

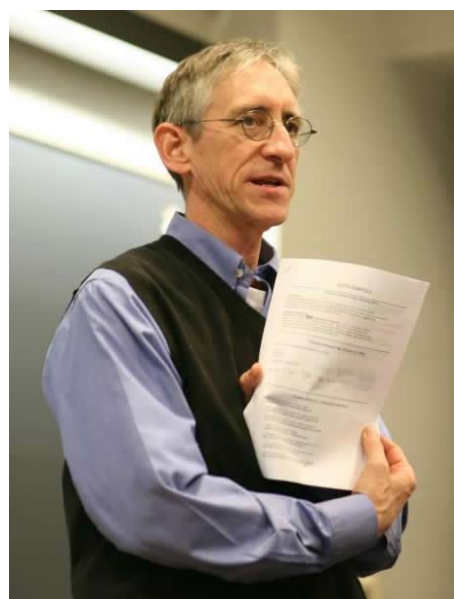


APLNG Newsletter Spring 2012

DEAR MEMBERS AND FRIENDS OF APPLIED LINGUISTICS

At the conclusion of our end-of-the-year party at Karen Johnson's house this year, I thanked Karen and Glenn for hosting the party again in their home. "Well," said Glenn, "it's easy because there's so much positive energy in your group and you have so many accomplishments every year!" In fact, we *have* had a great year! As you'll read below, there are ten students graduating from the MA/TESL program, some of whom will take up positions as ESL/EFL instructors (around the world!) and some of whom are moving into doctoral programs in applied linguistics. Also, Alina Pajtek and Hyewon Lee, our two Fall 2011 PhD graduates, are joined by Adam van Compernelle who is graduating this Spring. We are immensely proud of the scholarship and skills of all of our graduates.

Last fall in this space I talked about the unique contributions that applied linguistics could make to Penn State's emergence as a Global University. Let me take a moment to highlight two recent developments in which our scholarly and scientific expertise in second language acquisition find direct application to the globalization of the university. First, after many years as part of Penn State Outreach, the Intensive English Communication Program (IECP) is transitioning this summer to the Department of Applied Linguistics as its new home, with important connections to the University Office of Global Programs. The IECP offers ESL instruction for international students looking to pursue higher education at Penn State and other English-language universities. We look forward to working with our new faculty colleagues in the IECP as we assist students from around the world in acquiring academic proficiency in English and engaging the American environment of higher education.



Second, since September, the faculty began exploring a new departmental research initiative—"The New Professoriate in STEM Disciplines"—that develops out of our International Teaching Assistants (ITA) Program. The ITA program serves to prepare international graduate students for whom English is a second language to teach in their home departments across the 14 colleges at University Park. Approximately one in three undergraduates at University Park will have an ITA in their classrooms, labs, or recitation sections. The majority of these ITA's are in science, technology, engineering, and math (STEM). Interestingly, many of them go on to become university professors themselves, and so the academic socialization that begins in our ITA classrooms is in fact the first step in the ITA's emerging careers in research and teaching. In the "New Professoriate Initiative" we aim to pursue research on the processes of academic socialization among novices (ITA's) and experts (established international professors) to better prepare the next generation of international professors and to improve our own ITA program.

Both of these programs—the IECP and the New Professoriate Initiative—are excellent examples of the kind of synergy in teaching and research that mark our response to the globalization of higher education. More on both next year. Meanwhile, we look forward to a great summer term!

Bob Schrauf



APLNG WELCOMES NEW MEMBERS

VISITING SCHOLARS

Asel Shayakhmet, JFDP Visiting Scholar Spring 2012

Q: Dr. Shayakhmet, your stay at Penn State has almost come to an end. You came with a sponsored program, correct?

AS: Yes, I came to the Department of Applied Linguistics as a fellow of the Junior Faculty Development Program (JFDP). JFDP is a program by the U.S. Department of State administered by American Councils for International Education. The program provides opportunities for faculty members at universities from 14 countries (some states that were part of the former Soviet Union and some East European countries) to participate in professional activities at a university in the United States. During my semester here, I was able to take courses taught in Applied Linguistics and Linguistics; I also attended academic conferences – TESOL in Philadelphia, the International Linguistic Association Conference in New York for instance, and participated in many non-academic activities offered at Penn State.

