pavlenko, A. & J. P. Lantolf (1997). Voices from the margins: Second language acquisition as (re) construction of a self. Annual conference of the American Association for Applied Linguistics. Orlando (March).
- Lantolf, J. P. (1996). Discussion leader of the Applied Linguistics Interest Section at the Annual Convention of TESOL International. Chicago (March).
- Lantolf, J. P. (1995). Organizer of colloquium on Sociocultural approaches to second language discourse. Annual conference of the American Association for Applied Linguistics. Long Beach (March).

- Lantolf, J. P. (1994). Sociocultural psycholinguistics: A brief historical overview. Annual conference of the American Association for Applied Linguistics. Baltimore (March).
- Lantolf, J. P. & G. Appel (1993). Acquisition of word order in German as a second language: Evidence from learner diaries. Annual Convention of the American Association of Teachers of German. San Antonio (November).
- Christie, K. & J. P. Lantolf(1993). Crosslinguistic properties of reflexives in English, Chinese and Spanish: A study of L2 learners. Thirteenth annual meeting of the Second Language Research Forum (SLRF). University of Pittsburgh (October).
- Toribio, J. & J. P. Lantolf(1993). Introspection and repetition: A comparative study of second language research methodologies. Thirteenth annual meeting of the Second Language Research Forum (SLRF).University of Pittsburgh (October).
- Aljaafreh, A. & J. P. Lantolf (1993). Negative feedback and L2 learning in the zone of proximal development. Annual Conference of the American Association for Applied Linguistics. Atlanta (March).
- Toribio, J., R. Roebuck, & J. P. Lantolf(1993). On the role of UG in adult second language acquisition: Evidence from pro-drop. Annual meeting of the Linguistics Society of America, Los Angeles (January).
- Christie, K. & J. P. Lantolf (1993). Bind me up, bind me down: Binding theory and second language acquisition. Workshop on Recent Advances in Second Language Acquisition Research.MIT. Boston (April).
- Lantolf, J. P. (1992). An overview of Vygotskian psycholinguistic theory. Annual convention of the American Association of Teachers of Spanish and Portuguese. Cancun, Mexico (August).
- Lantolf, J. P. (1992). The linguistics of private speech: A contribution of applied linguistics to cognition research. Annual conference of the American Association for Applied Linguistics. Seattle (February).
- Appel, G. & J. P. Lantolf (1992). Metatalk in L2 narrative text recall protocols. Annual conference of the American Association for Applied Linguistics. Seattle (February).
- N. Goss, Y-H Zhang & J. P. Lantolf(1991). Two heads are better than one: Assessing learner strategies in grammaticality judgment tasks. Conference on Theory Construction and

- Methodology in Second Language Acquisition Research. Michigan State University (October).
- Christie, K. & J. P. Lantolf (1991). Linguistic competence or cognition: The relevance of learner intuitions for UG models of SLA. Eleventh annual meeting of the Second Language Research Forum (SLRF). University of Southern California (October).
- Appel, G. & J. P. Lantolf (1991). Cognitive complexity as a factor in L2 speech production. Eleventh annual meeting of the Second Language Research Forum (SLRF). University of Southern California (October).
- Lantolf, J. P. (1990). Cognitive dialogue and second language learning. Fourth annual Conference on Pragmatics and Language Learning. University of Illinois (November).
- Lantolf, J. P. (1990). Reassessing the null-subject parameter in L2 learning. Tenth annual meeting of the Second Language Research Forum (SLRF). University of Oregon (October).
- Donato, R. & J. P. Lantolf (1989). The discursive origins of L2 monitoring. Third annual conference on Pragmatics and Language Learning. University of Illinois (November).
- Lantolf, J. P. (1987). Language play in second language learning. Fall Conference of PENN- TESOL East, Philadelphia.
- Lantolf, J. P. & M. Ahmed (1987). Interlanguage variation and Vygotskian psycholinguistic theory. Conference on Variation in Second Language Acquisition. University of Michigan (April).
- John-Steiner, V., G. Appel & J. P. Lantolf (1987). Parasession on Vygotskian theory and second language learning. Second International Congress on Applied Psycholinguistics, Kassel, Germany.
- Lantolf, J. P. & W. Frawley (1986). Understanding proficiency? Annual convention of the Modern Language Association of America. New York City (December).
- Lantolf, J. P. (1986). Developing expert writers in Spanish as a second language. Second Biennial Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese. University of Massachusetts at Amherst (November).
- Frawley, W. & J. P. Lantolf (1985). Metacognition and the epistemology of L2 or how the West was won. First International Congress on Applied Psycholinguistics. Barcelona (July).

