

APLNG NEWS

Dear APLNG-ers,

Springtime in the Academy is a time for looking back. Final reviews, final projects, and final papers all require more than passing glances in the rear view mirror. In this spirit, our Spring newsletter gives us a chance to take a look at where we've been as a department, and this year I have to say that we've been all over the world! By the numbers, our graduate students and faculty have made 56 national and international presentations: 20 at major disciplinary conferences, including the American Association for Applied Linguistics (AAAL), Teaching English to Speakers of Other Languages (TESOL), American Educational Research Association (AERA), and the American Anthropological Association (AAA), and another 36 at conferences, symposia, and workshops. Of these latter, 11 were in international venues, including Switzerland, Korea, France, Japan, Canada, Turkey, Spain, Mexico, and the United Arab Emirates. Of course, we're delighted at these opportunities and invitations to talk about our work, but these presentations also give us a chance to build our networks and develop new collaborations. It turns out that well-stamped passports are good for scholarship!

Looking back also gives us the chance to congratulate our many students and faculty who have received recognition and awards. Again, by the numbers: nine of our graduate students have received awards, recognitions, and funding from the university, the college, the department and AAAL. We're especially proud this year of Suresh Canagarajah and Jim Lantolf who have been honored with national recognition by TESOL, book awards from AAAL and MLA, best journal article of the year, and distinguished scholarship and service award from AAAL.

You'll find the details on these presentations and awards below. Of course, there's been much local activity as well, and you'll want to read about that too. As usual, it's been a busy year, and after all this travel, we all hope to get some reading and research done this summer. But surely there'll be a few trips...

Bob Schrauf

NEWSLETTER COMMITTEE:

Michael Amory

Gabi Appel

Miso Kim

Katie Masters

Naseh Shahri

Eleanor Sweeney

ESL

EAP



MA TESL AND ESL/EAP PROGRAMS

With 38 students currently enrolled in the MA TESL program, and nearly 50 sections of ESL/EAP classes on offer this academic year, these two programs continue to evolve and expand. A new feature of the MA TESL program is participation by all graduating MAs in the APLNG Open House poster session at the end of spring semester. Last spring the 19 MA posters drew an interested crowd and students reported great satisfaction in being able to share their work with the APLNG community. To help prepare students for the challenges of completing both a final MA Paper and an e-portfolio, and navigating the demands of academic research and writing, we continue to offer our series of monthly Academic Development workshops for MA TESL students.

Professional development is also a strong focus in the program, and more than a dozen current MA TESL students continue to volunteer as tutors and class instructors at the Mid-State Literacy Council in downtown State College. Practical teaching experience is not limited to volunteer teaching; every MA student takes APLNG 500, *Practice Teaching in ESL* (the "practicum"). Under the leadership of Dr. Sharon Childs, this program has expanded to both Fall and Spring semesters, and now includes mentors from ESL, ITA and IECP programs. We could not do this without our mentors!

To support mentors who agree to take on the extra duties of being a practicum host instructor, Dr. Childs has recently started to convene the mentors three times a semester for support and exchange of ideas. Setting up the partnerships between practicum students (now universally known as PRTs) and mentors has "allowed me to really see the depth of expertise of our instructional staff," says Dr. Childs. It is especially rewarding to report that one of this year's Teaching Fellows, Nan Zhang, is serving as a mentor this semester in her IECP classroom.

Teaching Fellows, drawn from recent graduates of the MA TESL program, are now an established feature in APLNG programs. Besides teaching, they help with coordination tasks. "Without the expert organizational abilities of Jinna Kim, the TF assigned to ESL/EAP, I could not offer our significantly expanded drop-in tutoring program for first-year ESL students," says Dr. Deryn Verity, Director of ESL/EAP programs. Drop-in tutoring in Sparks 7 has grown to become a weekly feature of the academic support services provided by APLNG. Besides drop-in tutoring sessions, we continue to expand our credit-bearing tutorial option, ESL005, staffed by MA TESL interns and serving up to 75 undergraduate students a year.

Not only students get support. Professional development for ESL/EAP instructors includes the new required peer observation program for all instructors, as well as the popular series of ESL Day events, which are 'micro-conferences' held three times a semester to address issues of high interest and concern for teachers of ESL. These events draw participants from ESL/EAP, APLNG, IECP, the English department, the practicum class, the College of Education, the Humphrey Fellows program, and visiting scholars. To illustrate the mixture of theoretical and practical topics, we have had stimulating discussions about plagiarism, technology, the tutoring-teaching relationship,

and teacher identity, and a thought-provoking “Share Fair” at which instructors exchanged ideas for lesson activities.

The synergy among the MA TESL, the ESL/EAP and the IECF programs continues to grow, and we hope to have more exciting developments to report next year.

Deryn Verity and Sharon Childs



Poster Presentation

INTERNATIONAL TA PROGRAM

The past year has been an exciting time for the ITA Program. We sit at the nexus of teaching, research, and service, and are happy to report that we have been fruitfully pursuing all three.

On the praxis front, our teachers have continued developing, implementing, and revising activities for the teaching of university teaching practices in the ITA courses. The program would like to thank the 2015-2016 ITA team for their time, energy, and expertise: Dr. Sharon Childs, Amber Martin, Megan Stump, Sally Ren, Daisuke Kimura, and Katie Masters.

In addition, the ITA Program’s research arm (the New Professional Initiative) has been active, contributing to a recently published ITA volume (Looney, 2015) and presenting at AAAL, TESOL, and SLRF, LANSI (Looney, Jia, & Kimura, 2015; Looney, 2015a; Looney, 2015b; Looney, 2015c). We look forward to more productivity in research and pedagogy as we continue to build and refine the nation’s premier ITA program.

APLNG POSTER PRESENTATION

Please come and join us at our annual poster and e-portfolio presentations.

Graduating M.A.
students and Ph.D.
students will show
their work.

April 29, 2016

12:30pm—2:00pm

007 Sparks

The Learning Center

Our service to Penn State might be the greatest success of the ITA Program during the past year. In the summer, we launched the ITA Oral English Proficiency system. The internet-based system allows us to manage the AEOCPT and IPT process electronically from start to finish. In its first year, the system has been a resounding success among administrators, graduate students, and staff across the university.

The system has been received so well that the staff members who worked on the system development team (Sally Arnold, Sandi Rockwell, Travis Freehauf, and Ned Balzer) were given a service award from the College of the Liberal Arts.

The system has improved efficiency from an administrative standpoint, and at the same time has potential to be a powerful resource for research on oral proficiency testing from both qualitative and quantitative perspectives.

