**Stephen Daniel Looney, Ph.D.**

**Curriculum Vitae**

Department of Applied Linguistics

Teaching Professor in Applied Linguistics and ITA Program Director

227A Sparks Building ▫ Pennsylvania State University ▫ University Park PA 16802

Tel: (814) 863-5904 Email: sdl16@psu.edu

**1. Academic History**

**Present Rank:** Teaching Professor and ITA Program Director

**Education:** 2013 Ph.D., University of Georgia, Linguistics

2006 M.A.T., Carson-Newman College, English as a Second Language

2005 B.A., Carson-Newman College, English – Creative Writing, French (minor)

**Academic and Professional Positions Held:**

2019-present Teaching Professor and International Teaching Assistant Program Director, Pennsylvania State University

2017-2019 Associate Teaching Professor and International Teaching Assistant Program Director, Pennsylvania State University

2013-2017 Senior Lecturer and International Teaching Assistant Program Director, Pennsylvania State University

2012-2014 Instructor, Wuhan University Summer Intensive English Program, Wuhan

University (Wuhan, China) and Ohio State University

2010-2013 Teaching Assistant, Language and Literacy Education, University of Georgia

2008-2010 Teaching Assistant, First-Year Composition, University of Georgia

2009 Research Assistant, Biomedical and Health Sciences Institute, University of Georgia. Project – *Shifting [verb, transitive] Undergraduate Cultures Through Contact with ITAs*. PI Dr. Don Rubin.

2008 Writing Tutor, Dept. of Academic Enhancement, University of Georgia

2007-2010 TOEFL and General English Teacher/Tutor, Kaplan Testing Center, Athens, GA and Atlanta, GA

2007 Winter Mini-Term Director and Instructor, English Language Institute,

Carson-Newman College, Jefferson City, TN

2006-2007 Instructor, English Language Institute, Carson-Newman College, Jefferson City, TN

2006 Instructor, Nam Seoul University, Seonghwan, Chungnam Province, South Korea

**2. Scholarly Activities**

1. **External Funding**
   1. **Awarded**

2022-2026. US Department of Education: Title VI Language Resource Centers program: Center for Advanced Language Proficiency Education and Research (CALPER; Kevin McManus (PI, Penn State), Olesya Kisselev (Co-PI, Univ. of Texas – San Antonio), Jialing Wang (Co-PI, Penn State)). Project Title: Instructional Materials for Pragmatic and Interactional Competence in Japanese. **Role:** **Project Co-Coordinator**, Collaborators: Akiko Imamura (Michigan State) and Innhwa Park (West Chester University). Awarded: $753,012 for 48 months.

2021-2022. National Science Foundation. Research on Emerging Technologies for Teaching and Learning (RETTL). Project Title: EAGER: Collaborative Research: Second Language Speech Production: Formulation of Objective Speech Intelligibility Measures and Learner-Specific Feedback. Role: Okim Kang (Principal Investigator, Northern Arizona University), John H.L. Hansen (Co-PI, University of Texas at Dallas), and **Stephen D. Looney (Co-PI, Pennsylvania State University)**. Awarded: $300,000 for 18 months.

* 1. **Not Awarded**

2023-2026. Department of Education. International Research and Studies. Project Title: Interactional Repertoires for Story Telling: Describing Japanese Interaction for L2 Instruction. **Stephen D. Looney (Principal Investigator, Pennsylvania State University)**, Akiko Imamura (Michigan State University), and Innhwa Park (West Chester University). Not Awarded: $303,655 for 36 months.

2023-2026. National Science Foundation. Research on Emerging Technologies for Teaching and Learning (RETTL). Project Title: Collaborative Research: Second Language Speech Production: Formulation of Objective Speech Intelligibility Measures (OSIM) and Learner-Specific Feedback. Okim Kang (Principal Investigator, Northern Arizona University), John Hansen (Co-PI, University of Texas at Dallas), and **Stephen D. Looney (Co-PI, Pennsylvania State University)**. Not Awarded: $850,000 for 36 months.

1. **Articles**

**Looney, S. D.** (in preparation). Assessing Grammar in Talk: Particles and Multiword

Expressions in Roleplay Interactions.

**Looney, S. D.** (in preparation). Morality and L2 Learning: Lexical Noticing in the Institutional Lifeworld.

**Looney, S. D.** and Hall, J. K. (in preparation). Preference Organization in Classroom

Interaction.