Q: Dr. Shayakhmet, please tell us a little about your home university.

AS: I am a faculty member of Al-Farabi Kazakh National University (KazNU), where I am an Associate Professor of Linguistics. Al-Farabi KazNU is in Almaty, in the south of the country. It is the largest university in Kazakhstan and has advanced as the leader among other post soviet universities to become a modern, international university, with high-quality programs. It was the first Central Asian university that signed the "Great Charter of Universities in Bologna", you probably heard about this under the label "Bologna Process." There are about 50 countries from Europe and now Central Asia participating in the Bologna Process, which aims at assuring quality in European Higher Education.

Q: Yes, we have heard about "Bologna" and the emphasis on preparing citizens to be members of increasingly mobile and plurilingual societies. How big is your university?

AS: Al-Farabi KazNU consists of 14 faculties, with 98 chairs, 20 research institutes and centers, and a techno-park. We have about about 20 000 undergraduate and graduate students and 2 000 professors.

Q: *What about your department?*

AS: I am a member of the Department of Philology, Literary Studies and World Languages within the area of Foreign Languages for Humanities. Our students are majoring in Kazakh Language and Literature, Russian Language and Literature, Translation Studies (Kazakh and Russian), Foreign Philology (English, German, French). Currently, my Department is very much focusing on EFL, and we have the need for qualified instructors of EFL/ESL to teach courses. So there are many opportunities for American ESL teachers to broaden their experience and visit Kazakhstan to work as instructors at Al-Farabi KazNU.

Q: Do students in your department want to learn English as another language, or are they interested in becoming majors in English?

AS: It depends on their future specialty, i.e. if they are majoring in Kazakh/Russian Language and Literature, they learn English as a foreign language; however, if their profession is focused on English, they are majoring in English; moreover, nowadays when academic mobility is a very important part of the university curriculum, our students have opportunities to study abroad in top world universities and take credits there, so English is the most demanded subject by both minoring and majoring students.

Q: What about your own research? In what area do you specialize?

AS: I focus on psycholinguistic and sociolinguistics aspects of primary school age children's bilingualism (Kazakh-Russian). I had the opportunity to give a presentation on a part of my research here at the Dept. of Applied Linguistics Roundtable. Its (presentation's) materials are available on Department's website. I also did research on the topic "Metacommunicative distinctive features of Kazakh bilinguals' speech", which was actually my dissertation some time ago, published a reference book "Methods of Linguistics", and worked as a linguist with online dictionary www.sozdik.kz. As regards teaching English to Kazakh speakers, I am doing research on issues of bilingual language processing and language socialization.

Q: It is hard to believe that the semester is already over and you are almost on your way back to your country.

AS: Yes, time went by quickly. I highly appreciate everything that I have found at Penn State, especially people. I would like to express my gratitude to every member of the Penn State community, professors, students, and staff.

Q: Dr. Shayakhmet, it has been a pleasure of having you as a visiting scholar in our department and we wish you all the best. Thank you very much for this interview!

NEW PHD STUDENTS

Jeremy Gevara

Hello, my name is Jeremy Gevara. I was born and raised in the state of Texas. I have managed to neutralize my accent for the most part, but there will be occasions where “y’all,” “ain’t,” “fixin’ to,” etc., will slip out, sorry about that. My permanent address is in Austin, Texas, but I am currently living in Lubbock, Texas. I have received both my Bachelors and Masters degrees from Texas Tech University. My Bachelors degree is in Psychology, and I was able to conduct research in Forensic Psychology at Texas Tech and at the University of Utah. My undergraduate experiences influenced my research interests as a Masters candidate in Applied Linguistics. I am interested in second language assessment, second language program evaluation, and quantitative data collection and analysis. I have spent the last two years being an instructor for the Intensive English Program at Texas Tech, being an instructor for the International Teaching Assistant workshop at Texas Tech, and producing test validation research for the ITA program. I look forward to meeting and learning from all of you.



