Department of Applied Linguistics

Spring 2013

The Pennsylvania State University

Dear Members and Friends of Applied Linguistics

by Robert Schrauf

To give you a sense of the synergies flowing through APLNG this year, let me describe the *dramatis personae* from one of our recent departmental colloquia—one of our "Roundtables." Tania Smotrova, a doctoral student at the dissertation stage, was presenting data on gesture from her dissertation project, which she is writing under Jim Lantolf's direction. As you know, Jim is Director of the *Center for Language Acquisition* and co-Principal Investigator of the *Center for Advanced Language Proficiency Education and Research*, and he has recently written a grant to NSF on gesture. Tania gathered the data for her dissertation in the *Intensive English Communication Program* (IECP), whose mission is to provide instruction and socialization in academic English for international students wishing to pursue higher education in the U.S. The news here is that (just this year!) the IECP has become a formal program of the Department of Applied Linguistics

through the efforts of Joan Kelly Hall and one of our newest faculty members, Heidi Vellenga, who is the Director of the IECP. (By the way, Joan is also director of the new *Center for Research on English Language Learning and Teaching*). Tania's videoclip featured one of the department's eight new lecturers in the IECP, Linda Wesley, who (in the clip) has parenthetically introduced to her class of international students the American idiom, "An apple a day keeps the doctor away." (That explanation required a *lot* of gestures, and you can see the video here). As we often do in our Roundtables, we split into groups to discuss the data—groups including faculty, doctoral students, MA/TESL students, and some visiting faculty from other departments. Oh, and by the way, the Roundtables this year are organized by Xiaofei Lu, who in September was named the *Gil Watz Early Career Professor of Languages and Linguistics*.

So there's a lot going on, and I haven't even touched on Suresh Canagarajah's recent grant from the Worldwide Universities Network to work with eight other co-investigators in the United Kingdom, Australia, Hong Kong, South Africa, and the U.S. on "Multilingual Identities in Migrant Professional Contexts." Suresh is Director of the Penn State *Center for Migration Studies*.

My point is not simply that "we're busy," but that there's an intellectual ferment about applied linguistics at Penn State that interweaves our various interests, questions, theories, and passions in a way that enriches all of us and that fuels our scholarly production for the wider world of applied linguistics. For us who have the great good fortune of being here, for those who have been students or faculty here in the past, and for all of our collaborators and friends, I hope this newsletter brings smiles of recognition and a sense of belonging to a truly vibrant academic community.

(Did I mention that Joan Kelly Hall is the chair and organizer of this year's meeting of the *American Association for Applied Linguistics*? March 16-19. Dallas. See you there!).

Meet Our New Faculty

Heidi E. Vellenga, Ph.D. was appointed as Director of the Intensive English Communication Program (IECP) and is a Senior Lecturer in Applied Linguistics. She joined the department in July 2012. Her primary duties as IECP Director include day-to-day management, curriculum development, and strategic planning for the IECP, which provides full-time non-credit intensive academic English courses for non-native speakers of English. As a Senior Lecturer, Dr. Vellenga serves on the MA Admissions Committee and plans to teach courses in applied linguistics in the future.

This year proves to be an important year for the IECP as it undergoes a rigorous self-study for re-accreditation through the Commission on English Language Program Accreditation (CEA). The IECP continues to explore ways to partner with the Department of Applied Linguistics through hosting graduate students as interns and as volunteer tutors in the newly established IECP Tutoring Center (ITC).

Heidi Vellenga came to Penn State from Indiana University Bloomington, and has experience in language program administration as well as in teaching ESL, EFL, and undergraduate and graduate courses. She received her doctorate from Northern Arizona University. Her research interests include instructional effectiveness, language program administration, teacher development, and instructed interlanguage pragmatics. She is an active member of AAAL, TESOL and NAFSA (Association of International Educators). Recent publications appear in *System* and *TESL-EJ*. She is a CEA Reviewer and a TESOL Standing Committee Awards Coordinator, and has been nominated to serve on the board of the American Association of Intensive English Programs (AAIEP). Current projects include studies related to teacher professional development in pedagogical application of corpus linguistics findings, instruction in conventional expressions used for academic discussion by intensive English language learners, and tutor/tutee interaction.