Kang, O., Hirschi, K., Hansen, J. L., and **Looney, S. D.** (under review). Effects of

Learner-Specific Feedback on L2 Intelligibility: A Technology-Assisted Classroom Approach.

Cho, E., Park, H. L. and **Looney, S. D.** (in press). Third Turn Repetitions and the

Multimodal Pursuit of Responses in a Korean-as-Foreign-Language Classroom. *Language Teaching Research*.

**Looney, S. D.** and Ren, H. (in press). Engagement and Expressing Sympathy: Multimodality and the Assessment of Interactional Competence. *Applied Pragmatics*.

Zhang, J. and **Looney, S. D.** (2024). Monolingual or Translingual?: Chinese-English Bilinguals Shifting Orientations to English in the Workplace. *Asian Englishes* *26*(1), 54-68.

**Looney, S. D.** and He, Y. (2021). Laughter and Smiling: Sequential Resources for Managing Delayed and Disaligning Responses. *Classroom Discourse* 12 (4), 319- 343.

**Looney, S. D.** (2021). Classroom Teasing: Institutional Contingencies and Embodied Action. *Discourse Studies* 23 (4), 519-538.

Hall, J. K. and **Looney, S. D.** (2021). The role of self-talk in downgrading an L2 teacher's certainty about grammar matters. *TESOL Quarterly* 55 (1), 185-218.

**Looney, S. D.** and Kim, J. (2018). Humor, Uncertainty, and Affiliation: Cooperative and Co-operative Action in the University Science Lab. *Linguistics and Education*, 46, 56-69.

**Looney, S. D.**, Jia, D. and Kimura, D. (2017). Self-Directed Okay in Mathematics Lectures. *Journal of Pragmatics*, 107 (1),46-59.

1. **Edited Volumes**

**Looney, S. D.** and Bhalla, S. (eds). (2019). *A Transdisciplinary Approach to*

*International Teaching Assistants: Perspective from Applied Linguistics*. Bristol, U.K.: Multilingual Matters.

Hall, J. K. and **Looney, S. D.** (eds). (2019). *The Embodied Work of Teaching*. Bristol, U.K.: Multilingual Matters.

1. **Book Chapters**

Ren, H., **Looney, S. D.** and Cushing, S. (2023). Using Multi-faceted Rasch Analysis to

Examine Raters, Prompts, and Rubrics in an Office-Hour Role-Play Task. In *Local Language Testing Practice Across Contexts* (pp. 13-33).Yan, X., Dimova, S. and Ginther, A. (eds). Springer.

**Looney, S. D.** (2019). Co-operative Action: Addressing Misunderstanding and Displaying Uncertainty in the Undergraduate Physics Lab. In *A Transdisciplinary Approach to International Teaching Assistants: Perspective from Applied Linguistics*. S. D. Looney and S. Bhalla (eds). Bristol, U.K.: Multilingual Matters.

**Looney, S. D.** and Bhalla, S. (2019). A Transdisciplinary Approach to ITA. In *A Transdisciplinary Approach to International Teaching Assistants: Perspective from Applied Linguistics*. S. D. Looney and S. Bhalla (eds). Bristol, U.K.: Multilingual Matters.

**Looney, S. D.** (2019). Five Imperatives for ITA Programs and Practitioners. In *A Transdisciplinary Approach to International Teaching Assistants: Perspective from Applied Linguistics*. S. D. Looney and S. Bhalla (eds). Bristol, U.K.: Multilingual Matters.

**Looney, S. D.** and Kim, J. (2019). Managing Disaligning Responses: Sequence and Embodiment in Third Turn Teases. In, *The Embodied Work of Teaching*, J. K. Hall and S. D. Looney (eds). Bristol, U.K.: Multilingual Matters.

Hall, J. K. and **Looney, S. D.** (2019). Introduction: The Embodied Work of Teaching. In, *The Embodied Work of Teaching*, J. K. Hall and S. D. Looney (eds). Bristol, U.K.: Multilingual Matters.

**Looney, S. D.** (2019). The Embodied Accomplishment of Teaching: Challenges for Research and Practice. In, *The Embodied Work of Teaching*, J. K. Hall and S. D. Looney (eds). Bristol, U.K.: Multilingual Matters.

**Looney, S. D.** (2015). Interaction and Discourse Markers in the ITA-led Physics Laboratory. In *Talking Matters: Research on Talk and Communication of International Teaching Assistants*, G. Gorsuch (ed.). Stillwater, OK: New Forums Press.