- Lantolf, J. P. & W. Frawley (1985). Proficiency: How to make a native speaker? Conference on Language Proficiency, Foreign Service Institute. Arlington, VA (April).
- Lantolf, J. P. & W. Frawley (1984). Oral proficiency testing: A critical analysis. Annual convention of the Modern Language Association of America. Washington, D.C. (December).
- Lantolf, J. P. & W. Frawley (1984). L2 communication strategies: A functional perspective. Seventh World Congress of the Association Internationale de Linguistique Applique (AILA). Brussels (August).
- Lantolf, J. P., A. Labarca, M. denTuinder (1983). A functional dictionary in the interactive classroom. Annual Convention of the American Association of Teachers of Spanish and Portuguese. Mexico City (August).
- Di Pietro, R. J., J. P. Lantolf, & R. Donato(1983). Strategic interaction and classroom discourse. Annual convention of the Modern Language Association of America. New York City (December).
- Lantolf, J. P. & G. Salah(1983). Enhancing L2 performance through strategic interaction. XVth AIMAV Colloquium. Nijmegen University (June).
- Lantolf, J. P. & W. Frawley (1983). L2 discourse and Vygotskian psycholinguistics: Implications for input conditions in the classroom setting. Eleventh LACUS Forum. Laval University (August).
- Frawley, W. & J. P. Lantolf (1983). Reference in L2 discourse: A Vygotskian perspective. XVIIth Annual Convention of TESOL International. Toronto (March).
- Lantolf, J. P., A. Labarca & R. Vuchic (1983). Facilitating language learning K through 12. Northeast Conference on Language Teaching. Baltimore (March).
- Lantolf, J. P. (1982). Language teaching and the computer. Delaware Symposium on Language Studies, IV.University of Delaware (October).
- Lantolf, J. P. & R. Khanji (1982). The non-linguistic parameters of interlanguage performance: Expanding the research paradigm. Tenth LACUS Forum, Northwestern University (August).
- Lantolf, J. P. (1981). The relationship of FL acquisition to study abroad. Annual conference of the Council on International Educational Exchange. Washington, D.C. (November).

- Lantolf, J. P. & A. Labarca (1981). Facilitating student placement: A multiple-choice cloze test. Annual convention of the Modern Language Association of America. New York City (December).
- Lantolf, J. P. (1980). A comparative analysis of interference phenomena in two U.S. Spanish dialects. Symposium on Spanish in the US: Beyond the Southwest. University of Illinois at Chicago (April).
- Lantolf, J. P. & V. Streiff (1980). Cloze testing and the 'silent way'. Annual convention of the Modern Language Association of America. Houston (December).
- Lantolf, J. P. (1979). Sociolinguistics of bilingualism: The neighborhood effect. Third Annual Symposium on Spanish and Portuguese Bilingualism. University of Massachusetts at Amherst (April).
- Lantolf, J. P. (1979). Speaker sex as an extra-linguistic variable: *Pa(ra)* reduction in Chicano Spanish. South Central Modern Language Association. New Orleans (February).
- Lantolf, J. P. (1979). *Tu/Ud.* in Chicano Spanish. Conference on Non-English Language Variation in the Western Hemisphere. University of Louisville (February).
- Lantolf, J. P. (1979). Information structure and pragmatics in Spanish discourse. Sixth LACUS Forum. University of Calgary (August).
- Lantolf, J. P. (1978). Evolutive change in syntax: Speculations on interrogative word order in Puerto Rican Spanish. Eighth Linguistic Symposium on Romance Languages. University of Louisville (February).
- Lantolf, J. P. (1977). The variable constraints on mood in Puerto Rican-American Spanish. Seventh Linguistic Symposium on Romance Languages. Cornell University (February).
- Lantolf, J. P. (1973). Toward the elimination of numerical morphemes: A study of Spanish intonation. Annual convention of the Modern Language Association of America. Chicago (December).