Stephen Looney

INTENSIVE ENGLISH COMMUNICATION PROGRAM (IECP)

The IECP's Fall 2015 semester marked the final step in the roll-out of its new curriculum. After a three-year process of research and development under the leadership of Nikki Mattson (Curriculum Chair), the IECP's innovative curriculum features four levels of study in Academic Interactions and Academic Literacies—our two core courses in oral communication and reading and writing—each of which pair with a corresponding grammar module where students study the authentic language patterns needed to refine their work in the core courses, utilizing error logs and online corpora. In addition, students have the option of studying two modules, choosing from among Applied English: Sciences, Applied English: Humanities, Test Prep IELTS and Test Prep TOEFL.

The IECP Curriculum and Assessment Committees have been busy working on several projects regarding assessment. The IECP Oral Placement Interview, which was developed in conjunction with CRELLT, continues to be a reliable assessment of placement into our Academic Interactions courses. The Interview features an original peer-interaction component, suggested by Dr. Joan Kelly Hall, in which two students are paired to discuss several topics and then asked to report to the raters what their partner said. The development of this component and the IECP Oral Placement Interview resulted in two accepted proposals for the TESOL 2016 conference by Daisuke Kimura, Michael Amory and Nikki Mattson, and Jackie Gianico and Abigail Kahn. In addition, the Assessment Committee, led by Megan Lynch, has been working in collaboration with doctoral student and graduate assistant Jeremy Gevara on the creation of standard midterm and final assessments for IECP core courses.

PENNSTATE

IECP



We hope you have been enjoying the IEC Professional Development newsletter, created by Jamie Sturges, which showcases IEC faculty and staff accomplishments and professional opportunities in the field. Of particular note has been Tom Spencer's involvement in recruitment efforts, which took him to Kazakhstan in Fall 2015 and will send him to Saudi Arabia as an Academic Consultant for the Center for Applied Linguistics.

Finally, I'm pleased to note that at the time of publication, the IEC has a stunning new website (acknowledgments to the input of Jessica Snyder, Stacy Suhadolc, and Julie George). We hope you check it out so you can keep up with the exciting events at APLNG's own intensive English program: iecp.la.psu.edu.

Jackie Gianico

ENGLISH FOR PROFESSIONAL PURPOSES INTERCULTURAL CENTER (EPPIC)

EPPIC has made important strides this year in realizing its dual missions of service and research in advanced academic and professional English language learning and teaching. Drawing on previous needs analysis of the language and culture challenges experienced by internationals at Penn State, EPPIC's team has designed and implemented a suite of language support services that has generated significant interest from a range of international populations at Penn State. EPPIC's workshops and panel discussions on focal topics in academic communication have attracted several hundred attendees thus far, and over 130 hours of group and individualized tutoring have been provided to international students, visiting scholars, and post-docs by a team of expert staff. Lecturer Megan Stump has played an important role as liaison to Penn State Learning and the Graduate Writing Center this year, working to coordinate EPPIC's services with tutoring services already offered by PSU, and helping to prepare new tutors to work with multilingual students via a new course, APLNG 250.

Outreach. EPPIC has developed many exciting new connections this year. In addition to ongoing work with the Hershey Medical Center and Penn State Law's LLM program, EPPIC has forged relationships with university units such as the Working with International Students (WIS) Advising Committee, Career Services, the Office of Post-Doctoral Affairs, and the School of Hospitality Management. As a result of these and other links, collaborative activities are now under way with partners including the Smeal College of Business, the Office of Global Programs, the Huck Graduate Student Advisory Committee, and the Center for Women Students, increasing EPPIC's visibility and impact across the university community. Additional near-term projects in EPPIC include developing an oral assessment instrument for prospective J-1 visa exchange scholars, implementing focus group research with international students in late spring, and conducting on-site observations and interviews among biomedical researchers at Hershey. EPPIC's growing list of



Are you international?
Would you like help to improve your
academic English?

We provide **free, advanced English language support** that can help you build your skills and confidence for:

- ✓ Job interviews in the U.S.
- ✓ Conversation in American English
- ✓ In-class & Scientific Presentations
- ✓ Writing professional e-mails
- ✓ Class assignments



English for Professional Purposes
Intercultural Center

Stop by and learn more about EPPIC!!!

Or visit us at: www.eppic.la.psu.edu



DOUGLAS FIR GROUP

The Douglas Fir Group published "A Transdisciplinary Framework for SLA in a Multilingual World" in the 100th volume of *The Modern Language Journal*.

The group met several times over the past years to collaborate on *Alternative Approaches to SLA*. One of the meetings was a two-day symposium held at Penn State in 2013 sponsored by the CLA and Dr. Xiaofei Lu, the Gil Watz Early Career Professor in Language and Linguistics.

The Douglas Fir Group at Penn State consisted of Dwight Atkinson, Heidi Byrnes, Patsy Duff, Diane Larsen-Freeman, Eduardo Negueruela-Azarola, Bonnie Norton, Lourdes Ortega, John Schumann, Elaine Tarone, and APLNG members Joan Kelly Hall and Jim Lantolf.

accomplishments has been made possible by the unwavering commitment, energy, and expertise of the EPPIC team: Mariana Becker, Suyoung Kang, Seth King, Olesya Kisselev, Sally Ren, Erika Reutzel-Bechtel, Brooke Schreiber, and Megan Stump. Department members interested in learning more about EPPIC's projects, oral proficiency assessments, or summer work opportunities, are invited to inquire at eppic@psu.edu.

Meredith Doran

CENTER FOR LANGUAGE ACQUISITION (CLA)

This year, the CLA *Invited Speaker Series* featured Dr. Lois Holzman (October), a researcher and author who has brought the ideas of Lev Vygotsky to the fields of psychotherapy and community development, besides education; Dr. Asif Agha (December), who spoke on speech registers, and concluded with a talk by Dr. Brian Paltridge (University of Sydney) in April. The annual Gil Watz Memorial Lecture was delivered by Dr. Lourdes Ortega (Georgetown University) in March, who spoke on "Multilingual Success: Continuous, Probabilistic, and Beyond Language."

Gil Watz Memorial Lecture
presented by the Center for Language Acquisition

Monday, Mar. 21, 2016
4:00 p.m. – 5:30 p.m.
112 Chambers Building

Lourdes Ortega
Professor & Head of Applied Linguistics
Georgetown University
"Multilingual Success: Continuous, Probabilistic, and Beyond Language"

Lourdes Ortega is Professor in the Department of Linguistics at Georgetown University. Her work has appeared in journals such as *Annual Review of Applied Linguistics*, *Applied Linguistics*, *Journal of Second Language Writing*, *Language Learning*, *Language Learning & Technology*, *Modern Language Journals*, *Studies in Second Language Acquisition*, and *System*. Her most recent books are *Technology-Mediated FLAP: Rethinking Technology and Tasks* (co-edited with Marta González-Lloves, John Benjamin, 2014), *The Usage-Based Study of Language Learning and Multilingualism* (co-edited with colleagues, Georgetown University Press, 2016), and *Understanding Second Language Acquisition* (1st edition with Hockley, 2009; revised edition forthcoming with Routledge).