Eunjeong Lee

Hello! My name is Eunjeong Lee. As some of you might have noticed from my name, I’m from South Korea and a city called Busan. Busan is a port city surrounded by beautiful beaches. I came to the U.S. five years ago and studied at Texas Tech University for two Master’s degrees. I studied theoretical linguistics and comparative literature in the English department, grading papers in a first-year composition program where I first got interested in writing. I joined the Applied Linguistics program in 2010 and have been closely working with international graduate students for their oral and written communication in academic settings. My current research interests centers around academic writing, writing instruction, and second language learning.

When I’m not working, I like reading, listening to music, and walking. My favorite author is Haruki Murakami, who almost made me want to major in Japanese literature in graduate school before I came to the U.S. (Although I didn’t make it to Japan, I managed to push forward my love for Japanese literature when I was in the English program and got to write a thesis on it!). When it comes to music, I like classical music, Jazz, and any easy-listening music. These days I’m listening to Rachel Yamagata all the time. I also like walking, which I haven’t got to do a lot ever since I came to the states. I still try to walk along the lake in front of my place whenever I get a chance, and I’m also looking forward to walking around my new neighborhood in State College.

Joining the Applied Linguistics program at Tech was one of the greatest things that happened in my life. I met so many awesome people, including the one I’m engaged to, and learned so much from there. I hope I will meet many great people here at Penn State and have a great time while working. I look forward to meeting you all!



Lindsey Kurtz

Hello! My name is Lindsey Kurtz. While I’m sort of from all over the Midwest, mostly I’m from Iowa, where I’m currently finishing up my M.A. in TESL/Applied Linguistics. I’ve enjoyed teaching English in the beautiful cities of Osaka, Japan, and Queretaro, Mexico, as well as first-year composition at Iowa State. My research interests include sociocultural theory, computer-assisted language learning, and mobile-assisted language learning.

When I’m not busy being a grad student, I enjoy traveling, sports of all kinds (calling it an obsession would not be inaccurate), great food, reading, and writing.

I’m looking forward to meeting everyone at Penn State, investigating my research interests further, and having a new team to cheer for!

Qian Wu

Hello, applied linguists! My name is Qian Wu (吴茜). Although I love my name, I have to admit that my first name is always giving people a hard time. Please pronounce it like ‘Chian’, if you find it easier. I’m very excited to become part of the vibrant APLNG community this coming fall!

I was born in the northeast of China, and raised in the very south – Guangdong province. I got my B.A. in English from Sun Yat-sen University, Guangzhou, China. Right now, I am finishing my masters in Applied English Linguistics at the University of Wisconsin-Madison, and enjoying the last days of the Wisconsin winter! I have been most interested in the dynamics of interaction in second/foreign language classrooms. I am also fascinated by the socialization and identity issues surrounding language minorities like Chinese heritage speakers in the U.S..

When I have free time, I love watching American TV series (At the moment, my favorites are *The Good Wife* and *While Collar*), listening to music and chilling. Since last summer, I have had a growing obsession with Yoga and Zumba. So maybe I’ll see you guys in the gym!

I'm looking forward to meeting you all this August!



Rebecca Zoshak

Hi there -- I'm Becky. I know most of these self-introductions by new students express excitement at moving to a different place and meeting new people. But I have to be contrary (it's my nature). As thrilling as it is to explore unfamiliar areas, I'm very pleased to be staying here in the PSU APLNG department. As a recently graduated M.A. student from our department, I'm eager to continue my studies here in State College.

Prior to my graduate life at Penn State, I majored in Film at Northwestern University before working in Hollywood as a Story Editor for a few years.



After fleeing Los Angeles, I took some time to volunteer as a tutor, a gardner, and a sailor before heading back to school. Now that I'm back, I'm pleased to have found a home here in our Applied Linguistics department, both as a student and as a teacher. My current research interests center on the use of humor in the ESL classroom, including its presence in language play, disagreement, and teasing, especially with respect to identity and group membership.

When my schoolwork is on pause, I love playing board games, watching British panel shows, and doodling (okay, that one is during class time as well). When I manage to escape central Pennsylvania for a time, I love volunteering as sailing crew aboard a re-creation of a 17th-century tall ship.



DEPARTMENT ROUNDTABLE

During the Spring semester, the Department held seven roundtable sessions.