J. PUBLICATIONS

I. BOOKS

- Poehner, M. E. & J. P. Lantolf. (in progress). *Elements. Sociocultural theory.* Cambridge University Press.

Lantolf, J. P. & M. E. Poehner (2014). *Sociocultural theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide*. New York: Routledge. [Awarded the Kenneth Mildenerger Book Prize of the Modern Language Association of America, 2015].

Lantolf, J. P. & S. L. Thorne. (2006) *Sociocultural theory and the genesis of second language development*. Oxford University Press. [Licensed reprint in China (2013) by Shanghai Foreign Language Education Press.]

2. BOOKS EDITED

Lantolf, J. P., M. E. Poehner, with M. Swain (2018). *Handbook of sociocultural theory and second language development*. New York: Routledge.

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

Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford University Press.

Lantolf, J. P. & G. Appel (1994). *Vygotskian approaches to second language research*. Norwood, NJ: Ablex Press.

Lantolf, J. P. & A. Labarca (1987). *Second language research in the classroom setting*. Norwood, NJ: Ablex Press.

Lantolf, J. P. & G. Stone (1981). *Current research in Romance linguistics*. Bloomington: IULC.

Lantolf, J. P., F. Frank & J. Guitart (1979). *Colloquium on Hispanic and Luso-Brazilian linguistics*. Washington, D.C.: Georgetown University Press.

3. CALPER PUBLICATION

Lantolf, J. P. & M. E. Poehner. (2011). *Dynamic assessment in the foreign language classroom: A teacher's guide*. CALPER: University Park, PA. [149pp. & Video DVD: version 2.0]

4. JOURNAL SPECIAL ISSUES EDITED

Guest editor with M. E. Poehner: Sociocultural theory and Pedagogical Research in East Asia. *Modern Language Journal* (Spring 2023).

Guest Editor with M. E. Poehner: Dynamic assessment in China. *Language Assessment Quarterly* (Spring 2023).

Guest editor Celebrating the new century "A century of language teaching and research: Looking back and looking ahead," *Modern Language Journal*. Part 1. Vol. 84. no. 4. (2000) & Part 2, Vol. 85.no. 1 (2001).

Guest editor for special issue of *The Modern Language Journal* "Sociocultural theory and second language learning." 78, 4. (1994). Nominated by MLJ for Learned Journal Editor's Prize for Special Issue, 1994.

5. JOURNAL ARTICLES

83. Lantolf, J. P. (forthcoming). Explicit knowledge in the L2 classroom. A praxis-based perspective. *Language Teaching Research Quarterly* (invited submission).

82. Zhang, Y., J. P. Lantolf, & Y. Meng. (under review). Exploring the role of *perezhivanie* in the development of EFL teachers' research orientation.

81. Lantolf, J. P., & Xi, J. (2023). Digital language learning: A sociocultural theory perspective. *TESOL Quarterly*. <http://doi.org/10.1002/tesq.3218>.

80. Lantolf, J. P. & M. E. Poehner. (2023). Sociocultural theory and pedagogical research in East Asian contexts: Introduction to the special issue. *Modern Language Journal*. <https://doi-org.ezaccess.libraries.psu.edu/10.1111/modl.12816>.

79. Stam, G., K. Urbanski, J. P. Lantolf, & T. Smotrova. (2023). How concept-based instruction works in teaching thinking for speaking in an L2. *IRAL*. <https://doi-org.ezaccess.libraries.psu.edu/10.1515/iral-2022-0073>

78. Poehner, M. E. & J. P. Lantolf. (2023). Advancing L2 dynamic assessment: New directions and contexts. *Language Assessment Quarterly*. 20 (1): 1-19. <https://doi.org/10.1080/15434303.2022.2158465>

77. Zhang, Y., J. P. Lantolf, & Y. Meng. (2022). A study of tensions in an EFL teacher's research identity development through *perezhivanie*: A sociocultural perspective. *System*, <https://doi.org/10.1016/j.system.2022.102954>

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

75. Lantolf, J. P. (2021). A cultural-historical perspective on digital language learning. *Bilingualism: Language and Cognition*. 1-2.