How successful are adults in their learning of new languages? Traditionally, the field of second language acquisition has answered this question rather pessimistically, comparing multilingual success directly to monolingual success. Dr. Ortega will explore an alternative view that (1) can be applied to a continuum along both early and late bilingualism, (2) capitalizes on probabilistic rather than categorical success, and (3) goes beyond strictly linguistic notions of competence. This view of multilingual success, she will argue, can have transformative implications for research and teaching.

Open to the public.

PennState
Liberal Arts

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, individuals with disabilities, and other protected groups. Non-discrimination: <http://www.psu.edu/policies/AD95.html>, U.S. Ed. LMA 16-209.
Penn State encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation to have questions about the physical access provided, please contact the Department of Applied Linguistics at 814-865-7365 in advance of your participation or visit.

Dr. Kimberly Buescher, who received her doctoral degree in August 2015, was appointed as a Post Doctoral Teaching Fellow. She taught LLED 010, in which she used an adaptation of her dissertation research to help at-risk students develop academic literacy abilities in their first language and also in two French courses to help students develop narrative literacy in their second language.

Changes are on the horizon! The CLA is pleased to announce that Dr. Kevin McManus (currently University of York, UK) has accepted the position of CLA Associate Director. He will join the department in summer.

Jim Lantolf

MIGRATION STUDIES PROJECT

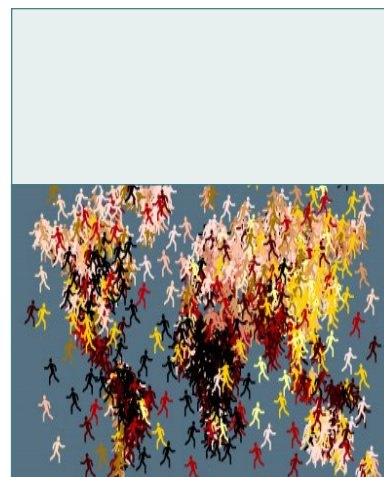
The Migration Studies Project (MSP) held regular meetings over the course of the fall semester. At these meetings, the group presented original video data of STEM scholars working in professional settings and videos of TAs in the classroom courtesy of the ITA program. Through these discussions participants elaborated on how a focus on spatiality, mobility, and multilingualism can inform language competence and literacy in the workplace of STEM scholars. Various transcriptions methods appropriate for video data were also talked about, such as conversational analysis, ethnographic mapping, among others. The MSP hosted a talk by Dr. Shyam Sharma, a visiting scholar from Stony Brook University, about writing support for international graduate students in the US in December.

Shakil Sarforaz Rabbi

CENTER FOR RESEARCH ON ENGLISH LANGUAGE LEARNING AND TEACHING (CRELLT)

We at the Center for Research on English Language Learning and Teaching (CRELLT) are excited to inform you about several ongoing projects that we have been working on this academic year. CRELLT has welcomed three talented Ph.D. students aboard, and now our team consists of Dr. Joan Kelly Hall, Dr. Stephen Looney, Daisuke Kimura, Michael Amory, Katie Masters, Jamie Kim, and Leo Jian Liao. Leo is a Ph.D. student in the Department of Learning and Performance Systems in the College of Education and has taken over the programming side of the Corpus of English for Academic and Professional Purposes (CEAPP) from Haiyang Ai. Leo has made considerable progress with the project, revising the interface, adding enhanced search capabilities, and incorporating a multi-view video display. Those interested in using CEAPP for their own teaching and research should contact the CEAPP team for conditions of use at ceapp@psu.edu. All users must complete CITI training. If you wish to use the data for research purposes, you will need IRB approval for your project before accessing the database.

In addition to continuing to develop CEAPP, we are hosting a number of high profile and emerging CA-SLA scholars throughout the spring and summer semesters. Dr. Yo-An Lee visited Penn State in February and Dr. Johannes Wagner will be giving a talk in April – we will keep you posted on this exciting opportunity! This May, we are holding a research symposium—*The Study of the Interactional Competencies for Teaching-and-Learning (ICTLs)*. The symposium hopes to provide space for attendees to present works in progress with the goal of promoting scholarly dialogue on the multimodal, multilingual



practices and actions by which teaching-and-learning are accomplished. Professors and graduate students from Teachers College, the College of New Jersey, the University of Maryland, and West Chester University will attend. We are excited to welcome our distinguished colleagues from across the U.S. and abroad.



Our team members have engaged in various scholarly activities within the local APLNG community as well as at international conferences on CA-SLA and classroom interaction. Led by Daisuke Kimura and Michael Amory, we offered a workshop in October on "How to transcribe interactional data using CLAN," in addition to our bi-weekly CA data sessions. We plan on offering more

workshops in the future.

In February, our team presented at the departmental roundtable to discuss theoretical issues in collecting and using audiovisual data for research on classroom interaction and to provide an update on CEAPP. Beyond the local community, our team members have been active in presenting work at international conferences, including AAAL, TESOL, and LANSI. Many of these presentations draw from CEAPP data and are in part products of the data sessions.



CRELLT at the 2015 LANSI Conference

CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)

The Center for Advanced Language Proficiency Education and Research (CALPER) is now in the second year of its new U.S. Department of Education Title VI grant, in which it conducts seven projects.

Corpus-based Developmental Language Assessment (Jim Lantolf & Xiaofei Lu) trains language instructors to use a corpus-based assessment tool to track and benchmark language development of individual students (e.g. learners in a class) or groups of students (e.g. different classes or sections in a course). Instructors from the Department of French and Francophone Studies at Penn State and from the Department of Spanish at Temple University are participating in this project.

Discourse of Korean News (Susan Strauss & Jongoh Eun) develops instructional materials for learners of Korean, which focus on typical and critical features of the news genre. Pilots are conducted with groups at the Defense Language Institute Foreign Language Center at Monterey, CA.

Study Abroad of Heritage Spanish Speakers (Celeste Kinginger & Antonio Jimenez-Jimenez) develops an enrichment program for heritage students to impact their short-term study abroad experiences. Heritage Spanish speakers from the California State University, Channel Islands use the materials and provide feedback.

Academic Chinese (Hongyin Tao) creates materials for teaching academic Chinese for high-intermediate/advanced learners. *Projects for Chinese* (Xuehua Xiang) develops online resources for teachers of Chinese who are interested in exploring ways of working with projects in intermediate and advanced language courses, and *CLTNet of PA* (Gabi Appel) compiles quality resources to support teachers of Chinese in Pennsylvania.

The year ahead will mark a milestone for our LRC—in 2017 CALPER will celebrate its 15th year of contributing to foreign language education in the US.