1. **Conference Proceedings**

Sheka, R.C.M.C., Mu, Y., Hirschi, K., **Looney, S**., Kang, O., & Hansen, J. (2023).

Assessment of Non-Native Speech Intelligibility using Wav2vec2-based Mispronunciation Detection and Multi-level Goodness of Pronunciation Transformer. *Interspeech 2023*

Hirschi, K., Kang, O., Hansen, J., & **Looney, S. D.** (2023). Fluency benchmarks and

impacts of practice with instantaneous assessment on International Teaching Assistants’ speech rate and pause units. In R. I. Thomson, T. M. Derwing, J. Levis, & K. Hiebert (Eds.), Proceedings of the 13th Pronunciation in Second Language Learning and Teaching Conference, held June 2022 at Brock University, St. Catharines, ON. https://doi.org/10.31274/psllt.15711

Kang, O., Hirschi, K, Hansen, J., and **Looney, S.** (2022). Characterization and normalization of second language speech intelligibility through lexical stress, speech rate, rhythm, and pauses. *The Journal of the Acoustical Society of America* 152 (A265). <https://doi.org/10.1121/10.0016224>

Yang, M., Hirschi, K., **Looney, S. D.**, Kang, O. and Hansen, J. H. L. (2022) Improving

Mispronunciation Detection with Wav2vec2-based Momentum Pseudo Labeling for Accentedness and Intelligibility Assessment. Interspeech 2022. DOI: 10.21437/Interspeech.2022-11039.

**f. Book Reviews**

**Looney, S. D.** (2022). Review of *Microreflection on Classroom Communication: A FAB Framework* by Hansun Zhang Waring and Sarah Chepkirui Creider. Bristol, CT: Equinox Publishing. In *TESOL Quarterly* 56 (1), 437-439.

**Looney, S. D.** (2022). Review of *East Asian Perspectives on Silence in English Language Education* by J. King and S. Harumi. Bristol, UK: Multilingual Matters. In *Classroom Discourse* 13 (1), 106-109.

**g. Invited Pieces and Newsletters**

**Looney, S. D.** (2022). Ideology, Policy, and Potentials for Dialogue. *The Modern*

*Language Journal 106*(2), 494-498.

**Looney, S. D.** (2018). Language and Teaching: Evanescent but not Invisible. *Teachers of English to Speakers of Other Languages (TESOL) ITA Interest Section Newsletter*. October 2017.

**Looney, S. D.** (2012). A Reawakening in Philadelphia. *Georgia - Teachers of English to Speakers of Other Languages (TESOL) Newsletter*. July 2012.

**Looney, S. D.** (2012). A Method for Podcasting Microteaching Presentations. *Teachers*

*of English to Speakers of Other Languages (TESOL) ITA Interest Section Newsletter.* May 2012.

**h. Awards, Fellowships, and Travel Grants**

2021 *Penn State College of Liberal Arts Teaching Faculty Professional Development Funds* used to host online webinar on L2 pronunciation led by Dr. Okim Kang and Kevin Hirschi (Northern Arizona University). Amount: $750.

2016 *Penn State College of Liberal Arts Dean’s Award for Teamwork* presented to the Penn State English Testing System (PETS) team.

2012 *Summer Dissertation Research Fellowship*, University of Georgia Graduate School. Amount: $5,000.

2012 *Graduate Student Award*, American Association for Applied Linguistics (AAAL). Amount: $800.

2012*Beverly Benson Travel Grant*, Georgia Teachers of English to Speakers of Other Languages (GA-TESOL). Amount: $1,500.

1. **Organized and Chaired Convention Panels**

July 2018 Organizer and Chair, *The Embodied, Interactional Achievement of Teaching*. ICCA 2018. Loughborough University, Loughborough, U.K.

March 2018 Co-Organizer and Chair, *Transdisciplinary Approaches to International*

*Teaching Assistant Research within Applied Linguistics*. AAAL. Chicago, IL.

March 2017 Organizer and Chair, *L2 Pragmatics for ITA Practitioners*. ITA-IS Academic Session. TESOL International Convention & English Language Expo. Seattle, WA.

March 2015 Organizer and Chair, *Online Teaching and ITAs: What ITA trainers need to know.* ITA-CALL Intersession. TESOL International Convention

& English Language Expo. Toronto, Ontario, Canada.