Deryn Verity, Ph.D. joined the Department of Applied Linguistics in August 2012. She was appointed as Director of the ESL/English for Academic Purposes (EAP) programs and is a Senior Lecturer in the department. As program director, she will be mentoring Teaching Assistants (TAs) and other instructors who teach in the first-year writing program for international students (currently those are the following courses: ESL 015, 004, 005, and 116G). Dr. Verity's other interests include teacher education, sociocultural theory, online education (she was a founding faculty member of the New School's online MATESOL program), and composition pedagogy.

Originally from the New York City area, Deryn Verity comes to Penn State after 9 ½ years in Japan, where she was Professor of English and International Communication at Osaka Jogakuin College, a small liberal arts women's university in Osaka. Having previously lived and worked in Osaka in the mid-1990s, she enjoyed deepening her connections to the professional community in Japan. She served as conference chair and associate editor of the research journal and held various other positions in JALT, the Japanese affiliate of TESOL. A "lifer" in ESL and TESL, she has worked in Serbia, Slovenia, Krakow, Warsaw, Bangkok, Morocco, and Jordan. Although new to central Pennsylvania, she was an undergraduate at Swarthmore College, in the southeastern region of the state, and earned her doctoral degree in linguistics from the University of Delaware. So coming to the Pennsylvania State University and working with TAs from all over the world brings many threads of her life together.

Ning Yu, Ph.D. joined the department as professor of Applied Linguistics and Asian Studies in July 2012. He is originally from China, where he received a master's degree from Central China Normal University in 1987. From 1990 to 1996 he studied for his Ph.D. at the University of Arizona and subsequently taught courses in general linguistics, Chinese language, and Chinese literature and culture at the University of Oklahoma. His research focuses on the relationship between language, culture, and cognition, and cognitive approaches to metaphor studies, from the theoretical perspective of Cognitive Semantics. He is the author of two books, *The Contemporary Theory of Metaphor: A Perspective from Chinese*

(John Benjamins, 1998) and *The Chinese HEART in a Cognitive Perspective: Culture, Body, and Language* (Mouton de Gruyter, 2009). He also published a collection of his writings in the volume *From Body to Meaning in Culture: Papers on Cognitive Semantic Studies of Chinese* (John Benjamins, 2009), and co-edited *Culture, Body, and Language: Conceptualizations of Internal Body Organs across Cultures and Languages* (Mouton de Gruyter, 2008) and *Embodiment via Body Parts: Studies from Various Languages and Cultures* (John Benjamins, 2011). Dr. Yu currently is a co-editor of the book series "Cognitive Linguistic Studies in Cultural Contexts" (John Benjamins) and serves as a co-director of the newly established Confucius Institute at Penn State.

Newly established Center for Research on English Language Learning and Teaching

The Center for Research on English Language Learning and Teaching (CRELLT) is a new center affiliated with the Department of Applied Linguistics. Under the direction of Dr. Joan Kelly Hall, CRELLT is working to support the Department's scholarship on the teaching and learning of ESL, with a particular focus on the non-credit Intensive English Communication Program (IECP). A primary objective of the Center is to engage in socioculturally-informed research on the multimodal (interactional, linguistic, prosodic, nonverbal, textual, visual, etc.) constitution of teaching, learning and other practices found in intensive English Language programs. It does so by building on the digitized video corpus, *Practices and Actions in Classroom Talk-in-Interaction*, begun by the Penn State CA Research Group.

The Center also seeks to develop a cross-institution, geographically

distributed network for collaboration on the collection and analysis of similar data on adult English language teachers and learners. It is anticipated that findings from the research will help improve the Intensive English language program so that it better prepares international students to succeed in undergraduate and graduate programs in their chosen fields of study in English medium institutions.

Continuing the work of the Penn State CA Research Group, CRELLT hosts regularly scheduled data sessions. By providing opportunities to collaborate on analyses of data, these sessions help novice researchers develop skills in grounding claims about audio/video-recorded data of naturally occurring events. Sessions focusing on additional analytic methods will be added as the Center's research activities expand.

