



Department of Applied Linguistics

Spring 2015

The Pennsylvania State University

Dear Members and Friends of Applied Linguistics

I always find that I have so much to say and so little space to say here! This time, I'll highlight two interesting developments in applied linguistics here in Happy Valley.

A couple of years ago, Dr. Sharon Childs, who coordinates our M.A. TESL program (41 students enrolled in 2014-2015!) suggested that we develop a Teaching Fellowship for our own M.A. TESL graduates. This has turned out to be a brilliant idea! In this program, we select some of our best, newly graduated M.A. TESL students to spend an additional year with us as full-time lecturers. For this 2014-2015 academic year we invited four of our Spring 2014 graduates to join the faculty. Stefany Ge, Sally Ren, and Megan Stump were appointed as lecturers in the Department's ESL program for Penn State international undergraduates, under the direction of Dr. Deryn Verity. Megan also assisted in our developing ESL tutoring program in conjunction with Penn State Learning. Shuo Zhao was appointed lecturer in the Intensive English Communication Program (IECP) for students preparing for admission to colleges and universities in the English-speaking world. We were delighted to have these individuals as members of our faculty, and we wish them all the best as they continue their professional careers. If you are thinking of pursuing an M.A. TESL at Penn State, keep in mind that, in addition to world-class M.A. TESL program, there are interesting opportunities after graduation right here in State College!

Did you know that Penn State is academic home to over 7,000 international students in its many graduate and

undergraduate programs? Very many of these students are second language speakers (and writers) of English, and they have met the rigorous admissions requirements for study at the university.

Nevertheless, as they train for and launch their careers, many experience the need for a more comprehensive and refined professional proficiency in English. Given our long research and pedagogical experience in just this kind of language proficiency, the department has founded the English for Professional Purposes Intercultural Center (EPPIC). During this year, Dr. Meredith Doran, the Administrative Director of EPPIC, and doctoral students Seth King and Brooke Ricker have begun to develop a coordinated menu of consultative and instructional services to enhance the academic and professional multilingual communication of international undergraduate and graduate students, postdocs, visiting scholars, and faculty. In addition to language support services, of course, EPPIC also becomes a major research center for the department as we deepen our research portfolio in advanced proficiency and language socialization. Watch this space for further developments!

So, as always, there's a lot going on, and I hope you enjoy our Spring Newsletter (though as of this writing in early March, we are still shoveling snow!).

Robert Schrauf

Intensive English Communication Program (IECP)

The IECP's Fall 2014 semester marked the successful implementation of two new courses: Academic Interactions 130 and Academic Interactions 140. In these classes, students benefitted from a project requiring them to observe and report on Penn State courses in the departments of their intended majors. Nikki Mattson, an IECP lecturer who facilitated much of the groundwork of this curricular revision, says of the new Academic Interactions courses, "students make connections between the IECP classroom and their future goals [...], connections that are meaningful and observable." As one student from Julie George's AI140A course reflects, "Thanks to this project now I know what my calling is and what would make me happy."

In the Fall, IECP students and faculty participated in the inaugural IECP Symposium, in which eligible students presented a topic from their field of study as a part of the application requirements for IECP Certification. With IECP Certification, students are able to meet the English proficiency requirement for admission into Penn State's undergraduate and graduate programs.

With the start of Spring 2015 came the full roll-out of the Academic Interactions curriculum with the launch of levels 110 and 120. The IECP also unveiled its first ever module courses, a series of content-based, mixed-level, academic English classes. Students take two of these half-course modules—one in the sciences, the other in the humanities—and engage with content such as engineering, art, and American culture. Another important addition this Spring was an IECP Town Hall. This event, which will happen each semester, is intended to keep students, faculty, and staff informed about all aspects of the program and its events.

In addition, the IECP continues its strong partnership with the Applied Linguistics graduate courses APLNG 493 and APLNG 500 - IECP faculty welcomed eight practicum teachers from APLNG 500 this Spring. Lastly, the IECP continues its collaboration with CRELLT on various initiatives such as improving placement test procedures and investigating practices in the ESL classroom.