March 2012 Organizer and Chair, *Colloquium for Conversation Analysis for International Teaching Assistant Research*. AAAL. Boston, MA.

**j. Invited Talks, Plenaries, Panels, and Workshops**

From Gate Keepers to Advocates – Paradigm Shifts in ITA Programs. (2022, March). ITA-IS Academic Session. Organizer, Cynthia L. Z. DeRoma. TESOL 2022, Pittsburgh, PA.

CEAPP as a Resource for Investigating the Assessment of Interactional Competence. (2021, December). Workshop. Centre for Language and Literature Education at Karlstad University (KAU). Karlstad, Sweden. Online

Classroom Interaction: Multimodality, Laughter, and Teasing. (2021, November). Invited Series of Lectures. Academic Forum of the College of English, Beijing Foreign Studies University. Beijing, China. Online.

Refocusing Priorities for ITA Training and Testing. (2020, February). Invited Panel. ITA Professionals Symposium, University of California – Davis.

Sequence and Embodied Action in STEM Classrooms: Implications for ITA Practice.

(2018, March). Plenary. ITA Professionals Symposium, University of Pittsburgh.

Making a Transition: From Graduate Student to Faculty Member. (2017, March). Panel. Organized by the AAAL Graduate Student Council. AAAL 2017, Portland, OR.

Insights into ITA Testing and Training from Conversation Analysis. (2016, April). ITA- IS Academic Session. Organizer, Elizabeth G. Gillstrom. TESOL 2016, Baltimore, MD.

Job Market Q&A Discussion Panel: Career Pathways and Possibilities. (2014, March). Panel. Organizer, Emily Hellmich. AAAL 2014, Portland, OR.

Oral Proficiency Testing for ITAs. (2013, October). Invited talk. Organizer, Robert Eckhart. Combined ESL Programs, Ohio State University, Columbus, OH.

1. **Papers Presented to Professional and Learned Societies:**

Ren, H. and **Looney, S. D.** (2024, July). Validating Prompts and Rubrics in an Office

Hour Role-Play Task – a mixed method approach to local test reformation. Language Testing Research Colloquium (LTRC). Innsbruck, Austria.

**Looney, S. D,** Sun, M., and Canjura, J. (2024, June). Deontic Downgrades in Responses

to Requests: Sequence and Design as Criteria for Rating L2 Interactional Competence. Interactional Competences and Practices in Second Languages (ICOP-L2). University of Southern Denmark. Kolding, Denmark.

Imamura, A., **Looney, S. D.**, and Park, I. (2024, June). Storytelling as a Practice for

Accounting: Implications for L2 Japanese Instruction. ICOP-L2. University of Southern Denmark. Kolding, Denmark.

**Looney, S. D.,** Sun, M., and Canjura, J.(2024, March). Downgrading deontic

stance: Sequence and design in responses to requests. American Association for Applied Linguistics (AAAL). Houston, TX.

**Looney, S. D.,** Kang, O., Hansen, J. H. L. and Hirschi, K. (2023, March).

Challenges for integrating intelligibility-based pronunciation feedback into instruction: Teacher experiences and perceptions. AAAL. Portland, OR.

Hirschi, K., Kang, O., Hansen, J. H. L. and **Looney, S. D.** (2023, March).

Exploring the threshold of intelligibility through suprasegmental features: Employing nonlinear regression for optimal modeling of intelligibility. AAAL. Portland, OR.

Kang, O., Hirschi, K., **Looney, S. D.** and Hansen, J. (2023, March). Effects of

technology-based learner-specific feedback on international students’ speech intelligibility. AAAL. Portland, OR.

Cho, E. Lee, H. and **Looney, S. D.** (2023, March). Using Repetition to Provide

Negative Feedback to Students in Korean as a Foreign Language Classrooms. AAAL. Portland, OR.

**Looney, S. D. (**2022, October). From grammatical complexity to action, sequence, and

design: Constructs for assessing interactional competence. 10th Meeting of the Language and Social Interaction Working Group (LANSI). Teachers College, Columbia University, New York City.

**Looney, S. D.** (2022, September). Breaking character: Implications of footing shifts for

assessing interactional competence. ICOP-L2. Universitat Autònoma de Barcelona, Spain.