Gabriela Appel



CALPER at the 2015 ACTFL Convention



CALPER

DISSERTATION IN PROGRESS

Jeremy Gevara, Ph. D. cand.

I developed my dissertation, entitled "Confirming the impact of performance tasks on latent class membership and placement decisions," from my interests in language testing and advanced statistics. The overarching objective of my dissertation is to validate the AEOCPT, and to do so, I identified three components of the test (Scoring Rubric, Placement Score, and Tasks) to validate using a dataset of 498 candidates.

The first research question is whether the scoring rubric descriptors fit a four-factor language knowledge framework. Although the same framework is used for ITA tests by others, it has not been tested as operationalized using Confirmatory Factor Analysis (CFA).

The second research question is whether an alternative scoring model confirms our current four placement classes (ESL115, 117, 118, or certified). The current placement score is a sum of all the rubric items across the four tasks. Using Latent Class Analysis (LCA), I tested whether there was a mixture of four classes in the AEOCPT dataset, identified the most likely class placement for each candidate, and provided candidates' strengths and weaknesses that informed placement.

Finally, the third research question determines what role tasks play in measuring candidates. Although tasks serve as the items of performance tests, items can vary in difficulty while tasks are assumed to be equal. I answered this question by treating tasks as a grouping variable in the CFA and LCA models.

The results from the first research question show that the four-factor language knowledge has acceptable fit to the data. The CFA results also show that the four tasks contribute different information to understanding candidates' language knowledge. The results from the second research question confirm the unique contributions of the tasks but show how the scores affect class placement. The LCA results confirm that a three-class model best fits the data.

One implication from this study for the ITA program is a scoring method for making placement decisions and providing feedback information to stakeholders. Also, for the field of language testing, the study suggests that the interaction between score, language user, and task can be operationalized in a test.



DISSERTATION IN PROGRESS

Eunjeong Lee, Ph. D. cand.

My dissertation grew out of both my theoretical and pedagogical interests in multilingual writers and their writing. Throughout my teaching career, I have become interested in multilingual students' perception and negotiation of their academic literacy practices. In addition, my theoretical orientations to learning language and literacy have been influenced by language socialization and translanguaging literacy, both of which view language learners as agents of their own language learning and use, drawing on their multiple semiotic resources. All of these interests eventually motivated me to pursue my dissertation, titled "Negotiations in multilingual writers' socialization into academic literacies in an IEP."

I conducted my dissertation research at the IECF particularly because of the program's emphasis on academic socialization. Also importantly, I was curious to understand from students' perspectives their recent change in the curriculum of teaching academic literacies, which puts more emphasis on different genres of disciplinary writing, through reading and analyzing university textbook chapters and different genres of essays from MICUSP that fit students' future majors. To this end, I examined i) how the students perceived the new curriculum with "authentic" materials, ii) how the change in the literacy curriculum influences students' conceptualization of academic literacies and related literacy practices, and iii) how they negotiate academic literacy practices throughout the socialization process.

To answer these questions, I started my data collection in the fall, using ethnographic methods such as participant observation, field notes, and interviews. I also collected written artifacts that my participants have engaged with and produced, and recorded their classroom interactions, as well as individual writing conferences with their instructor.

Currently, I am in the beginning stage of analyzing the data from my five focal participants through grounded content analysis, also guided by constant comparison. Preliminary findings show that some participants viewed academic literacies situated in their "authentic" classroom materials as not normal and/or fancy, at times distancing themselves from the practices, and this distancing made possible "riskier" attempts in their academic writing. The data also evidences that each participant's negotiation in academic writing varies based on his or her life history and language ideology as a multilingual writer.





GRADUATE STUDENT RESEARCH ABROAD

Seth King in South Korea

I spent the summer of 2015 at Seoul National University (SNU) in Seoul, South Korea on a grant from the National Science Foundation of East Asia and Pacific Summer Institutes (EAPSI) in order to collect data on Science education in non-U.S. contexts.

While at SNU, I worked with Dr. Seungho Maeng, who completed a post-doc here at Penn State five years ago in the Science Education department.

The impetus for my research project was to investigate the question of “what is science” from the perspective of both students and instructors in STEM fields. Over a three months period, I collected 27 structured interviews in both Korean and English as well as twelve three-hour lectures in a geophysics course. Using the information gleaned from this study, the NSF is currently designing bridge-course materials to help Korean students studying at US universities become better acclimated to the teaching and interaction style common in the States.

The purpose of the EAPSI grant is to encourage collaboration between scientists and students abroad, and give American students the opportunity to experience science in a foreign context.

There were a total of 23 Masters and Ph.D. students sent to Korea in 2015, and of them I was the only social scientist. The grant program was co-sponsored by the Korean National Research Foundation and we had periodic meetings with the director of that agency to update him on the progress of our research, as well as meetings with various deans, faculty, and scientists at a number of locations and universities around South Korea.



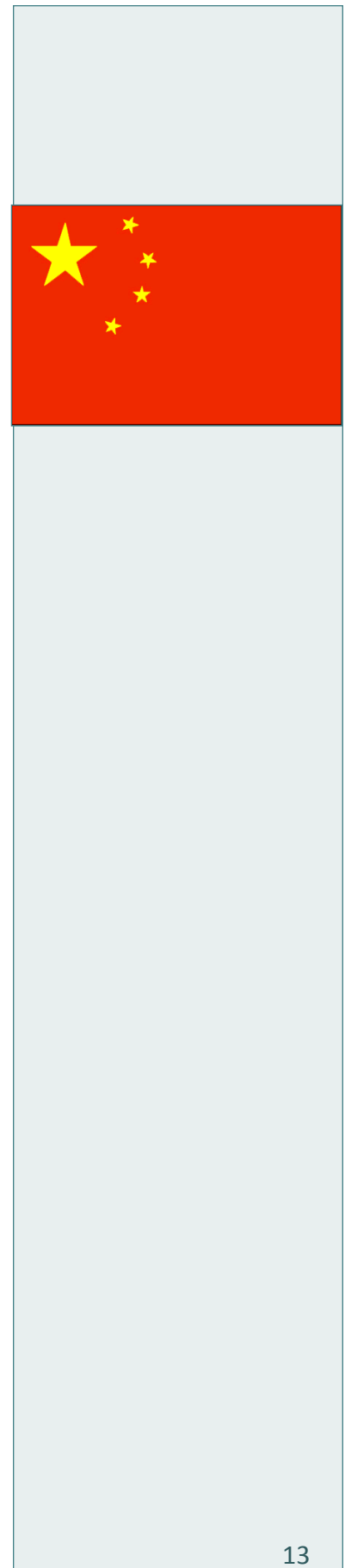
Qian Wu in China

In the fall of 2015, I conducted a semester-long field research at an American study abroad center in Shanghai, China. My dissertation focuses on undergraduate sojourners' Chinese learning and living experience in China, and more specifically how they develop abilities to communicate emotions in Chinese.