CRELLT is currently engaged in two research projects: 1) novice language teacher development of ICT (interactional competence for teaching) within specific teacher education practices and 2) opportunities for language learning created by expert teacher ICT practices. For more information about CRELLT or to get involved in the research activities, contact Abby Dobs (amm599@psu.edu) or Yumi Matsumoto (yzm5037@psu.edu), the Center's research assistants for 2012-2013.

Web: crellt.la.psu.edu

World Universities Network and APLNG

The World Universities Network (WUN) is a partnership of research-led universities from Europe, South East Asia, South Africa, Australia, and North America. It is a growing alliance that aims to give University researchers a global reach. Two projects initiated by members of the department have recently been funded by WUN. Dr.

Suresh Canagarajah will take the lead in a project on migration, entitled "Negotiating Multilingual Identities in Migrant Professional Contexts". Its aim is to understand the communication strategies and tacit skills professional migrants adopt to resolve their identity conflicts. Dr. James P. Lantolf and Dr. Matthew E. Poehner (Curriculum and Instruction and Applied Linguistics) will be partners in the Language Assessment Research Network (LARN), the first of its kind to bring together research-intensive universities at this scale. The member institutions of their circle will collaborate on a wide range of research areas, practices, and outreach activities in the study of language assessment.

Penn State's WUN web page

Alumni Updates

Deborah Crusan, M.A. TESL '96, Ph.D. '99 was recently promoted to the rank of Professor at Wright State University, Dayton, OH. Her book, *Assessment in the Second Language Writing Classroom*, was published by University of Michigan Press.

Gretchen Ketner, M.A. TESL was granted a 1-2 year leave of absence from her position as ESL instructor at Juniata College to serve on the faculty at LCC International University in Klaipeda, Lithuania. She is teaching courses in the Intensive English Program and English Department and presenting workshops for area English language teachers.

Jon Reinhardt, Ph.D. '07, Assistant Professor at the University of Arizona, was appointed Director of the Graduate Program in English Language/ Linguistics. His co-authored book *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning* was published in December 2012 by Pearson.

Davi S. Reis, Ph.D. '10 has passed his 3rd Year Review as Assistant Professor of Education at Duquesne University in Pittsburgh, PA.

2012 DOCTORAL DISSERTATIONS

Rémi Adam van Compernolle

Developing sociopragmatic capacity in a second language through concept-based instruction (Celeste Kinginger, Advisor)

Tracy Davis

Undergraduate vs. graduate academic English: A corpus-based analysis (Xiaofei Lu, Advisor)

Sungwoo Kim

Development of meaning making in second language writing of international graduate students: A sociocultural and cognitive linguistic perspective (James P. Lantolf, Advisor)

Wei Lai

Concept-based foreign language pedagogy: Teaching the Chinese temporal system, (James P. Lantolf, Advisor)

2012 MASTER OF ARTS GRADUATES

Mark Carpency

Yohan Hwang

Meltem Ilkan

Meng-Wai Lin

Ting Liu

Ju Hyun Park

Margarita Serengina

Siyuan Wu

Yi Zhang

Zaoli Zhang

Becky Zoshak

Spotlight on Ph.D. Students

Jiyun Kim

My dissertation is entitled "Developing conceptual understanding of sarcasm in a second language through concept-based instruction." The dissertation extends my earlier work on examining L2 learners' pragmalinguistic ability to understand ironic communication. My original empirical study, "How Korean EFL learners understand sarcasm in L2 English," is currently under second review in the *Journal of Pragmatics*. This study identifies several types of L1 cultural schemas (e.g., phonological knowledge, pragmalinguistic knowledge) that are involved in learners' sarcasm comprehension process. The study also uncovers multiple reasons why Korean L2 learners, in particular, fail to notice certain instances of sarcasm and thus interpret speaker intent differently from native English speakers. Grounded in the Relevance Theory of Sperber and Wilson, the study provides cognitive linguistics-based explanations of human communication involving verbal irony and sarcasm.