Hall, J. K., **Looney, S. D.**, and He, Y., (2022, September). Digital tools for assisting

access to and analysis of shared L2 classroom interaction data: Methodological challenges. ICOP-L2. Universitat Autònoma de Barcelona, Spain.

Hirschi, K., Kang, O., Hansen, J. and **Looney, S. D.** (2022, June).Effects of technology-

based pronunciation feedback on ITA’s intelligibility and accentedness. Pronunciation in Second Language Learning and Teaching (PSLLT). Brock University, St. Catharines, Ontario, Canada.

**Looney, S. D.** and Ren, S. (2022, March). Developing Data-Driven Rating Criteria for an In-House Oral Assessment. Teachers of English to Speakers of Other Languages (TESOL) International Convention & English Language Expo. Pittsburgh, PA.

Kang, O., Hirschi, K., **Looney, S. D.**, and Hansen, J. (2022, March). The effects and attitudes towards mobile-assisted pronunciation and communication training on international teaching assistants’ oral performance. AAAL. Pittsburgh, PA.

**Looney, S. D.** and Hall, J. K. (2021, August). Teacher Responses to Questions about Grammaticality in an ESL Classroom: Complex Multimodal Gestalts and the Moral Order of Classroom Interaction. International Association of Applied Linguistics (AILA). Groningen, the Netherlands and Online.

Zhang, J. and **Looney, S. D.** (2021, March). Translingual Awareness: Perspectives on English from Chinese Professionals. TESOL International Convention & English Language Expo. Online.

**Looney, S. D.** and Ren, H. (2021, March). Complex Multimodal Gestalts for Managing Academic Interactions: Implications for Assessing Interactional Competence. AAAL. Online.

Ren, H., **Looney, S. D.** and Cushing, S. (2021, March). ITA Assessment through Office Hour Role-Play: Fairness of Prompts and Rubric. AAAL. Online.

Zhang, J. and **Looney, S. D.** (2021, March). Translingual Dispositions and Monolingual Norms: Exploring Ambivalence in Perspectives on English from Chinese Professionals. AAAL. Online.

**Looney, S. D.** and Ren, H. (2020, March). Preliminaries as Complex Multimodal Gestalts: Implications for Assessing Interactional Competence. AAAL. Denver, CO. (Conference canceled).

Ren, H., Cushing, S. and **Looney, S. D.** (2020, March). ITA Assessment through Office- Hour Role-Play: Task Quality and Rubric Consistency. AAAL. Denver, CO. (Conference canceled).

Ren, H., Cushing, S. and **Looney, S. D.** (2019, October). A Many-Facet Rasch Analysis of a Multi-Task ITA Speaking Test: Rubric, Rater Reliability and Rater Bias. East Coast Organization of Language Testers (ECOLT). Georgetown University, Washington DC.

**Looney, S. D.** (2019, June). Classroom Teasing: Institutional Contingencies and Constraints. 16th International Pragmatics Association Conference (IPrA). Hong Kong.

Hall, J. K. and **Looney, S. D.** (2019, March). The role of self-talk in displaying an L2 teacher’s epistemic stance toward English grammar. AAAL. Atlanta, GA.

**Looney, S. D.** (2019, February). Addressing Student Questions in the Science Lab: A Module for ITAs. ITA Professionals Symposium. Carnegie Mellon University, Pittsburgh, PA.

**Looney, S. D.** and He, Y. (2018, October). Third Turn Laughter: Managing Delayed and Disaligning Responses. 8th Annual Language and Social Interaction Working Group (LANSI). Teachers College, Columbia University, New York City.

**Looney, S. D.** (2018, July). Embodied Action in Pre-expansion Sequences in a University Physics Lab. International Conference of Conversation Analysis (ICCA). Loughborough University, Loughborough, U.K.

**Looney, S. D.** (2018, March). Gesture, Objects, and Talk: Complex Multimodal Gestalts

in STEM Classrooms. AAAL. Chicago, IL.

**Looney, S. D.** (2017, October). Beyond Logocentrism: Analyzing Embodiment in L2

Use. Second Language Research Forum (SLRF). Ohio State University,

Columbus, OH.

**Looney, S. D.** and Kim, J. (2017, July). Humor and IREs in a University Science

Classroom. International Institute for Ethnomethodology and Conversation Analysis (IIEMCA). Otterbein University, Columbus, OH.

**Looney, S. D.** and Kim, J. (2017, March). Humor, Affiliation, and Interactional

Competence in University STEM Classroom Interaction. AAAL. Portland, OR.