Jackie Gianico

International Teaching Assistant (ITA) Program

Over the past year, the ITA program has seen a substantial growth in the number of international graduate students that have been screened for English proficiency. During this year alone, we have screened 333 potential ITAs. In response to this recent growth we have been developing an internet-based testing system. Working with Liberal Arts IT, Sandi Rockwell, Sally Arnold, and I have developed an online platform for the registration, administration, and storage of the AEOCPT and IPT. The system will make the testing process paperless and will help us process tests in a much more efficient manner. Test raters will use tablets to score and submit the tests and we will begin video recording all testing sessions. We will use the new system for the Spring 2015 IPT and Summer 2015 AEOCPT in May. I would like to thank the wonderful teachers we've had this year: Qian Wu, Megan Stump, Becky Zoshak, Amber Martin, and Jeremy Gevara.

Stephen Looney

Center for Research on English Language Learning and Teaching (CRELLT)

We at CRELLT are excited to inform you about several ongoing projects that we are working on this semester. The RAs for Spring 2015, under the guidance of Dr. Joan Kelly Hall, are Michael Amory, Abigail Kahn and Daisuke Kimura. Together we are continuing our classroom data collection in the IECP, as well as our collaboration in order to improve the oral placement test that the IECP piloted this past summer. We are excited by the work that Haiyang Ai has been doing for the Corpus of English for Academic and Professional Purposes (CEAPP), our searchable online database. This work involves linking videos to transcripts, adding subtitles, and making these transcripts searchable for different features. Helping in this project is our team of transcribers including: Jinna Kim and Elvin He, who will be joined by Kevin Sprague

this semester, as well. We continue to hold CA Data Sessions every other Friday, and have also held regular transcription workshops, which will continue this semester. We hope to see you at some of these activities!

Abigail Kahn

Migration Studies Project



Since the last newsletter, the Migration Studies Project (MSP) has continued coding, analyzing, and interpreting data gathered from its research project, "Negotiating Multilingual Identities in Migrant Professional Contexts." It served as the lead institution in a World Universities Network (WUN) grant for a collaborative international research during 2013. The collaborating universities were: Universities of Bristol, York, and Leeds in the UK; the University of Sydney, Australia, and Cape Town, South Africa; the City University of Hong Kong and Baptist University of Hong Kong; and the Universities of Rochester and Washington in the U.S. For its own contribution, MSP conducted interviews with twenty-six Chinese STEM scholars at Penn State University. In spring 2014, the MSP research team coded the transcripts from all participating universities for a comprehensive report for WUN. The project provided valuable research experience for six APLNG Master's students with conducting and transcribing interviews. Three of the students used data from the project for seminar papers and/or master's theses. In fall 2014, the MSP team focused on the Penn State data, doing additional coding and analysis. In spring 2015, MSP has opened the analysis and interpretation of the data to the Penn State community by inviting interested faculty members and graduate students to participate in a monthly data analysis group.

Suresh Canagarajah

English for Professional Purposes Intercultural Center (EPPIC)

The English for Professional Purposes Intercultural Center (EPPIC) is a new initiative in the Department of Applied Linguistics that is aimed at researching and supporting advanced English language learning and professional development for the growing cadre of international students, researchers, and faculty at Penn State who use English as a second language. By partnering with units across the university, EPPIC seeks to fulfill its two-fold goals of conducting research on key communication genres and socialization practices in a range of disciplinary communities, and offering specialized English language support services to internationals who are interested in expanding their communicative repertoires. On a broader level, EPPIC also seeks to foster a climate of intercultural and multilingual exchange at Penn State through the creation of language and culture partnerships that bring together students from diverse backgrounds, and workshops on effective intercultural communication for faculty, staff and students.

In Fall 2014, EPPIC began work on language needs assessment with international students via interviews and interest surveys, and provided customized language tutoring in English for Medical Purposes (EMP) to local international physicians. The center also established collaborative partnerships with the Penn State Dickinson School of Law and with the Hershey Medical Center. Current projects include conducting on-site research at Hershey to better understand the language practices of biomedical professionals, leading workshops and short-term modules on focal topics in academic communication, and providing specialized language instruction to international scholars and medical researchers. EPPIC is currently staffed by Dr. Meredith Doran and APLNG doctoral students Seth King and Brooke Ricker. Students, faculty and alumni who are interested in learning more about EPPIC, or who wish to collaborate on related projects, should contact Meredith Doran at mcd15@psu.edu.