During the semester, I collected recordings of naturalistic conversations between students and their Chinese host families or roommates, interviews with students, Chinese hosts, roommates, tutors, language instructors and administrators, and a pre- and post-Chinese Oral Awareness Interview designed to elicit performative and metapragmatic data of emotion recognition and expression.

I also immersed myself in the experience of the students by observing classes, going to field trips with the students, attending extra-curricular activities, and visiting students' host families and dorms.

It was truly an amazing experience as I saw what I read in papers in real action, and of course so much more. With the valuable insights obtained at the research site, I hope my dissertation will bring in some new perspectives on our understanding of study abroad and language learning.





Katie Masters in Nicaragua

I have been volunteering in Nicaragua for seven years for a local NGO that has been trying to fit a ministry of education policy, which requires five years of English at the secondary school level, into its very unique and rural set of schools.

I collaborate with and provide professional development workshops for local teachers who must teach English without knowing it themselves, and on occasion I run into volunteers, usually from North America, who are “helping” the second poorest country in the western hemisphere through the act of teaching English.

Although much research exists on EFL and on volunteerism, surprisingly very little research explores the area of EFL volunteerism, the limited teaching and language teaching knowledge of those who volunteer, and the unintended negative effects of this seemingly well-intentioned activity. For my dissertation, I have recently begun questioning the teaching of English as “development” and “help.”

In June and July 2015, I collected pilot data from both local teachers and volunteers in the form of interviews and questionnaires of their teaching background and experiences, opinions on the teaching and learning of English in Nicaragua, as well as the relationships between EFL volunteers and local teachers. This pilot study is allowing me to better understand this complex space from the perspective of teachers and develop well-informed research questions for next year’s dissertation work.

I am looking forward to returning to Nicaragua this summer for further pilot work and beginning longitudinal work in Nicaragua in January 2017.

Keenan Sweigert in Brazil

Last summer, I spent two weeks in Novo Hamburgo, Brazil, where I collected data for my M.A. paper with my colleague Dr. Taiane Malabarba. During my stay I worked as a substitute EFL instructor at Cultura Americana Ethic, visited UNISINOS, and began learning Brazilian Portuguese.

My M.A. paper takes a cultural-historical approach to analyzing the conceptual representations of manner-path conflation in motion event narrations as produced by Brazilian Portuguese learners of English. In my research, I analyze both speech and co-speech gesture as an intrinsically-related system of communication, which provides a more holistic view of the complete mental image during online thinking. This line of research is particularly useful in assessing learner development and comprehension of L2 features that are often overlooked.

Besides collecting data and teaching English, I visited nearby towns and became acquainted with the culture in Rio Grande do Sul. I went to a Churrasco (Brazilian Barbeque), which was hosted by local Gauchos — the people welcomed me warmly and the food was exceptional! I would like to extend a great deal of my gratitude to my advisor Dr. Jim Lantolf and the Center for Language Acquisition, without whom my trip and data collection would not have been possible. I would also like to thank my colleague Dr. Taiane Malabarba for hosting me during my stay and for helping me collect my data.



TEACHING ESL 015

Jungwan Yoon, Ph.D. cand.

RESEARCH GROUP

The Corpus Linguistics Reading Group was started in the fall of 2014 by graduate students and faculty of the department. 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. The current members of the group include Dr. Xiaofei Lu and doctoral students Olesya Kisselev, Jungwan Yoon, and Michael Amory.

The group has recently conducted a modified replication study of O'Donnell, Römer, and Ellis' (2013) investigation of how different statistical methods of identifying formulaic sequences in the language of learners and experts may affect the results of analysis.

The results of the study will be presented at the American Association for Corpus Linguistics and be submitted for publication.

I believe teaching, in any discipline, should always promote new thoughts and ideas and different ways of viewing things. Simply passing down established knowledge and skills and promoting the consumption of that knowledge is not enough. Rather, teaching should be about promoting critical thinking by questioning the validity of what has been taken for granted as truth. It should be about broadening perspectives and learning to sympathize with others by examining one's own beliefs, values, and ideas.

I apply this general belief about teaching when I teach ESL 015, freshmen composition. I think teaching academic writing is not and should not be just about teaching prescriptive rules and skills. Although prescriptive rules can sometimes help student writers grasp the genre of academic writing generally, I feel such rules also can do more harm than good. They take away students' creativity and curiosity by preventing them from trying out different ways of making meaning and expressing their ideas.

In the course I teach, I employ various speaking and reading tasks that focus on the key components of critical and creative thinking — tasks that help students develop a keen sensitivity to language use. For example, every semester on the first day of class I facilitate a class discussion on several common "myths" about writing and writers. I do this because I have noticed that many of my students come to class with preconceptions about academic writing in English that are often prescriptive, superficial, and mechanical. By having students question some of the writing practices and conventions that they were taught and that they embraced as the "one and only one" truth, I try to help them develop newer, more fluid, and more critically discerning views about what constitutes "good writing" and being a "good writer," which is in fact also part of my current research project.

Working with Dr. Susan Strauss, I have explored what constitutes "good writing" by identifying elements of "good writing" in the literature as well as elements of "good writing" as stated in grading rubrics used in a number of composition courses. My ultimate goal of this project is to have a more concrete understanding of good academic writing and to empower my students to become writers who can convince their audience.

The experience of teaching the ESL composition course and working with international students has been emotionally as well as cognitively rewarding as a doctoral candidate. I am grateful for this opportunity as well as the support from my department and my advisor.



AWARDS AND RECOGNITIONS

Michael Amory received a **College of the Liberal Arts Award (2016)**. He will participate in the 10th Language Resources and Evaluation Conference in Portorož (Slovenia) in May.

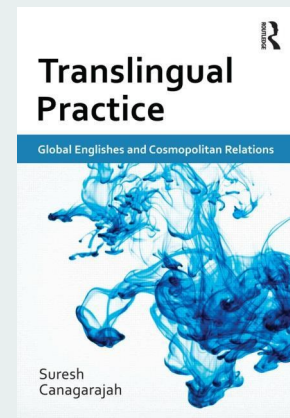
Kimberly Buescher won **3rd prize in the 2015 Graduate Exhibition** for her study on "Developing narrative literacy in a second language through concept-based instruction and a division-of-labor pedagogy." Dr. Buescher defended her dissertation in the summer of 2015.

Dr. Suresh Canagarajah, the Edwin Erle Sparks Professor in Applied Linguistics, English and Asian Studies, received **the inaugural AAAL Best Book Award** for his work *Translingual Practice: Global Englishes and Cosmopolitan Relations* published by Routledge. The American Association for Applied Linguistics (AAAL) Best Book Award is to acknowledge a book that makes an exceptional contribution to a specific area of specialization or to the field as a whole within the discipline. Most recently, TESOL International named Dr. Canagarajah as **one of "50 at 50"**. Celebrating 50 years of TESOL, the organization is recognizing 50 leaders in TESOL who made significant contributions to the TESOL profession.