Based on the empirical data obtained from this initial study, my dissertation investigates the teachability of the concept of sarcasm in English as a second language. This work sought to support advanced-level U.S. university learners of English (L1= Korean, N=9) in developing a conceptual understanding of sarcasm through concept-based instruction (CBI). This research is grounded in a Vygotskian perspective on developmental education and focuses on the teaching of theoretical concepts as a way of mediating learners' developing abilities to understand the concept and use of sarcasm in L2.

Through the analysis of individual interviews, in-class interaction, focus group discussions, interpretive-essay writings, student-produced SCOBA (Schema for the Orienting Basis of Action), and performance on pre-, post-, and delayed-post tests, the study documents (1) the development of students' knowledge about the concept of English sarcasm and (2) the development of students' ability to detect and understand the underlying speaker intent and communicative goals of sarcastic utterances when produced by native speakers of U.S. English.

The results show learner gains in developing (1) knowledge of the concept and use of sarcasm and (2) the ability to comprehend different intentions and attitudes conveyed by sarcasm users. It is argued that the learners' engagement in the CBI interaction, which includes collaboration with a tutor as well as access to pedagogically designed mediating artifacts (e.g., multimodal video materials, concept charts and diagrams) helps the learners gain greater control over selecting appropriate cues for detecting sarcasm and comprehending speaker intent. Significantly, learners gained a sense of empowerment as an L2 learner by finally understanding the subtle features of sarcasm that they did not recognize before. The results highlight the importance of the quality of instruction in which learners interact with an expert tutor who offers psychological tools and semantic-pragmatic explanations to promote a functional understanding of the concept.

Katya Arshavskaya

Dissertation title: Collaborative Mentoring Activities: Supporting the Development of Teaching Expertise

My interest in teacher mentoring springs from my own experiences as a mentor to a pre-service MA TESOL teacher at Penn State during my first year in the doctoral program. Even though my mentee and I managed to get through the semester with our ups and downs, upon completion of this experience I still struggled with the question about what being a 'good' mentor really means, which turned my attention to what general teacher education literature says about mentoring. For my dissertation, I created mentoring protocols for several collaborative mentoring activities drawn from mentoring literature, such as, for example, a cycle during which a mentor and a mentee first co-plan a lesson, then co-teach, and afterwards engage in a collaborative reflection session on the co-taught lesson. During spring of 2012, I introduced the protocols into a 15-week MA TESOL practicum. I was particularly interested in examining the quality and character of the mentors–mentees' interactions as well as what was carried over into the pre-service teachers' teaching. My participants included three mentor-mentee pairs who all differed in terms of their educational and cultural backgrounds as well as with regard to their experiences being a mentor or a mentee.

The findings suggest that through this experience all the novices developed a greater level of teaching expertise. For example, in one of the pairs, the mentor's assistance enabled the pre-service teacher to elicit more student participation during her own instruction. In another, the mentor's encouragement to experiment enabled the pre-service teacher to bring in more 'natural' language input into her instruction. In the third pair, the mentor was able to draw the pre-service teacher's attention to the issue of disengaged students.

The study brings forth the importance of providing mentoring experiences that create spaces for novice teachers to externalize (express) their thoughts and feelings about their teaching. It highlights the significance of the emotional and professional support provided by mentors and the critical role that extended mentoring experiences can have on the development of novice teachers' teaching expertise.

Awards

Dr. Xiaofei Lu was awarded the Gil Watz Early Career Professorship in Language and Linguistics. Early career professorships are given to promising new faculty to support research and teaching.

Two doctoral students in our department received this year's College of the Liberal Arts Superior Teaching and Research (STAR) Award. The scholarship award recognizes students who have excelled in all aspects of their graduate program. The funds which the students receive are provided to support specific projects or activities that will advanced the student's professional and scholarly development.

Alissa Hartig will attend the Global Legal Skills VIII conference in San Jose, Costa Rica in March, to present with Lurene Contento from the John Marshall Law School. Their panel is entitled "The Importance of Teaching International Students to Read Before Teaching Them How to Write."