**Looney, S. D.** (2016, April). Pre-expansion in University Physics Labs. ITA-IS

Academic Session. TESOL International Convention & English Language Expo. Baltimore, MD.

**Looney, S. D.** (2015, October). Noticing as Social Practice. SLRF. Georgia State

University, Atlanta, GA.

**Looney, S. D.** (2015, October). Locating and Resolving Troubles: Sequential Templates

for University Physics Labs. 5th Annual Language and Social Interaction Working Group (LANSI). Teachers College, Columbia University, New York City.

**Looney, S. D.** (2015, March). Okay so: Discourse Markers across Teaching Contexts. TESOL International Convention & English Language Expo. Toronto, Ontario, Canada.

**Looney, S. D.**, Jia, D. and Kimura, D. (2015, March). Discourse Markers as Interactional Resources in University Mathematics Recitations. AAAL, Toronto, Ontario, Canada.

Sharmin, S., **Looney, S. D.** and Hwang, Y. (2015, March). Rhizomatic Resistance: Student and Teacher Experiences with Pronunciation Software. AAAL, Toronto, Ontario, Canada.

Hwang, Y., **Looney, S. D.** and Sharmin, S. (2014, October). Efficacy, challenge, and

future of an internet-based speech training software on second language pronunciation instruction. SLRF. University of South Carolina, Columbia, South Carolina.

**Looney, S. D.** (2014, October). Okay So: Discourse markers across teaching contexts. 4th Annual Language and Social Interaction Working Group (LANSI). Teachers College, Columbia University, New York City.

**Looney, S. D.**, Zhu, J. and Guo, L. (2014, July). Collaboration, Interactional

Competence, and English Teaching in China. 8th Annual Wuhan University Summer Intensive English Program (WUSIEP) Conference. Wuhan University, Wuhan, Hubei, China.

**Looney, S. D.** (2014, April). Interaction and Discourse Markers in the ITA-led Physics Laboratory. 19th International Conference on Pragmatics and Language Learning. Indiana University, Bloomington, IN.

**Looney, S. D.** (2012, April). Constructing the TA in ITA. 4th Annual Illinois Language

and Linguistics Society. University of Illinois at Urbana-Champaign.

**Looney, S. D.** (2012, March), Stress as an Interactional Resource in ITA-Undergraduate Interactions. TESOL International Convention & English Language Expo. Philadelphia Marriott, Philadelphia, PA

**Looney, S. D.** (2012, March), Repair Preferences in Word Searches and the Relevance of Native Speaker/Non-Native Speaker Identity in ITA-Undergraduate Interactions. American Association for Applied Linguistics (AAAL). Sheraton Boston, Boston, MA.

**Looney, S. D.** (2011, November). Exercising Power via "We": Obama's State of the

Union Addresses. South Atlantic Modern Language Associate Conference (SAMLA). Loews Hotel Atlanta, Atlanta, GA.

**Looney, S. D.** (2011, August). Seeking Confirmation in International Teaching Assistant- Undergraduate Science Labs*.* 16th World Congress of Applied Linguistics. Beijing Foreign Studies University, Beijing, China.

**Looney, S. D.** (2011, March). Conversation Analysis as a Methodological Tool in International Teaching Assistant Research. AAAL. Sheraton Chicago Hotel and Towers, Chicago, IL.

**Looney, S. D.** (2010, April). Seeking Confirmation Through Yes/No Interrogatives in

ITA-Undergraduate Interactions. Southeastern Conference on Linguistics (SECOL). University of Mississippi, Oxford, MS.

**l. Posters and Roundtables Presented at Conferences**

Looney, S. D. (2013, March). Process Versus Result: Differing Perceptions about the

Roles of Undergraduates and University Lab Instructors. AAAL. Sheraton Dallas, Dallas TX.

Looney, S. D. (2012, October). Get Up and Get Out – Keeping in Touch with TESOL Practice and Research. Georgia Teachers of English to Speakers of Other Languages (GA-TESOL). Hyatt Regency Atlanta, Atlanta, GA.