Meredith Doran

Corpus Linguistics Reading Group

The Corpus Linguistics Reading Group was started in Fall 2014 by graduate students in the Department of Applied Linguistics with faculty support from Dr. Xiaofei Lu and Dr. Gabriela Appel. The Group was created in order to facilitate discussion of the newest research in corpus linguistics, to share expertise, and to provide opportunities for research among students interested in using corpus methods. Each week, the Corpus Linguistics Reading Group meets to discuss and critique a recently published article of interest. These meetings have already led to a collaborative replication study, giving Group members the opportunity to apply their knowledge of corpus linguistics under the guidance of faculty experts. Such initiatives provide graduate students with invaluable practice using cutting-edge corpus research techniques to advance the field of applied linguistics.

Edie Furniss

Sociocultural Theory & SLL 21st Annual Meeting



As in previous years, APLNG was well represented at the Sociocultural Theory and Second Language Learning Research Working Group Meeting, hosted by the University of Miami in early November. This meeting is unique in that all presentations are plenary talks and works in progress, allowing for an intense three days of Vygotskian

conversations, which crucially move the group's thinking forward. This intimate setting brings together the most experienced and well known of Vygotskian scholars and students just being introduced to this theory to discuss our research and explore our understandings of the

theory. Presentation topics include data analysis, research methodology, praxis or theoretical topics; feedback from fellow researchers, that each presenter receives, pushes our development as Vygotskian researchers forward. While every year is an intense academic experience, this year we still found time to enjoy the warm weather, palm trees, the beautiful campus, and an ocean-side dinner.

When we weren't outside enjoying the sunshine, the following Penn State affiliated people presented their work in progress: Lindsey Kurtz (on her dissertation proposal about reading in an L2 for internationally trained lawyers), Kimberly Buescher (on her dissertation data about narrative literacy development for L2 French students), Jim Lantolf, Gale Stam, Tetyana Smotrova, and Kimberly Buescher (on their thinking-for-speaking gesture project), Xian Zhang (on his dissertation work testing the Teachability and Topic Hypotheses for L2 Chinese students), Jiyun Kim (on the creation of online resources for development of a conceptual understanding of sarcasm), Rimma Ableeva (on transfer tasks in L2 listening comprehension), Matt Poehner and Paolo Infante (on a new proposal for analyzing dynamic assessment interactions), Eduardo Negueruela (on SCT as a transformative theory).

Thanks to Dr. Eduardo Negueruela-Azarola and his co-organizers, the 2014 meeting provided a wonderful forum for continuing this great tradition. We look forward to the next meeting, which will be organized and hosted by Dr. Prospero N. Garcia at Rutgers University-Camden.

Kimberly Buescher and Lindsey Kurtz



Graduate Student Research Abroad

Brooke Ricker Schreiber in Serbia

Zdravo! I have just returned from Niš, Serbia, where I spent the fall semester collecting data for my dissertation and studying the Serbian language. I taught in the English Department of the University of Niš in 2010-2011 on a fellowship by the U.S. Department of State ([English Language Fellows program](#)), and I was glad to see my colleagues and friends again, as well as to have the chance to work with them as a researcher.

My dissertation focuses on the teaching of writing in EFL settings, specifically how EFL teachers negotiate between local and international traditions of writing and educational practices, adapting teaching materials and techniques to their local context. During the semester I conducted classroom observations, interviewed students, faculty, and administrators, and collected textual artifacts such as textbooks and student papers. My goal is to create a rich description of writing pedagogy in this setting, highlighting the skilled practices of the local instructors as they work to meet the demands of their institution and the expectations of the community.