The editorial board of the Journal of Second Language Writing selected **Dr. Canagarajah's** article, "Blessed in My Own Way': Pedagogical Affordances for Dialogical Voice Construction in Multilingual Student Writing," as the journal's **Best Article of the Year**. An honorable mention of the "Best Article" has been awarded to **Dr. Xiaofei Lu** and his co-authors Drs. Sarah Weigle and Weiwei Yang for "Different Topics, Different Discourse: Relationships among Writing Topic, Measures of Syntactic Complexity, and Judgments of Writing Quality."



Dr. James P. Lantolf, the Greer Professor in Language Acquisition and Applied Linguistics, received the 2016 **Distinguished Scholarship and Service (DSSA) Award** from the American Association for Applied Linguistics. As a second honor during this academic year, Jim Lantolf was named a **Chang Jiang (Yangtze River) Scholar** by the Ministry of Education of the People's Republic of China in recognition of his contributions to the field of applied linguistics. During his three-year appointment as a Chang Jiang Scholar, Dr. Lantolf will teach and collaborate on projects with scholars at Xi'an Jiaotong University. Considered by many as China's most prestigious scholarly honor, the majority of such professorships are awarded in the areas of science and technology; only a small number are given to scholars in the humanities and social sciences.



Dr. James P. Lantolf and **Dr. Matthew E. Poehner** were the winners of the **33rd Kenneth W. Mildenberger Award** for their book *Sociocultural Theory and the Pedagogical Imperative in L2 Education* published by Routledge. The prize is given by the Modern Language Association of America (MLA) for an outstanding scholarly book in the fields of language, culture, literature, or literacy with strong application to the teaching of languages other than English.



Jared Tennant Photography

Eunjeong Lee received the 2015-2016 **Gil Watz Graduate Fellowship** in Languages and Linguistics.

Olesya Kisselev received a **College of the Liberal Arts STAR Award** (2015). She attended the Summer School in Corpus Linguistics at Lancaster University (UK) and presented two papers at the International Corpus Linguistics and the International Cognitive Linguistics Conference in the UK.

Lindsey Kurtz received a **College of the Liberal Arts STAR Award** (2016) to participate in the Global Legal Skills Conference, which will be held in Verona (Italy) in May.

Brooke Ricker Schreiber was the recipient of a **Penn State Research & Graduate Studies Office Dissertation Support Grant (RGSO)** from the College of the Liberal Arts. The funds supported her dissertation research during fall 2015.

Dorothy Worden was recognized for her accomplishments and received a 2015 **Graduate Student Award** from the **American Association for Applied Linguistics (AAAL)**.

Qian Wu won 3rd prize in the **2016 Graduate Exhibition** for her research on "Learning Chinese as a second language in a semester abroad in China."

Rebecca Zoshak and **Pin-Yun (Ben) Wang** received the 2015-2016 **Gil Watz Outstanding Graduate Students Award**.



Congratulations to all awardees!

A NOTE FROM SOME RECENT GRADUATES

Haiyang Ai, Ph.D. '15

I am currently working as an Assistant Professor in Literacy and Second Language Studies in the School of Education at the University of Cincinnati. My responsibilities include teaching graduate courses in TESL and corpus linguistics, working on research projects that explore the interdisciplinary link between corpus linguistics, intelligent computer-assisted language learning, and sociocultural theory, serving on Master's and doctoral students' committees, and heading an initiative in TESL program development.

Brody Bluemel, Ph.D. '15

Last fall I was blessed with the opportunity to begin working as Assistant Professor at Delaware State University in the Department of English and Foreign Languages. I currently teach language and linguistic courses, though my main responsibilities have been in restructuring the M.A. TESOL program and creating a new English Language Institute (ELI) that is enrolling students for Fall 2016.

Eddie Furniss, Ph.D. '15

I am currently an instructional assistant professor at the University of Houston (UH) in the Department of Hispanic Studies and the Department of Modern and Classical Languages, but my primary role is as the director of the Language Acquisition Center. I am responsible for overseeing the center's activities, consulting with faculty on technology and pedagogy, teaching a statistics workshop and an online course on linguistics, and promoting the study of languages at UH.

Jingjing Lai, M.A. TESL '14

After graduating from the M.A. TESL program, I started my teaching career at a co-ed boarding and day school for grades 6-12 in Long Island, New York. Our school has many international students, so I have the opportunity to teach ESL classes at various levels.

I also offer Chinese classes here. It is the first time that our school offers Chinese, but both domestic and international students are interested in taking Chinese classes. I am very proud to see that they practice Chinese with native speaker students on campus! I am excited to open three levels of Chinese classes next year! As a full time faculty, I wear many hats at the





Doctoral Degrees in Applied Linguistics

Haiyang Ai

Brody Bluemel

Kimberly Buescher

Edie Furniss

Mary Kathryn Malone

Yumi Matsumoto

Kaushalya Perera

Dorothy Worden

school. Besides teaching, I supervise the world culture club and assist many culture related events, such as Chinese New Year and International Fair. I also work closely with middle schoolers as their class advisor and study hall proctor. Moreover, I am a head house parent in the middle school boys' dorm. It is a challenging job that comes with many responsibilities, but I have also grown much as a professional. I know I am on my way to become a better teacher and educator!

Trista Rappert-McGetrick, M.A. TESL '14

I am currently teaching advanced academic reading, writing, speaking/ listening, and grammar in the Intensive English Program at Juniata College in Huntingdon. I will be presenting the research I did as part of a Fulbright grant to Ukraine at a CCCC workshop this spring. My Fulbright project, completed last July, focused on examining the practical and rhetorical challenges faced by Ukrainian scholars seeking to publish in English-medium journals and on developing a series of workshops designed to address these challenges. My husband and I are expecting a baby in July.

Yumi Matsumoto, Ph.D. '15

I am currently working as a visiting Assistant Professor at the Department of Applied Linguistics at the University of Massachusetts Boston. I have taught graduate-level courses for on-campus and online students, including Cross-cultural Perspectives, Introduction to SLA, and Foundations of Bilingual/ Multicultural Education. I have been enjoying a new academic environment located in a beautiful city, Boston while missing time in Happy Valley at Penn State. From this coming fall, I will join the Educational Linguistics Division of the Graduate School of Education at the University of Pennsylvania as an Assistant Professor. I am thrilled to pursue this exciting academic path ahead.