Brooke Ricker will travel to Freiburg, Germany in April to participate in the International Society for the Linguistics of English (ISLE) Spring School, a week long workshop under the direction of Prof. Jan Blommaert. She will present research investigating Serbian students' use of English in identity creation on Facebook.
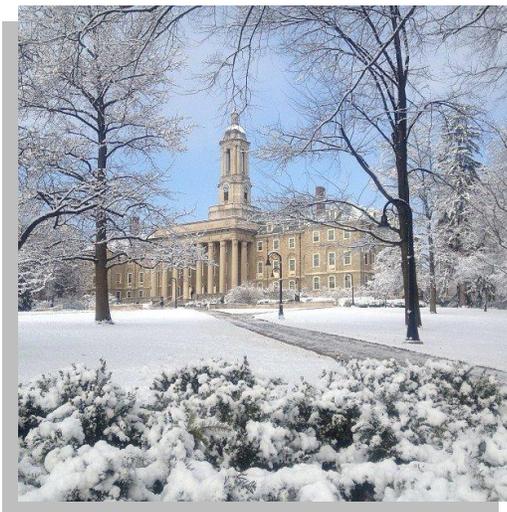
Migration Studies Lunch Hour Talks

In the new academic year, the Migration Studies Project continued with its monthly lunch hour talks and guest lectures focusing on topics relevant to globalization, migration, and diversity. Thus far, five presentations have been made by researchers from a number of different Penn State departments. Azita Ranjibar, Geography and Women's Studies, spoke on "De Facto Widows in Tajikistans: The Gendered Impact of Labor Migration"; Jesse Dunbar, English and Africana Research Center, on "The Language of Race: placing the Unsignified in 19th century Russian Court"; Xiaoye You, English, on "Global English and the Arts of Dwelling Places"; Solsiree del Moral, History, on "Migration, Diaspora, and Nation: The Case of Puerto Rico"; and Shoba Sivaprasad Wadhia, Dickinson School of Law, on "Immigration Law and the Administration's Deferred Actions for Childhood Arrivals (DACA) Program.

Web: migrationstudiesproject.psu.edu

Center for Language Acquisition (CLA) Speaker Series

As in previous years, the CLA invited scholars to campus to meet with students and faculty and give presentations. Typically, the CLA is able to host two speakers per semester. In Fall 2012, CLA welcomed David Bakhurst, the Carlton Professor of Philosophy at Queen's University, Canada, whose talk was entitled "Learning from Others" and John H. Schumann, Professor of Applied Linguistics at UCLA, who spoke on "Evolution and Second Language Acquisition." Merrill Swain, Professor Emerita in Curriculum, Teaching and Learning of OISE at the University of Toronto will deliver the Gil Watz Memorial Lecture on April 8, and Diane Larsen-Freeman, Professor of Education and Linguistics from the University of Michigan, will present a lecture on April 16.

Web: language.la.psu.edu

APLNG Roundtable

Several years ago, as many will remember, the department thought of ways for members to share their research (completed or in progress) with each other. The department also deliberated about finding an appropriate forum for sessions that enhanced the professional development of our graduate students. We created a departmental roundtable with a flexible format just right for our needs.

The Roundtable is going strong and is a stable part of the activities in our semester. In September 2012, Dr. Robert Schrauf spoke about writing proposals for conferences and Dr. Suresh Canagarajah discussed turning seminar papers into submissions for referred journals. In October, the graduate students discussed and reflected on their teaching philosophies. In November, Dr. Deryn Verity shared her thoughts and ideas on tutoring opportunities for M.A. students. As we go to print, the annual Pecha-Kucha session will happen, where our graduate students, whose presentations have been accepted at Spring conferences, practice to give that all-important short, but comprehensible overview of their project. Click here to view more information on the APLNG Roundtable, which is organized by Dr. Xiaofei Lu.

Recent Publications

Altman, C., Schrauf, R. W., & Walters, J. (2013). Crossovers and codeswitching in the investigation of immigrant autobiographical memory. In J. Altarriba and L. Isurin (Eds.), *Memory, language, and bilingualism: Theoretical and applied approaches* (pp. 211-235). New York: Cambridge.

Ai, H. (2012). The expression of stance in Mandarin Chinese: A corpus-based study of stance adverbs. *International Journal of Asian Language Processing*, *22*(1), 1-14.

Canagarajah, A. S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. New York and Abingdon: Routledge.