Mathurin (Mint) Leelasetakul in Thailand

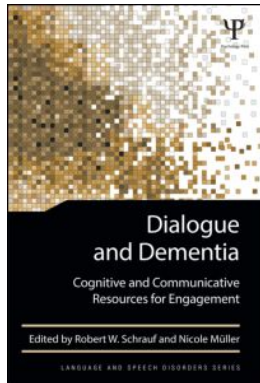
I'm not sure if I can say that I went abroad to collect my data. That's because I've just spent 6 months back in Bangkok, Thailand where I am originally from. So, for me, I went home.

I chose to work with Thai learners of English in Thailand because this will be my future teaching and research environment. For my sojourn in Thailand, I taught one freshman course and one senior writing course while collecting the data for my dissertation. The goal is to compile a learner corpus from the written assignments that the students in both courses produced throughout one semester. I taught only 33 students for my two courses but I had over 300 students as participants for my dissertation project. It was challenging but one of the perks was getting to be with my family. And the food in Thailand is so good.

It was a little strange being back home while still a student in the U.S. I felt like I was half-tourist, half-permanent resident in my home country.

Still, I was glad to be in Bangkok and it was a semester well spent— both for my academic and my personal life.

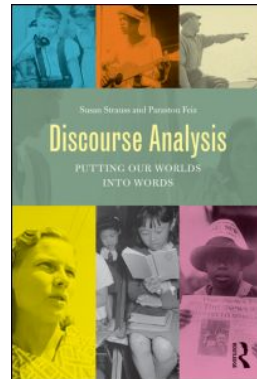
Books Published by Faculty in 2014



Dialogue and Dementia
Cognitive and
Communicative
Resources for
Engagement

Edited by Robert W.
Schrauf and Nicole
Müller

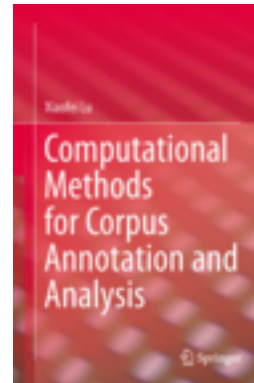
Psychology Press



Discourse Analysis
Putting Our Worlds Into
Words

By Susan Strauss and
Parastou Feiz

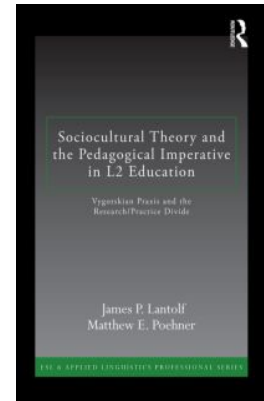
Routledge



**Computational
Methods for Corpus
Annotation and
Analysis**

By Xiaofei Lu

Springer



**Sociocultural Theory
and the Pedagogical
Imperative in L2
Education**

By James P. Lantolf and
Matthew E. Poehner

Routledge

Awards and Recognitions

Dr. Suresh Canagarajah, the Edwin Earl Sparks Professor in Applied Linguistics, English and Asian Studies received the 33rd Mina P. Shaughnessy Award from the Modern Language Association for his book *Translingual Practice: Global Englishes and Cosmopolitan Relations* (Routledge). The prize is awarded for an outstanding work on language, culture, literature, or literacy with strong application to the teaching of English. Dr. Canagarajah also won the prestigious book prize of the British Association for Applied Linguistics (BAAL) in 2014 for this publication.

Kimberly Buescher received the 2014-2015 Gil Watz Outstanding Graduate Student Award.

Edie Furniss received the 2014-2015 Gil Watz Graduate Fellowship in Languages and Linguistics. She also

received a Penn State Research & Graduate Studies Office Dissertation Support Grant in Spring 2014.

Willene Kanasky was inducted into the PSU Golden Key Chapter of the International Honour Society in 2014.

Seth King has been awarded a summer research grant from the East Asia Pacific Summer Institute, sponsored by the National Science Foundation (NSF) and the Korean Research Foundation. He will carry out a research project on STEM Education at Seoul National University from June to August 2015.

Olesya Kisselev received one of seven ACTFL Research Priorities Project grants. These grants support empirical research projects or dissertation studies in areas that are currently critical to improving foreign language education. Olesya's research looks into the development of writing abilities of mainstream foreign language and heritage language learners at the advanced

level. Olesya will present her work at ACTFL's 2015 convention in San Diego.