Karen Johnson, "How 'sign meaning develops': Strategic mediation in learning to teach," January 16, 2012

Karen Johnson, Bob Schrauf, Jim Lantolf, Susan Strauss, and Sinfree Makoni, "What is data? Parameters and characteristics of good/acceptable/usable data; the data/theory interface," February 10, 2012

Sinfree Makoni, "The sociolinguistics of Arabic;" **Hina Ashraf (Air University, Islamabad)** and **Susan Strauss**, "Letters to the editor: Voices unheard," February 24, 2012

Sungwoo Kim, Yumi Matsumoto, Brooke Ricker, and Dorothy Worden (Multilingual Writing Group), "From pedagogy to research and back again: Three approaches to understanding student writing;" **Madhav Kafle and Constantin Schreiber (Migration Studies Project)**, "Language and identity in skilled migration," March 2, 2012

Pecha Kucha AAAL Preparation Session: Matt Jadlocki and Jackie Gianico; Tania Smotrova; Yumi Matsumoto; Sungwoo Kim, March 16, 2012

Asel Shayakhmet (Al-Farabi Kazakh National University, Kazakhstan), "Children's bilingualism in Kazakhstan: An overview;" **Meredith Doran and Bob Schrauf**, Teaching Assistants (TAs) and International Teaching Assistants (ITAs): A study of academic interaction," April 6, 2012

Mengqing Xu (Beijing University of Chemical Technology, China), “The use of preposition *in* in Chinese non-English major college students' English compositions: A corpus-based study,” **Tania Smotrova**, “‘Chin goes down, voice goes up’: Gesture in teaching L2 phonology,” **Yumi Matsumoto**, “The role of speech-gesture interface in English as a lingua franca speaker interaction,” April 20, 2012



CENTER FOR LANGUAGE ACQUISITION (CLA)

CLA Spring 2012 Speaker Series

The Center for Language Acquisition hosted three invited speakers this spring:

Stanton Wortham (University of Pennsylvania) delivered a lecture on February 27, 2012, which was entitled “Hope for the young, but not for the adolescent: Divergent ideologies of language use in new Latino diaspora elementary and secondary schools.”

Giles Fauconnier (University of California, San Diego) delivered a lecture on April 4, 2012, which was entitled “Conceptual mappings for TIME.”

A Conversation with **Carl Ratner** on his most recent book “Macro Cultural Psychology: A Political Philosophy of Mind” (Oxford Press, 2011), April 9, 2012.

PENN STATE CA RESEARCH GROUP

Since 2010, the Penn State Conversation Analysis Research Group has been involved in the collection and analysis of naturally occurring classroom discourse data for a collaborative project entitled *Practices and Actions in Classroom Talk-in-Interaction*. Focus has been on the interactional, prosodic, timing-related, and embodied dimensions of ESL teaching. This year’s group participants included: Katya Arshavskaya, Larysa Bobrova, Kuei-Ting (Ellen) Chuang, Abby Dobs, Jackie Gianico, Matthew Jadlocki, Joan Kelly Hall, Yumi Matsumoto, Tania Smotrova, Tom Spencer, Adam van Compernelle, and Ying-Ying (Jane) Xia.

At the 2012 meeting of the AAAL, several members of the group, along with several international scholars, presented in a colloquium around the theme of *L2 Teaching Practices Created in Classroom Talk-in-Interaction* (organized by Rémi A. van Compernelle):

Joan Kelly Hall & Tania Smotrova (Penn State University): *Teacher self-talk*

Steve Walsh (Newcastle University): *Scaffolding in the L2 classroom: the role of ‘shaping’*

Christiane Dalton-Puffer (University of Vienna) & Tom Morton (Universidad Autónoma de Madrid): *Teachers’ evaluative practices in content and language integrated classrooms*

Jacqueline Gianico & Matthew Jadlocki (Penn State University): *Instructors’ hypothetical discourse and gesture as models of potential thought and talk*

Rémi Adam van Compernelle (Penn State University): *Demonstrating L2 vocabulary: Linguabodily activity in one ESL teacher's unplanned vocabulary explanations*

The CA Research Group looks forward to future work and continued cross-institutional collaborations as it becomes part of a new research center affiliated with the Department of Applied Linguistics at Penn State, the *Center for Research on English Language Learning and Teaching* (CRELLT), directed by Joan Kelly Hall.