74. Lantolf, J. P. (2021). Motivational dialogue in the second language setting. *International*

- Journal of TESOL Studies*, 3 (3): 1-21.
73. Lantolf, J. P., J. Xi, L. Minakova. (2021). Research timeline for sociocultural theory: Concept-based language instruction (C-BLI). *Language Teaching*, 54 (3): 327-342.
 72. Xi, J. & J. P. Lantolf. (2020). Scaffolding and the zone of proximal development: A problematic relationship. *Journal for the Theory of Social Behavior*, 51 (2): 25-48.
 71. Lantolf, J. P., & J. Xi. (2019). Let's not get tied into knots: A response to Newman (2018)—Vygotsky, Wittgenstein and sociocultural theory. *Journal for the Theory of Social Behavior*, 49, 387-393.
 70. Lantolf, J. P., & M. Swain. (2019). On the emotion ~ cognition dialectic: A sociocultural response to Prior. *The Modern Language Journal*, 103, 528-530.
 69. Poehner, M. E., R. A. van Compernelle, O. Esteve, & J. P. Lantolf. (2018). A Vygotskian developmental approach to second language education. *Journal of Cognitive Education and Psychology*, 18, 238-258.
 68. Kim, J., & J. P. Lantolf. (2018). Developing conceptual understanding of sarcasm in L2 English through explicit instruction. *Language Teaching Research*, 22, 208-229.
 67. Kinginger, C., M. E. Poehner, R. A. van Compernelle, & J. P. Lantolf. (2018). Pursuing Vygotsky's dialectical pedagogy and development: A response to David Kellogg. *Applied Linguistics*, 39 (3), 429-433.
 66. Lantolf, J. P., L. Kurtz, & O. Kisselev. (2016). Understanding the revolutionary character of L2 development in the ZPD: Why levels of mediation matter. *Language and Sociocultural Theory*, 3.2, 153-171.
 65. Multiple Authors from the Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal*, 100 (supplement), 19-47.
 64. Lantolf, J. P. & X. Zhang (2015). Response to Pienemann's critique of Zhang and Lantolf (2015). *Language Learning*, 65, 752-760.
 63. Zhang, X. & J. P. Lantolf (2015). Natural or artificial: Is the route of second language development teachable? *Language Learning*, 65 (1), 152-180. DOI: 10.1111/lang.12094.
 62. Lantolf, J. P., & L. Bobrova (2014). Metaphor instruction in the L2 Spanish classroom: Theoretical argument and pedagogical program. *Journal of Spanish Language Teaching* 1: 46-61.