Dr. James P. Lantolf, the Greer Professor in Language Acquisition and Applied Linguistics, was appointed Honorary Professor of Xi'an Jiaotong University, China.

Dr. Sinfree B. Makoni was elected to the Penn State Faculty Senate in Fall 2014.

Kaushalya Perera received a College of the Liberal Arts STAR award to attend the DiscourseNet Winter School in Spain. She also received a Research & Graduate Studies Office Dissertation Release award in Spring 2015 and was a Gil Watz Dissertation Fellow in Fall 2014.

Haoshan (Sally) Ren received the Spring 2014 Outstanding M.A. Student Award.

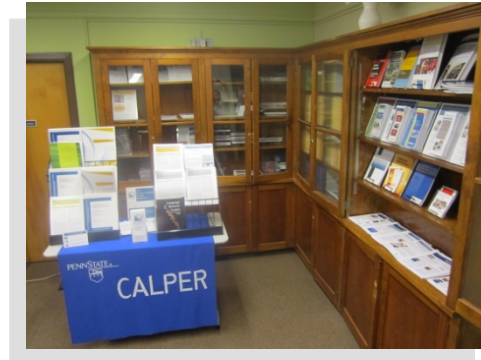
Brooke Ricker Schreiber received the 2014-2015 Gil Watz Outstanding Graduate Student Award.

Ben Pin-Yun Wang received a College of the Liberal Arts STAR award to participate in the 2015 Summer School on Methods for Metaphor Identification and Analysis, which will be held in Amsterdam, The Netherlands.

Dorothy Worden is a recipient of a 2015 Graduate Student Award from the American Association for Applied Linguistics (AAAL).

Shuo Zhao received the Spring 2014 Outstanding M.A. Student Award.

Grant



The Center for Advanced

Language Proficiency Education and Research (CALPER) won its fourth Title VI grant from the U.S. Department of Education and will continue to operate a national Language Resource Center. The PI of the four-year grant of \$600,000 is Dr. James P. Lantolf.

2014 Gil Watz Memorial Lecture

Gil Watz Memorial Lecture
presented by the Center for Language Acquisition

Wednesday, Nov. 5, 2014
4:00 p.m. – 5:30 p.m.
Foster Auditorium (Paterno Library)

Daniel Everett
Professor of Global Studies and Sociology
Bentley University
"On the Role of Culture in the Emergence of Language"

In this lecture, Dr. Everett will argue that culture is usually implicated in the construction of human grammars and languages. He defines culture partially as "a set of shared, ranked values." The talk will draw on data from Pirahã, a Language of the Brazilian Amazon, as well as ideas from his forthcoming University of Chicago Press book, *Dark Matter of the Mind: The Apperceptive Shaping of Our Words and World*, and from *Language: The Cultural Tool*.

Open to the public. Reception to follow.

Dr. Daniel Everett, professor of Global Studies and Sociology at Bentley University, delivered this year's Gil Watz Memorial Lecture. During his campus visit in November he gave generously of his time to meet with students and faculty. Dr. Everett is known throughout the world for his study of the

culture and language of the Amazon Basin's Pirahã people. His research has drawn much debate, including a 100-page discussion in *Language* of his 2005 paper "Cultural constraints on grammar and cognition in Pirahã".

[The Frankfurter Allgemeine Zeitung \(Germany\) published a profile of Daniel Everett in September 2013. In German.](#)



Spotlight on Ph.D. Students

Kimberly Buescher

My dissertation, entitled "Developing narrative literacy in a second language through concept-based instruction and a division-of-labor pedagogy", is an extension of my Master's thesis where I began investigating sociocultural strategies for reading texts in the elementary French classroom. For my dissertation research, my goal was to help intermediate second language learners of French develop their narrative literacy abilities, i.e. to better read and analyze French narrative texts in order to be prepared for upper-level literature courses. I used a



concept-based instructional approach to second language narrative literacy with Foundation, Organization and Genre as the guiding concepts. This research also incorporated a division-of-labor