MIGRATION STUDIES PROJECT LUNCH HOUR SEMINARS

Constantin Schreiber, "Home is not one distinct face: African skilled migrants' constructions of identity," February 23, 2012

Madhav Kafle, "Everyday strategies of language learning: African skilled migrants in English dominant countries," March 14, 2012

Julie Minich (Miami University, Oxford, Ohio), "Irrational journeys: Racialized aging and melancholia in border-crossing narratives by Guillermo Arriaga, Tommy Lee Jones, and Oscar Casares," March 22, 2012

MULTILINGUAL WRITING RESEARCH GROUP

The interdisciplinary Multilingual Writing Research Group is comprised of professors and graduate students from the departments of Applied Linguistics and English, including Dr. Suresh Canagarajah and Dr. Xiaoye You. Through discussion and data analysis sessions the group seeks to promote individual and collaborative research agendas focusing on multilingual writing. Additionally, the group serves as a forum for discussion of pedagogical practice in the L2 writing classroom. Questions regarding meeting times and locations can be directed to the group's organizer, Dorothy Worden via email at dzw5105@psu.edu.



CONGRATULATIONS

The Department congratulates all those who have successfully defended their doctoral dissertations, completed their MA degrees, and were honored with awards.

Doctoral Dissertation

Remi Adam van Compernelle, Ph.D.

Developing second language sociopragmatic capacity through concept-based instruction.

Dr. van Compernelle accepted a position as assistant professor at Carnegie Mellon University.

Master of Arts

Mark Carpency, Yohan Hwang, Meltem Ilkan, Meng-Wei (Mavise) Lin, Ting Liu, Ju Hyun (Jenny) Park, Margarita Serengina, Siyuan Wu, Rebecca Zoshak, and Yi Zhang

Awards

Dr. James P. Lantolf received the College of the Liberal Arts *Class of 1933 Distinction in the Humanities Award*.

Priscilla Ortiz was awarded a *2nd Prize Award at the 2012 Graduate Exhibition* for her poster presentation entitled "Managing Talk: Interpreter Behaviors for Coordinating Face-to-Face, Spanish-English Healthcare Communication."

2012 Gil Watz Dissertation Fellowship: **Brody Bluemel** has been named the recipient of this fellowship endowed by the late Gil Watz. The fellowship provides full support for the 2012-2013 academic year.

Gil Watz Dissertation Grant Program: **Jiyun Kim** and **Julieta Fernandez** have been recipients of Gil Watz grants for Spring 2011. **Tania Smotrova** and **Lora Bobrova** each will receive a Gil Watz grant for Summer 2012.

2012 Gil Watz Outstanding Graduate Student in Applied Linguistics: Awarded to **Alissa Hartig**.

2012 APLNG Alumni Outstanding MA TESL Student Award: Awarded to **Rebecca Zoshak**.



Extended APLNG

The extended APLNG community has a new member. Congratulations to Brody and Brittany Bluemel on the birth of their son, Anders Preston Bluemel!



ALUMNI NEWS

Dr. Amber Navarre received her Ph.D. in Applied Linguistics in 2008. She then took a position as Senior Instructor in Chinese at the University of Colorado and was appointed as the Coordinator of CU Boulder's Chinese Program from 2009 through 2011. She founded Lantern Institute in September 2011 and is now working full-time as its CEO. We caught up with her in Colorado and asked her a few questions about the Institute.



Q: Amber, you recently founded Lantern Institute. What is Lantern Institute?

AN: Lantern Institute is an online Chinese learning program designed for adult learners, featuring purpose-driven lessons, customized curricula, and self-paced learning.

Q: What motivated you to establish Lantern Institute?

AN: I have always wanted my own “school” of some sort. But it was one conversation with my previous students last May that made me think: maybe now is the right time to do it. After 3 years of Chinese training, they had learned enough to satisfy daily communication needs, and all of them were tested as possessing at least intermediate proficiency (ACTFL OPI) and some even advanced. However, they lacked the specialized language of their fields to pursue a career or further study. This was because of the very linear and general-purpose curriculum that is actually the norm of the great majority of college-level foreign language programs. It is understandable in some sense, because when you have students from an array of different disciplines, such as engineering, psychology, music, literature, math, journalism, business, and anthropology all in one language class, you have no choice but to teach the content that is good for everybody. Yet at the same time, it is not good enough for anybody. My psychology students could not talk about Freud in Chinese, and business students couldn't discuss subprime lending crises. Even though I was the coordinator back then, I was not able to bring my ideal, customized and subject-based program to life due to the lack of staffing, funding, and organizational support. That was my biggest motivation for starting Lantern; I wanted to offer them something different.