61. Lantolf, J. P. (2014). A bridge not needed: The sociocultural perspective. *Studies in Second Language Acquisition*, 36 (3), 368-374.
60. Poehner, M. E., & J. P. Lantolf (2013). Bringing the ZPD into the equation: Capturing L2 development during computerized dynamic assessment (C-DA). *Language Teaching Research* 17: 323-342.
59. Smotrova, T. & J. P. Lantolf (2013). The function of gesture in lexically focused L2 instructional conversations. *Modern Language Journal* 97: 395-414.
58. Lantolf, J. P. & M. E. Poehner (2013). The unfairness of equal treatment: Objectivity in L2 testing and Dynamic Assessment. *Educational Research and Evaluation*, 19, 141-157.
57. Lantolf, J. P., & M. Swain (2012). Jumping to conclusions? Commentary on “Effectiveness of guided inductive versus a deductive approach on the learning of grammar in the intermediate-level college French classroom.” *Foreign Language Annals* 45: 168-169.
56. Lantolf, J. P. & L. Bobrova (2012). Happiness is drinking beer: A cross-cultural analysis of multimodel metaphors in Ukrainian and American commercials. *International Journal of Applied Linguistics* 22: 42-66.
55. Ableeva, R. & J. P. Lantolf (2011). Mediated dialogue and the microgenesis of second language listening comprehension. *Assessment in Education* 18: 133-149.
54. Lantolf, J. P. & M. E. Poehner (2011). Dynamic assessment in the classroom: Vygotskian praxis for L2 development. *Language Teaching Research* 15: 11-33.
53. Poehner, M. E. & J. P. Lantolf (2010). Vygotsky’s teaching-assessment dialectic and L2 education: the case for dynamic assessment. *Mind, Culture, and Activity: An International Journal* 17: 312-330.
52. Lantolf, J. P. (2009). Dynamic assessment: The dialectical integration of instruction and assessment. *Language Teaching* 42: 355-368.
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22. Lantolf, J. P. (2006). A. Davies & C. Elder (2004). *Handbook of applied linguistics*. Oxford: Blackwell. *Applied Linguistics* 26: 148-152.
21. Lantolf, J. P. (2002). Response to A. Kozulin. (2001). Review of Sociocultural theory and second language learning (ed. by J. P. Lantolf). *British Journal of Educational Psychology* 72: 144-145.
20. Lantolf, J. P. (2003). D. Robbins. 2001. *Vygotsky's psychology-philosophy. A metaphor for language theory and learning*. New York: Kluwer Academic/Plenum. *The Modern Language Journal*.87: 137-138.
19. Lantolf, J. P. (2001). *The activity of writing/the writing of activity. Special issue of Mind, Culture, and Activity: An International Journal*. Ed. by D. Russell & C. Bazerman. *Written Language and Literacy* 4: 110-113.
18. Lantolf, J. P. (2000). Ellis, R. 1997. *SLA research and language teaching*. Oxford: Oxford University Press. *Studies in Second Language Acquisition* 22: 276-278.
17. Lantolf, J. P. (2000). Frawley, W. 1997. *Vygotsky and cognitive science*. Cambridge, MA: Harvard University Press. *Studies in Second Language Acquisition* 22: 125.
16. Lantolf, J. P. (1999). Singh, R. 1997. *The native speaker: Multilingual perspectives*. New Delhi: Sage. *The Modern Language Journal* 83: 294-295.
15. Lantolf, J. P. (1996). Sharwood-Smith, M. 1994. *Second language learning: Theoretical foundations*. London: Longman. *Second Language Research* 12: 107-109.
14. Lantolf, J. P. (1995). John-Steiner, V., C. P. Panofsky, & L. W. Smith (eds.) 1994. *Sociocultural approaches to language and literacy: An interactionist perspective*. Cambridge University Press. *Studies in Second Language Acquisition* 17: 545-546.

13. Lantolf, J. P. (1994). Steinberg, D. *Introduction to psycholinguistics*. London: Routledge. 1993. *Studies in Second Language Acquisition* 16: 500-501.
12. Lantolf, J. P. (1994). Scarella, R. C. & Oxford, R. L. *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle&Heinle. 1992. *Studies in Second Language Acquisition* 16: 106-108.
11. Lantolf, J. P. (1992). Schultz, E. A. *Dialogue at the margins*. Madison: University of Wisconsin Press. 1990. *Studies in Second Language Acquisition* 14: 462-463.
10. Lantolf, J. P. (1990). Faerch, C. & Kasper, G. (eds.). *Introspection in second language research*. Clevedon: Multilingual Matters. *The Canadian Modern Language Review* 47: 179-180.
9. Lantolf, J. P. (1990). Scovel, T. *The critical period in second language acquisition: Psycholinguistic perspective*. Boston: Newbury House. 1988. *Studies in Second Language Acquisition* 12: 218-220.
8. Lantolf, J. P. (1988). Underhill, N. *Testing spoken language*. Cambridge: Cambridge University Press. *Studies in Second Language Acquisition* 10: 265-267.
7. Lantolf, J. P. (1986). Rivera, C. (ed.). *Communicative competence approaches to language proficiency assessment: Research and application*. Clevedon: Multilingual Matters. 1984. *The Modern Language Journal* 70: 173-174.
6. Lantolf, J. P. (1986). Richards, J. *The context of language teaching*. Cambridge: Cambridge University Press. 1985. *Studies in Second Language Acquisition* 8: 218-220.
5. Lantolf, J. P. (1985). McArthur, T. *A foundation course for language teachers*. Cambridge: Cambridge University. 1983. *Studies in Second Language Acquisition* 7: 260-261.
4. Lantolf, J. P. (1984). Higgins, J. & T. Johns. *Computers in language learning*. *The Modern Language Journal* 68: 392-393.
3. Lantolf, J. P. (1984). Lope Blanch, J. *El concepto de oración en la lingüística española*. Mexico City: Universidad Autónoma de México. 1979. *Hispanic Review* 22: 393-394.
2. Lantolf, J. P. (1983). McQuown, N. A. *Language, culture, and education*. Stanford : Stanford University Press. 1982. *General Linguistics* 23: 226-230.
1. Lantolf, J. P. (1983). Barrutia, R. & T. Terrell. *Fonética y fonología españolas*. New York : J. Wiley. 1982. *The Modern Language Journal* 67: 201-202.