pedagogy; in other words, by dividing up the responsibility for the work needed for each concept, each participant could participate in the entire literacy activity while only being responsible for one portion at a time. I worked with two groups, each comprised of four students currently enrolled in fourth semester bridge courses and planning to major or minor in French. The twelve-week intervention included a pre- and post-test where participants read a mid-level and high-level French text and wrote a summary of each, and ten weeks of literacy activities involving learning about the three concepts and then using these concepts to read narrative texts. The results show a statistically significant difference between pre- and post-test scores on the text summaries for both mid- and high-level texts with the most growth in the main idea and accuracy summary categories. In addition, participants' understanding of the three concepts and how they used them to guide their thinking and performance in the literacy activities developed significantly from pre- to post-test. These results could serve as a diagnostic for future L2 narrative literacy interventions involving work on writing summaries, specifically in the areas of supporting details, synthesis, and generalizations.

Kaushalya (Kaushi) Perera

My dissertation, titled "Discourses of militarisation in Sri Lankan universities", grew out of research interests in discourse and universities. Growing up during the civil war in Sri Lanka made me sensitive to militarisation, or the presence of the military in institutions and places they are usually not part of, e.g. education. Events such as a military-led orientation course for undergraduates and a dynamic trade union campaign by academics occurred as I came to Penn State, leading me to study discourses on militarisation amongst academics in Sri Lankan universities.



I pursued two major questions in this dissertation. I wanted to understand the differences (if any) between what academic representatives said in public and what individual academics discussed in private. Using ethnographic methods such as interviews and observations, I looked at the range of responses academics had to the militarisation of universities. Academics gave a range of responses: agreeing that universities are militarised (and providing examples); using different discourses (e.g. privatisation) to index episodes that others considered militaristic; or failing to interpret an incident as militarised even when it contained characteristics given in their own definition of militarisation. The second issue I studied were the changes in individual discourses over the past three years. I was surprised to find little consistency in the discourses, both in terms of discursive strategies and in the academics' position on militarisation. While some academics believed militarisation to have increased, others who had previously thought so felt it had reduced.

Working on these issues has led me to other interesting questions such as 'what can language educators do about the connection between their profession and defense/security/war? How are undergraduates seen by the public? What is happening with public education at this point in history?' It has also led me to really interesting conversations with my students.

In the Classroom

Ben Pin-Yun Wang

Before coming to Penn State, most of my teaching experience was in English as a foreign language to Taiwanese learners. With my research interest in Chinese linguistics and under the supportive guidance of my advisor, Dr. Susan Strauss, soon after joining our program, I decided to explore how to apply Cognitive Linguistics to Chinese pedagogical grammar for my dissertation research. That also means I had to stretch my pedagogical comfort zone and gain first-hand experience of teaching my native language.

I am blessed enough to have been entrusted by the coordinator of the Chinese program, Dr. Wen-Hua Du, with duties to teach language courses across levels. Such hard-to-come-by opportunity gives me a quick but thorough overview of the instructional and learning objectives for each level in the Chinese curriculum. I also get to work with learners that represent a spectrum of proficiency levels and cultural backgrounds (i.e., American, international, and heritage). My students' struggles and breakthroughs in their Chinese learning have taught me more than I can imagine. In fact, my dissertation topic is inspired by the learners' difficulties with the appropriate usage of polysemous and near-synonymous modal verbs in Chinese.

In addition, I have actively strived to develop two content-based high-intermediate to advanced Chinese courses. Last semester, I taught Introduction to Classical Chinese, in which I emphasized for the students how to translate the linguistic knowledge of Classical Chinese to learning modern Chinese grammatical patterns and idioms. This semester, I have been teaching a seminar on contemporary Chinese culture and trends that explores how modernization and globalization are manifested in various aspects of present-day Chinese societies. The valuable experience of teaching both language and content courses in the target language has immensely expanded my pedagogical repertoire, prompting me to delve into and advance my own knowledge of Chinese language and culture.

As a doctoral candidate in the dual-title program of Applied Linguistics and Asian Studies, I would like to express my deepest gratitude to the faculty in both departments for their strong support for my professional development in Chinese teaching and research. I owe much of my growth as an academic and educator to all the individuals aforementioned.