Canagarajah, A. S., & Silberstein, S. (Eds.). (2012). Diaspora identities and language [Special issue]. *Journal of Language, Identity, and Education*, *11*(2).

Canagarajah, A. S. (2012). Migrant ethnic identities, mobile language resources: Identification practices of Sri Lankan Tamil youth. *Applied Linguistics Review*, *3*(2), 251-272.

Canagarajah, A. S. (2012). Styling one's own in the Sri Lankan Tamil diaspora: Implications for language and ethnicity. *Journal of Language, Identity and Education*, *11*, 124-135.

Canagarajah, A. S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly*, *46*(2), 258-279.

Canagarajah, A. S. (2012). Autoethnography in the study of multilingual writers. In L. Nickoson and M. Sheridan (Eds.), *Writing studies research in practice: Methods and methodologies* (pp. 113-124). Carbondale: Southern Illinois University Press.

Canagarajah, A. S. (2012). Working as a journal editor. In R. Kubota and Y. Sun (Eds.), *Demystifying career paths after graduate school: A guide for second language professionals in higher education* (pp. 177-190). Charlotte, NC: Information Age Publishing.

Canagarajah, A. S. (2012). Code alternation studies: A trajectory. In P. Seargeant and J. Swann (Eds.), *English in the world: History, diversity, change* (pp. 275-283). Abingdon, UK: Routledge.

Hall, J. K., & Smotrova, T. (2013). Teacher self-talk: Interactional resource for managing instruction and eliciting empathy. *Journal of Pragmatics, 47*(1), 75-92.

Lantolf, J. P. & Swain, M. (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.

Lantolf, J. P. (2013). Praxis and second language acquisition. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Lantolf, J. P. & Poehner, M. E. (2013). Sociocultural theory. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Lu, X. (2012). The relationship of lexical richness to the quality of ESL learners's oral narratives. *The Modern Language Journal*, *96*(2), 190-208.

Makoni, S. (2013). An integrationist perspective on colonial linguistics. *Language Sciences*, *35*, 87-96.

Makoni, S. (2013). Languaging, superdiversity and supervernaculars: A commentary. In K. Juffermans, Y. M. Asfaha & A. K. Abdelhay (Eds.), *African literacies: Ideologies, texts, education.* Cambridge: Cambridge Scholars Publishing.

Makoni, S. & Makoni, B. (2013). Language and identity in Africa. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Makoni, S. & Makoni, B. (2013). Critical applied linguistics. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Oxford: Wiley-Blackwell.

Matsumoto, Y. (2012). [Review of *Language teacher identities: Co-constructing discourse and community*]. *Teacher Development*, *16*, 566-567.

Schrauf, R. W. & Iris, M. (2012). Very long pathways to diagnosis among African Americans and Hispanics with memory and behavioral problems associated with dementia. *Dementia, 11*(6), 726-746.

Thorne, S. L., Fischer, I., & Lu, X. (2012). The semiotic ecology and linguistic complexity of an online game world. *ReCall*, *24*(3), 279-301.

Yu, N. (2012). The metaphorical orientation of time in Chinese. *Journal of Pragmatics, 44,* 1335–1354.

Yu, N. (2012). Metaphorical expressions of anger and happiness in English and Chinese. In P. Hanks and R. Giora (Eds.), *Metaphor and figurative language*, *volume 3: Literary and cross-cultural perspectives* (pp. 328–359). New York and London: Routledge.

Yu, N. (2012). Ideography and borrowing in Chinese. In K. Goodman, S. Wang, M. S. Iventosch, and Y. Goodman (Eds.), *Reading in Asian languages: Making sense of written texts in Chinese, Japanese, and Korean* (pp. 68–85). New York and London: Routledge.

Yuldashev, A., Fernandez, J., & Thorne, S. L. (2013). Second language learners' contiguous and discontiguous multi-word unit use over time. *The Modern Language Journal*, *97*(1), 31-45.

Zhang, J. & Lu, X. (2013). Variability in Chinese as a foreign language learners' development of the Chinese numeral classifier system. *The Modern Language Journal*, *97*(1), 46-60.