Kaushalya Perera, Ph.D. '15

On my return to my home university, the University of Kelaniya, Sri Lanka in June last year I took up the position of senior lecturer at the English Language Teaching Unit. The University also awarded me Senate honours for research, an annual award given to academics. At the ELTU, we provide not only ESL support services for the entire university, but we have also initiated a TESL undergraduate honours program, the first such program in the country. My work involves teaching in the TESL honours program and coordinating other ESL programs, in addition to which I continue to collaborate with my former advisor, Dr. Sinfree Makoni, and another colleague in the College of Education on a publication project. All in all, it has been a busy year!

Dorothy Worden '15

I recently accepted a position as Assistant Professor of Applied Linguistics at the University of Alabama's flagship campus in Tuscaloosa. As a member of the English department I will be teaching courses for the MA TESOL program as well as undergraduate classes in the newly-formed interdisciplinary minor in Linguistics.

Shuo Zhao, M.A. TESL '14

After graduating from our TESL program, I was honored to become the first generation Teaching Fellow at the IECF. Aside from teaching, I also mentored a second year MA TESL student for her practicum course during the second semester. I highly value my experience at the IECF. Not only did I get adequate free space to apply the theories and teaching techniques that I had learned during my graduate study, but also I observed, talked to, and learned a lot from those talented and experienced teachers there. One year at the IECF is quite short, but it has become an unforgettable memory to me. After the IECF, I returned to China, where I am teaching at the Surrey International Institute at Dongbei University of Finance and Economics—a joint institute between the Chinese university and Surrey University in the UK. I enjoy the working environment here and appreciate the care for education quality that the faculty in my program have. Besides teaching, I also tutored students at the Student Support Center and held a weekly Student Interest Group of American movies and TV dramas. This semester I am on the search committee for prospective teachers. If you have the intention of teaching English in China, feel free to apply! I hope you can join us in the near future!



Candidacy Exams

Michael Amory ▪ Miso Kim ▪ Naseh Shahri ▪ Jungwan Yoon ▪

Katie Masters ▪ Abigail Kahn

Comprehensive Exams

Daisuke Kimura ▪ Seth King ▪ Olesya Kisselev ▪ Dingding Jia ▪

Sheng-Hsun Lee

2015 M.A. Graduates

Yan Chang ▪ Yuan Chen ▪ Jessica Crawford ▪ Tianyu Fu ▪ Sung Huh ▪ Boo Kyung Jung ▪ Hyun Jin Kim ▪ Gege Li ▪ Rui Liang ▪ Chenwei Lui ▪ Yichang Qiao ▪ Zachary Shellenberger ▪ Kevin Sprague ▪ Christina VandePol ▪ Lejiao Wang ▪ Yuanyuan Wang ▪ Yuan Xie ▪ Xi Yu ▪ Nan Zhang ▪ Qiannan Zhang

Herzlichen Glückwunsch

Congratulations

축하해요

Felicitaciones

Subapaethum

Tabrik miguyam

恭喜

تهنئة

Félicitations

CONFERENCES AND LECTURES

March 2015

Conference on College Composition and Communication (CCCC), Tampa, FL, March 18-21, 2015

Lee, E., "Ethnic identity in trans lingual writing: Are they compatible?"

Schreiber, B. R., Lee, E., Worden, D., Kurtz, L., & Kachmarek, M., "Finding a way in: Graduate students promoting multilingual writing pedagogy"

American Association for Applied Linguistics (AAAL), Toronto, Canada, March 21-24, 2015

Doran, M., "Assessing clinical and research communication skills among medical practitioners: Task design and evaluation"

Hall, J. K., "CA's contribution to a usage-based understanding of SLA"

Johnson, K. E., "Towards a new wave of teacher cognition research in applied linguistics: Revisiting the territory, redrawing the boundaries, reclaiming the relevance"

King, S., "The development of concepts in 3-D space through language, objects, and gesture in teaching college level science laboratories"

Lantolf, J. P., "The methodology of sociocultural theory"

Lee, E., "From the past to the future: Literacy narratives in developing teacher/writer identities"

Looney, S., Jia, D., & Kimura, D., "Discourse markers as interactional resources in university mathematics recitations"

Lu, X., & Wang, B. P.-Y., "The compilation and application of a metaphor-annotated corpus of Mandarin Chinese"

Malabarba, T., Kimura, D., & Hall, J. K., "Teacher responsiveness to learner initiations: On the multifaceted nature of teaching"

Schreiber, B. R., "Appropriate pedagogy in EFL contexts: Writing instruction at a Serbian university."

Sharmin, S., Looney, S., & Hwang, Y.,

"Rhizomatic resistance: Student and teacher experiences with pronunciation software"

Smolicic, E., & Katunich, J., "Teachers as intercultural learners: A synthesis of teacher education practices in the development of intercultural competencies"

Wu, Q., "Familial intimacy, authority and directives: Two American high school students' homestays in China"

Zhang, X., & Lantolf, J. P., "Extending working memory for L2 learning through material mediation"

Teaching English to Speakers of Other Languages (TESOL), Toronto, Canada, March 25-28, 2015

Johnson, K. E., "Emerging transnational research themes, challenges, and implications for TESOL stakeholders"

Johnson, K. E., "Redefining the boundaries: Exploring professional confidence in ELT teacher education"

Looney, S., "Okay so: Discourse markers across teaching context"

April 2015

North American Conference on Chinese Linguistics, Los Angeles, CA, April 3-5, 2015

Zhang, J. & Lu, X., "Computerized dynamic assessment: measuring learning potentials and supporting L2 Chinese development in classrooms"

Foreign Language Acquisition, Research, and Education Studies (FLARES) Annual Symposium, Iowa City, IA, April 10-11, 2015

Amory, M., "A multimodal discourse analysis of the websites of two third-party study abroad providers"

Kinginger, C., "Social interaction and language learning in study abroad"

Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, April 16-20, 2015

Gamson, D. A., Eckert, S. A. & Lu, X., "Lexical difficulty and diversity of first-grade reading textbooks: Changes in the



last 50 years"

Gevara, J. R., "Examining the relationship between two language placement tests through their item design"

Language Resource Center Invited Speaker Series, Cornell University, Ithaca, NY, April 14, 2015

Hall, J. K., "Interactional practices and actions for dealing with troubles in (L2) teaching-and-learning"

Department of Modern Languages & Literatures, Case Western Reserve University, Cleveland, OH, April 24, 2015

Lantolf, J. P., "The relevance of high-quality explicit instruction for classroom second language development"

May 2015

Ninth International Conference on Language Teacher Education, Minneapolis, MN, May 14-16, 2015

Kisselev, O., Amory, M., Jia, D., & Masters, K., "Training teachers in classroom interactional competence: Moving beyond traditional models of teacher-centered mediation"

June 2015

School of Foreign Studies, University of International Business and Economics, Beijing, China, June 4, 2015

Lu, X., "The L2 Syntactic Complexity Analyzer and it's applications"

School of Foreign Languages, Shanghai Jiao Tong University, Shanghai, China, June 10, 2015