Doctoral Degrees

Alissa Hartig '14
Gretchen Nauman '14
Thomas Tasker '14
Mei-Hsing Tsai '14
Xian Zhang '14

Master of Arts Graduates

Ebtesam Althowaini '14
Natalia Kazik '14
Jingjing Lai '14
Qiyuan Liu '14
Erica Stabley '14

Doctoral Defenses

Brody Bluemel

"Parallel corpora and pedagogy: Enhancing Chinese foreign language learning experience through parallel corpus technology" (March 2015)

Kaushalya Perera

"Discourse of militarisation in Sri Lankan universities" (February 2015)

Jhu Hyoung Youn

"Inferential evidential markers in Korean: A cognitive interactional analysis" (January 2015)

Comprehensive Exams

Jeremy Gevara
Lindsey Kurtz
Eunjeong Lee
Ben Pin-Yun Wang
Qian Wu
Rebecca Zoshak

Candidacy Exams

Dingding Jia
Daisuke Kimura
Seth King
Olesya Kisselev

Herzlichen Glückwunsch

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Congratulations

축하해요

Felicitaciones

Subapaethum

ขอแสดงความยินดี

Tabrik miguyam

恭喜

Поздравляем

ةئنهت

Félicitations

Alumni News

Kyungja Ahn, Ph.D. '09, was promoted to associate professor in April 2014.

Cassie D. Leymarie, M.A. '09, received her Ph.D in Applied Linguistics from The Department of Applied Linguistics at Georgia State University in December 2014. Her dissertation was entitled "Language, literacy, and funds of knowledge: Somali refugee women in Clarkston, Georgia". Her advisers were Gayle Nelson and Eric Friginal. Dr. Sinfree Makoni was an acting member of her committee.

Amber Martin, M.A. '14, was hired as a full time lecturer in ESL by Penn State.

Morgan Patkos, M.A. '13, accepted an instructor position in the Language Education Center at Chonnam National University in Gwangju South Korea.

Rémi Adam van Compernelle, Ph.D. '12, passed his third-year review and was reappointed as Assistant Professor of SLA and French and Francophone Studies. He also published a research monograph titled "Sociocultural Theory and L2 Instructional Pragmatics" (Multilingual Matters).

Wenli Zhang, M.A. '13, is currently pursuing a Ph.D. degree in Foreign and Second Language Education program at the Ohio State University.

Greetings from Lithuania!

I serve as the Director of the English Language Institute at LCC International University in Klaipėda, Lithuania. LCC is a Christian liberal arts university that serves students from many countries, primarily those in Eastern Europe and the former Soviet Union. About 27 different countries are represented in our student body of approximately 600. We also have a growing Intensive English Program that we believe is the only program of its kind in Eastern Europe. As the ELI Director, I oversee and teach in the IEP; I also oversee a program of English classes for adults and children in the community. The Summer Language Institute on campus draws 250-300 high school students from around the region each summer; about 40 teachers, mostly from North America, spend the month of July teaching in this intensive program. I'll be co-directing SLI this summer. I also have opportunities to interact with and support local public school English teachers by organizing professional development seminars and occasionally presenting workshops. Beyond Klaipėda, I've presented workshops for teachers in Ukraine, Latvia, and Georgia. I've appreciated these opportunities to be stretched professionally in this setting, and it's been a joy to experience the close-knit campus community here (a pretty rare thing in this region). And who wouldn't want to take every chance to fill up on *kepta duona* (a Lithuanian dish of fried cubes of rye bread with a cheesy garlic mayonnaise sauce)? *Labai skanu!*

Gretchen Ketner, M.A.