**m. Reviewing of Learned Publications and Conference Proposals**

2016-present Associate Editor, *International Journal of Teaching and Learning*

*in Higher Education*

2015-2016 Review Board, *International Journal of Teaching and Learning in Higher Education*

Reviewer, *Applied Linguistics*

Reviewer, *Applied Pragmatics*

Reviewer, *Asian-Pacific Journal of Second and Foreign Language Education*

Reviewer, *Classroom Discourse*

Reviewer, *English for Specific Purposes*

Reviewer, *International Journal of Bilingual Education and Bilingualism*

Reviewer, *International Journal of Corpus Linguistics*

Reviewer, *Journal of Pragmatics*

Reviewer, *Language and Sociocultural Theory*

Reviewer, *Linguistics and Education*

Reviewer, *The Modern Language Journal*

Reviewer, *Pedagogical Linguistics*

Reviewer, *Research on Language and Social Interaction*

Reviewer, *SAGE Open*

Reviewer, *Social Interaction*

Reviewer, *Southern Journal of Linguistics*

Reviewer, *System*

Reviewer, *Teaching and Teacher Education*

Reviewer, *TESOL Quarterly*

Reviewer, *Text & Talk*

Book Proposal Reviewer, Wiley-Blackwell

Book Reviewer, Cambridge University Press

Scientific Committee, Interactional Competences and Practices in Second Languages (ICOP-L2) 2024

Proposal Reviewer, American Association for Applied Linguistics (AAAL)

Proposal Reviewer, Second Language Research Forum (SLRF)

Proposal Reviewer, International TESOL Conference

**3. Resident Instruction:**

**Pennsylvania State University, University Park, PA, U.S.A.**

APLNG 083 First-Year Seminar in Applied Linguistics

APLNG 410 Teaching American English Pronunciation

APLNG 491 Theory: Second Language Acquisition

APLNG 586 Analyzing Classroom Discourse

APLNG 597 Introduction to Conversation Analysis

APLNG 595 Teaching Internship for English Teaching

APLNG 602 Supervised Experience in College Teaching

ESL 117G American Oral English for ITAs II

**Wuhan, University, Wuhan, Hubei Province, China**

EFL Summer Sports and American Culture, WUSIEP

Semester Music and American Culture, WUSIEP

**University of Georgia, Athens, GA, U.S.A.**

LLED 7769 Teaching Practicum International Graduate Assistantship

Internship Program

LLED 7768 ESL Pronunciation International Graduate Assistantship Internship Program

ENGL 1101 English Composition I – ESOL

ENGL 1101 English Composition I

ENGL 1102 English Composition II, Analyzing Literature

**Kaplan International, Athens and Atlanta, GA, U.S.A.**

TOEFL Prep TOEFL iBT Preparation Course

GESS Levels 1-4 General English for Adults (Beginner – High Intermediate)

**Carson-Newman University – English Language Institute (ELI), Jefferson City, TN**

ELI Level 2 Intermediate ESL Speaking and Listening

ELI Mini-term Director of English Language Institute Mini-term

EFL Speaking and Listening

**Nam Seoul University, Seonghwan, Chungnam Province, South Korea**

EFL K-12 Summer EFL grammar, speaking, listening, reading, and writing,

Program

**4. Professional Service**

1. **International and National**

2020-2024 AAAL Conference Connections Mentor

2021-2022 TESOL International Nominating Committee

2020 AAAL Task Force for formulating ethical guidelines regarding the workload and reappointment of non-tenure track faculty

2018-2019 TESOL ITA – Interest Section (IS) – Past Chair

2017-2018 TESOL Strand Development Advisory Group

2017-2018 TESOL ITA-IS – Chair

2016-2017 TESOL ITA-IS – Chair-Elect

2015-2016 TESOL ITA-IS – Secretary

2014-2015 TESOL ITA-IS – Member-at-large

1. **Department and College**

2023-2024 APLNG Undergraduate Major Committee

2021 Teaching Faculty Promotion Committee – Department of Applied Linguistics

2019-2020 Digital Liberal Arts Advisory Board – College of Liberal Arts, the Pennsylvania State University

2018-2019 Co-chair, Awards Committee - Department of Applied Linguistics, the Pennsylvania State University

2016-present Faculty Advisor, Graduate Student Travel Committee – Department of Applied Linguistics, the Pennsylvania State University

2013-present MA-TESOL Committee – Department of Applied Linguistics, the Pennsylvania State University

**5. Activities and Associations**

International Association of Applied Linguistics (AILA)

American Association for Applied Linguistics (AAAL)

Teachers of English to Speakers of Other Languages (TESOL)

**6. Languages**

English – native

French – high intermediate

Mandarin and Korean – beginner