K. DISSERTATIONS, THESES and MA PAPERS DIRECTED

I. PENNSYLVANIA STATE UNIVERSITY

Dissertations

46. S. King (2018). Concept-Based Instruction and learning to think scientifically in a university biological laboratory.
45. L. Kurtz (2017). Vygotsky goes to law school: A concept-based pedagogical intervention to promote legal reading and reasoning development in international LL.M. students. [Instructor in LLD program. Penn State University School of Law].
44. K. Buescher (2015). Developing narrative literacy in a second language through concept-based instruction and a division-of-labor pedagogy. [Assistant Professor, University of Massachusetts—Boston]
43. M-H.Tsai (2014). Usage-based cognitive semantics in L2 collocations: A microgenetic analysis of EFL students' collocational knowledge. [Assistant Professor, Taiwan National University of Science and Technology]
42. X. Zhang (2014). Teachability and topicalization in L2 Chinese (co-director, Xiaofei Lu). [Associate Professor, University of North Texas]
41. T. Smotrova (2014). Embodied mediation in the L2 classroom: Functions of teacher and student gesture. [Lecturer, National University of Singapore]
40. J. Kim (2013). Developing conceptual understanding of sarcasm in a second language through concept-based instruction. [Instructor, Catholic University, Seoul]
39. L. Bobrova (2013). Multimodal metaphors in American, Russian, and Ukrainian promotional discourse. [Instructor, Miami University of Ohio]
38. W. Lai (2012). Concept-based foreign language pedagogy: Teaching the Chinese temporal system. [Full-time faculty, Queensborough Community College, CUNY]
37. H. Lee (2012). Concept-based approach to second language teaching and learning: Cognitive linguistics-inspired instruction of English phrasal verbs. [Teaching in Korea]
36. S-W. Kim (2012). Development of meaning making in second language writing : A sociocultural and cognitive linguistic perspective. [Instructor, Seoul National University]

35. J. Zhang (2011). English L2 learners' acquisition of Chinese resultative verb complements : A corpus-based approach. [Associate Professor, University of Oklahoma]
34. R. Ableeva (2010). Dynamic assessment of listening comprehension in L2 French (co-director with C. Kinginger). [Assistant Professor, Coastal Carolina University]
33. C. Yañez-Prieto (2008). On literature and the secret art of invisible words: Teaching literature through language. [Faculty, University of Granada, Spain]
32. V. Driaguina Hasko (2007). Crossing and bridging spaces in a second language: a corpus-based approach to motion talk by American learners of Russian. [Associate Professor, University of Georgia]
31. M. Ferreira (2005). An application of the concept-based approach to academic writing instruction. [Associate Professor, University of Sao Paulo]
30. M. Poehner (2005). Dynamic assessment in the foreign language classroom (co-director, Celeste Kinginger). [Professor, Penn State University]
29. J. Gelabert (2004). Political language in modern day Spain: A pragmatic study of socialist and conservative discourses. [Assistant Professor & Director of Study Abroad. Arcadia University, Barcelona]
28. M. Fiori (2004). The effects of computer mediated instruction on the learning of Spanish as a foreign language. [Associate Professor, Daemen College, Buffalo, NY]
27. E. Negueruela (2003). A sociocultural approach to the teaching-learning of second languages: Systemic-theoretical instruction and L2 development. [Associate Professor and Director of Center for Language Studies, University of Pamplona, Spain]
26. A. Jiménez-Jiménez (2003). Participation as prevention: Second language attrition after a study abroad experience. [Professor, California State University, Channel Islands]
25. B. Centeno-Cortés (2003). Private speech in the acquisition of Spanish as a foreign language. [Language teacher in private secondary school in Spain]
24. G. Zapata. (2002) Teaching assistants' perceptions and use of instructional technology in L2 Spanish classrooms. [Associate Professor, Texas A & M University]
23. G. Lord (2001). Second language acquisition of Spanish stress: Derivational, analogical or lexical ? (co-director, B. Bullock). [Professor and Chair of Department of Spanish and Portuguese Studies, University of Florida]