Conference Presentations March 2014 — March 2015

Students in the Department of Applied Linguistics presented their research at the annual conventions of our major professional organizations and several international and national conferences and meetings. Here is the latest list:



American Anthropological Association, Washington, DC, December 3–7

Priscilla Ortiz, "Culture in the interactional details of the interpreted encounter: A misunderstanding"
Kaushalya Perera, "'You're going to assess my ignorance?': A discourse analytic study of interviews with the academic elite"



American Association of Applied Linguistics (AAAL), Portland, OR, March 22–25

Abby Dobs, "'Maybe you are the professor now': Playing with membership categories in the L2 classroom"

Jeremy Gevara, "Examining the relationship between selected and constructed response items for language placement"
Dingding Jia and Tania Smotrova, "Classroom interactional competence: Gestural holds as interactional resources"
Dingding Jia and Daisuke Kimura, "Discourse markers as interactional resources in university Mathematics recitations" (and S. Looney)

Daisuke Kimura and Natalia Kazik, "Learning in-progress: Tracing a student's conceptual development through gesture"
Daisuke Kimura "Lesson plans and local contingencies: On the multifaceted nature of teaching" (and J. Kelly Hall and others)

Brooke Ricker Schreiber, "Appropriate pedagogy in EFL contexts: writing instruction at a Serbian university"

Kwanghoon Yoon, "Continuing professional development for EFL teachers: How teacher study group activities mediate teachers' concept development"



American Pragmatics Association (AMPRA), UCLA, October 17–19

Edie Furniss, "Developing a web-based module for the instruction of routine formulae in Russian"
Dingding Jia, "E-mail requests from nonnative speakers of English: A comparative study of M.A. students and Asian professors"



Association for Slavic, East European, and Eurasian Studies (ASEEES) Annual Convention, San Antonio, TX, November 20–23

Edie Furniss, "On the fringes of the classroom: Pragmatics in language classes" Roundtable



British Association for Slavic and East European Studies (BASEES) Annual Conference, Cambridge, UK, April 5–7

Edie Furniss, "Expressing surprise in Russian conversation: A corpus analysis of a pragmatic function"

College of Education Graduate Student Symposium

Jeremy Gevara, "Effect of English language proficiency on accuracy of peer assessment in MOOCs"



Conference on College Composition and Communication, Indianapolis, IN, March 19–22

Dorothy Worden, Lindsey Kurtz, Eunjeong Lee, Brooke Ricker Schreiber, "Finding a way in: Graduate students promoting multilingual writing pedagogy"



DiscourseNet Winter School, Valencia, Spain, January 20–23

Kaushalya Perera, "The discursive construction and contestation of militarization and resistance in Sri Lankan universities"



International Conference of English as a Lingua Franca, Athens, Greece, September 4–6

Yumi Matsumodo, "Multimodal communicative strategies for ELF speakers' resolving miscommunication in academic writing classrooms"



International Conference on Pragmatics and Language Learning, Indiana University, April 24–26

Edie Furniss, "Using corpus analysis to inform the teaching of pragmatic routines in Russian"



Language and Social Interaction Working Group, Columbia University, October 3–4

Abby Dobs, "Collective translation: An interactional practice of translating together in a Chinese foreign language class"



SCT Research Working Group Meeting, University of Miami, November 6–8

Kimberly Buescher "Developing second language narrative literacy"



SLA Student Symposium, University of Wisconsin-Madison, April 11–12

Nan Zhang, "On integrationism and fixed-code theory: Learn or own a language?"



Symposium of Second Language Writing, Arizona State University, November 13–15

Eunjeong Lee, "Imagined voice in academic writing: Conceptualization and construction of voice by multilingual graduate writers in a writing course"



Working Conference on Discourse Analysis in Education Research, Ohio State University, May 16–18

Eunjeong Lee, "Communicative practice of low-skilled adult immigrant workers"

Thank you Tabitha McKinley for compiling the logos!

Faculty and Student Publications

March 2014 — March 2015

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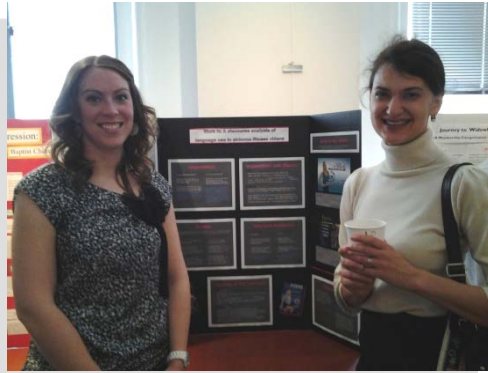
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