Q: What is your particular approach, and what are some of the unique features of Lantern Institute?

AN: At Lantern, we offer a three-point system: lessons, topics, and tutorials. As I just mentioned, we want Lantern to be more individualized and purpose-driven than a typical program at a university is, but at the same time we also recognize learners' needs in general communication. For instance, everyone should learn how to use numbers in daily Chinese, but only some would need and choose to learn calculus in this language. The former will be addressed in Lantern Lessons, which covers the language everybody should learn, and the latter would be categorized under Lantern Topics, each of which concentrates on one specific subject domain. So far we have developed Lantern Topics in math, biology, economics, cooking, sports, holidays, cities, education, Chinese culture; and we are creating more, some of which are suggested by the learners. Tutorials are just like what you would imagine: one-on-one live chat between learners and tutors. We are still building this last feature and plan to release it in a few months.

Q: Are you still teaching in higher education or are you concentrating on the Institute at this point?

AN: No, I'm working full-time for Lantern now. It is very taxing, time-consuming, and requires a lot of energy to run a start-up. But it is also the most interesting and rewarding work experience I have had by far. I don't think I can afford to take a side job at the university. (Yeah, my wording definitely reveals my current priorities—feel free to analyze its ideational, textual, and interpersonal functions, my APLNG fellows.) If you are interested, pay Lantern a visit online at www.lanterninstitute.com.

SOCIAL NEWS

Study Breaks

In the spring semester, the APLNG Social Committee organized much-needed study break sessions. Students and faculty members gathered to share delicious snacks and good conversation. The Spring study breaks ended with lively Hawaiian-theme food and fun.

APLNG Ice Skating

On February 25, the APLNG Social Committee organized a fun Saturday afternoon activity for the APLNG community. Students, faculty members and their family spent the afternoon ice skating at the Penn State ice rink on campus.



APLNG Improv Night

Friday 13 in April turned out to be a fun night for APLNGers. The first APLNG Improv Night was a great success with games that showed off



students' quick thinking, acting, and comedic talents! The evening memorably finished with a rapping game and some creative use of props.

End of Semester Party

On April 27, students and faculty members gathered at the home of Dr. Johnson to celebrate the end of the spring 2012 semester and show off their culinary skills.



CONFERENCES

Penn State APLNG students have presented their research at the annual conventions of our major professional organizations and several international and national conferences and meetings. Here is the impressive list:

American Association for Applied Linguistics (AAAL): Haiyang Ai, Alissa Hartig Jacqueline Gianico and Matthew Jadlocki, Madhav Kafle, Sungwoo Kim, Yumi Matsumoto, Tetyana Smotrova

American Association for Teachers of Slavic and East European Languages (AATSEEL): Edie Furniss

American Immigration Lawyers Association (AILA): Gretchen Nauman

Association for Slavic, East European, and Eurasian Studies: Larysa Bobrova

Conference on College Composition and Communication (CCCC): Brooke Ricker

Conference on Writing Education across Borders: Alissa Hartig, Sungwoo Kim, Brooke Ricker, Tetyana Smotrova

Diverse Landscapes of Ukraine: Celebrating Twenty Years of Ukrainian Independence: Larysa Bobrova

International Pragmatics Conference: Priscilla Ortiz

Penn State Conference on Rhetoric and Composition: Ron Boben, Alissa Hartig, Dorothy Worden

Second Language Research Forum (SLRF) : Julieta Fernandez

Sociocultural Theory and Second Language Learning Research Working Group: Kimberly Buescher

Symposium on Second Language Writing: Yumi Matsumoto, Tetyana Smotrova

TESOL : Katya Arshavskaya, Alissa Hartig, Brooke Ricker

PUBLICATIONS - December 2011 - April 2012

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Newsletter Credits

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