MA Theses and Papers

- K. Sweigert (2015). Thinking for speaking and gesture in motion-event narratives of Portuguese/English bilinguals.
- S. Lew (2011). Cultural and ideological variations in conceptual metaphors in press and TV coverage on the US health care reform bill. [Ph.D. student in Curriculum & Instruction. University of Georgia]
- M. Briones-Izquierdo. (2000). Confronting the TA experience: A case study of five new instructors in a large language program. [unknown]

2. CORNELL UNIVERSITY

Dissertations

22. N. López Ortega (2002). Acquisition of null-subjects among study abroad students of Spanish as a second language. [Educator Associate Professor, University of Cincinnati]
21. W. Dunn (2002). The problem of access in second language learning. [Professor and Associate Dean in Faculty of Education, University of Alberta]
20. P. Genung (1999). The acquisition of SOV order in classroom students of German as a foreign language. [US Army retired. Formerly Professor and Deputy Dept. Head, US Military Academy, West Point]
19. J. Pérez-Silva(1999). The psycholinguistic basis of Andean Spanish morpho-syntax: The role of second language acquisition principles in language contact. [Professor, Pontifical Catholic University of Peru, Lima, Peru]
18. A. Pavlenko (1997). Bilingualism and cognition. The concept of privacy in U.S. Russian immigrants. [Professor, University of Oslo. Recipient Distinguished Scholarship and Service Award. American Association for Applied Linguistics.]
17. H. Grabois (1997). Love and power. Word associations, lexical organization and second language acquisition. [Retired]
16. R. M. Salaberry (1997). The acquisition of tense and aspect in Spanish as a second language in the classroom setting. [Mary Gibbs Jones Professor of Humanities, Director of the Center for Languages and Intercultural Communication, Rice University].
15. R. Roebuck. (1995). Private writing and orientation: An activity-based approach to L1 (English) and L2 (Spanish) text recall. [Associate Professor, University of Louisville]

Honors Thesis

A. Perone. (1994). *Autonomy, awareness, action: Learning and teaching languages through drama*. [Undergraduate honors thesis]

3. *UNIVERSITY OF DELAWARE*

Dissertations

14. T. McCone (1993). *Speaking as regulation: Psycholinguistic aspects of student speech in the presence of foreign and native teaching assistants*. [Director of Foreign Language Media Center, University of Delaware]
13. V. Bhide (1992). *Testing the availability of universal grammar in adult second language acquisition: A developmental study of the acquisition of German word order in a classroom setting*. [Unknown]
12. D. Verity (1992). *Strategic mediation in the rehearsal process: A psycholinguistic study of directing*. [Teaching Professor, Penn State University]
11. A. Aljaafreh (1992). *Negative feedback in second language learning and the learner's Zone of Proximal Development*. [Professor, Mu'tah University, Jordan]
- K. Christie (1992). *Binding theory and second language acquisition*. [Outstanding Dissertation Award in Social Sciences, University of Delaware].
10. R. Vuchic (1992). *Nominal concord in French as a second language and the theory of tiers*. [Retired]
9. C. Matrat (1991). *A study of the cognitive processes in translation: A collaborative approach*. [Associate Professor, University of Siena, Italy]
8. S. Braidı (1990). *A theoretical framework for the interaction of input and syntactic principles and parameters in the formation of second language grammars*. [Associate Professor, West Virginia University]
7. B. Gillette (1990). *Metacognitive strategies of successful and unsuccessful second language learners: A whole learner approach*. [Unknown]
6. M. Ahmed (1988). *Speaking as cognitive regulation: A study of L1 and L2 dyadic problem-solving activity*. [Professor and Dept. Head, International University of Japan]
5. R. Donato (1988). *Beyond group: A psycholinguistic rationale for collective activity in L2 learning*. [Professor, Dept. Chair, Curriculum and Learning, University of Pittsburgh]

4. G. Weller (1986). Bilingualism and the inroads of the Spanish language into the Montana region of the state of Guerrero, Mexico. [Professor, Autonomous University, Mexico]

3. G. Appel (1986). L1 and L2 narrative and expository discourse production: A Vygotskian analysis. [Associate Research Professor, Penn State University]

4. *OTHER UNIVERSITIES*

2. J. Xi. (2022). Cultural-Historical Psychology and Cognitive Linguistics Dialectically Unified in Second Language Pedagogy. (Xi'an Jiaotong University. Xi'an, China).

1. M. Yamada (2001). Mediation by a non-native language: Can cooperative dialogic processes lead to communicative effectiveness? (Sophia University. Tokyo, Japan).

5. *OUTSIDE EXAMINER*

S. Madinabeitia Manso (2021). Evaluación dinámica en la enseñanza y aprendizaje de ELE. Universidad de Navarra.

S. Karimi (2017). Dialectical approach to Dynamic Systems Theory. University of Jyväskylä, Finland [Ph.D. dissertation].

S. C. Chan (2010). A sociocultural study of second language tasks in business English contexts: An activity theory perspective on task processes and outcomes. University of Hong Kong [Ph.D. dissertation].

S. Macqueen (2009). Patterns in second language writing: A sociocognitive approach to lexical trails. University of Melbourne. Melbourne, Australia [Ph.D. dissertation].

R. Cross (2006). Language teaching as activity: A sociocultural perspective of second language teacher practice. Monash University. Victoria, Australia. [Ph.D. dissertation]

S. Tchigaeva (2004). Postgraduate students' reading of disciplinary academic texts in a second language. An activity theoretical analysis of textual actions and interactions. Hong Kong Polytechnic University [Ph.D. dissertation]

M. Kobayashi (2004). A sociocultural study of second language tasks: Activity, agency, and language socialization. University of British Columbia [Ph.D. dissertation]

R. Spence-Brown (2003). Authentic assessment ? The implementation of an 'authentic' teaching and assessment task. University of Melbourne [Ph.D. dissertation]

N. Marshall (2002). Framing the discourse: Co-construction and peer interaction in the foreign language classroom. Macquarie University, Sydney. [Ph.D. dissertation]

- J. E. Miralles (1998). Teaching feminist theory in adult ESL: An exploration of how the work of Vygotsky, Volosinov and Bakhtin can inform pedagogy. University of Melbourne, 1998 [MA thesis]
- U. M. Kowal. (1997). French immersion students' language growth in French: Perceptions, patterns, and programming. Ontario Institute for Studies in Education, University of Toronto [EDD, Dissertation].
- L. Shi. (1996). Toward a recursive discourse: Dynamics of talking to write in adult ESL classes. Ontario Institute for Studies in Education, University of Toronto [Ph.D. Dissertation].
- S. Holunga. (1994). The effect of metacognitive strategy training with verbalization on the oral accuracy of adult second language learners. Ontario Institute for Studies in Education, University of Toronto. 1994 [Ph.D Dissertation].
- A. White. (1987). A critical evaluation of silent way methodology. Monash University. [MA Thesis].
- G. Washburn. (1989). Working in the ZPD: Fossilized and nonfossilized nonnative speakers. University of Pennsylvania.[Ph.D. Dissertation].

L. KNOWLEDGE OF LANGUAGES OTHER THAN ENGLISH

Spanish--fluent in all aspects; German--speaking, limited reading; Italian—limited speaking, reading; French--limited speaking, reading; Portuguese--limited speaking; reading.