Lu, X., "The L2 Syntactic Complexity Analyzer and it's applications"

Revisiting Participation: Language and Bodies in Interaction, Basel, Switzerland, June 24-27, 2015

Hall, J. K., & Butler, E. R., "The crucial role of text in formulating action in a small group meeting"

Malabarba, T., & Hall, J. K., "Understanding L2 teaching as a professional encounter in the face of student participation and pre-established institutional demand"

TESOL Intensive Summer Workshop, American University, Washington, D.C., June 26-28, 2015

Johnson, K. E., "Exploring the practices of second language teacher education"

July 2015

Guangdong University of Foreign Studies, Guangzhou, China, July 6, 2015

Lu, X., "The L2 Syntactic Complexity Analyzer and it's applications"

August 2015

National Science Foundation STEM symposium for the East Asia and Pacific Summer Institutes, Seoul, South Korea, August 15, 2015

King, S., "An investigation of the conceptualization of science by students and instructors in the Korean university context"

EuroSLA, Aix-en-Provence, France, August 26-29, 2015

Buescher, K., "Developing second language narrative literacy using concept-based instruction and a division-of-labor pedagogy"

Japan Association of College Teachers of English International Conference (JACET), Kagoshima, Japan, August 29, 2015

Kinginger, C., "Language socialization as intercultural learning in homestays abroad"

Kinginger, C., "Japanese language learners abroad in an era of globalization"

September 2015

Multidisciplinary Approaches in Language Policy and Planning Conference, Calgary, Alberta, September 2-5, 2015

Canagarajah, A. S., "Neoliberal language policies and the multilingual turn: A collusion?"

Masters, K., "Bringing "help" into critical consciousness: Questioning volunteers' roles in English as a foreign language policy"

Mixed Methods International Research Association (MMIRA) Regional Conference, Philadelphia, PA, September 19-20, 2015

Schrauf, R. W., "Linguistic interaction as an integrative paradigm in mixed methods cross-cultural research."



CONFERENCES AND LECTURES

October 2015

Symposium on Interlocutor Individual Differences in Cognition and SLA, Bloomington, IN, October 1-2, 2015.

Lantolf, J. P., "The role of the "social other" in sociocultural approaches to second language development"

Sociocultural Theory and Second Language Learning Annual Meeting, Camden, NJ, October 1-3, 2015

Buescher, K., "Second language narrative literacy development"

International Conference of World Englishes, Istanbul, Turkey, October 8-10, 2015

Kim, M., "Commodified English in South Korea: A metaphor analysis of advertisements of English cramming schools"

Kim, M., "Popular English learning strategies in Korean self-help books"

International Writing Center Association, Pittsburgh, PA, October 8-10, 2015

Schreiber, B. R., & Djuric, S., "Alternative venue: Founding an EFL writing center outside the university"

Symposium on Sociocultural Approaches to Additional Language Learning/Teaching, Research and Teacher Education, Pompeu Fabra University, Barcelona, Spain, October 14-16, 2015

Lantolf, J. P., "Systemic theoretical instruction and the unnecessary separation of theory and practice"

Language and Social Interaction (LANSI), Columbia University, NYC, October 16-17, 2015

Looney, S., "Locating and resolving troubles: sequential templates for university physics labs"

Malabarba, T., Kimura, D., & Hall, J. K., "Accomplishing a lesson: A preliminary explanation for differential teacher responsiveness to learner initiatives"

SETESOL 2015 (South East States Regional conference of TESOL), Louisiana, October 22, 2015.

Canagarajah, A. S., "Empowering students, educating teachers"

Distinguished Artist or Lecturer Series, University of Georgia, Athens, GA, October 28, 2015

Lantolf, J. P., "Sociocultural theory and the

pedagogical imperative: L2 developmental education"

Second Language Research Forum (SLRF), Atlanta, GA, October 29-31, 2015

Lantolf, J. P., Kurtz, L., & Kisselev, O., "Explaining the zone of proximal development: Why levels of mediation matter"

Looney, S., "Noticing as social practice"

November 2015

MexTESOL, Cancún, Mexico, November 5-8, 2015

George, J., "Beyond traditional fluency: helping students communicate openness to diversity"

Suhadolc, S., "Integrating minority-specific history and culture within IEP curriculum"

Three River TESOL, Pittsburgh, PA, November 7, 2015

Lynch, M. E., & Mattson, N. L., "Voicethread: A tool for collaborative, authentic, and reflective learning"

Language and Rhetorical Studies graduate student conference, University of Michigan, November 13, 2015

Canagarajah, A. S., "English studies as Creole scholarship: A postcolonial perspective"

NYS TESOL, White Plains, NY, November 13-14, 2015

Gianico, J. M., "In vivo and online activities: Aural explorations not oral presentations"

American Anthropological Association (AAA), Denver, Colorado, November 18-22, 2015

Henze, R., & Masters, K., "Teachers' agency in the face of an English language policy mandate: A Nicaraguan story"

Georgetown University Lecture Series in Linguistics, Washington, DC, November 20, 2015

Kinginger, C., "Identity and language socialization in study abroad settings"

December 2015

American Geophysical Union (AGU) Fall 2015 Meeting, San Francisco, CA, December 14-18, 2015

King, S., "An analysis of TA-student interactions and the development of concepts in college level geo-science laboratories."



January 2016

Faculty of Linguistics, Université Paris Diderot, Paris, France, January 7, 2016

Lu, X., "L2 Syntactic Complexity Analyzer: Applications in L2 writing research and NLP."

Interlingual Language Centre for Lexicology, English Language and Corpus Studies, Université Paris Diderot, Paris France, January 11, 2016

Lu, X., "Lexical and syntactic complexity features of ESP writing."

International Conference on the Development of Intercultural Competence (CERCLL), Tucson, AZ, January 21-24, 2016

Smolic, E., Katunich, J., Lee, M., Martin, D., Pasterick, M., & Webster, N., "Teacher immersion abroad: Programmatic and contextual elements that mediate learning"

TESOL Language and Linguistics Speakers Series, Temple University, Philadelphia, PA, January 27, 2016

Lantolf, J. P., "Developmental education. Explicit instruction for L2 development"

February 2016

Conference on Effective Learning and Teaching in Higher Education, American University of Beirut, Lebanon, February 11-12, 2016.

Canagarajah, A. S., "Globalization of English and changing definitions of proficiency."

Tel Aviv University, Israel, February 17, 2016

Canagarajah, A. S., "Theorizing a language competence for negotiating superdiversity."

Ocean Sciences Meeting, American Geophysical Union Spring 2016 Meeting, New Orleans, LA, February 21-26, 2016

King, S., "Innovations in graduate STEM education"

Hebrew University, Israel, February 22, 2016

Canagarajah, A. S., "Working, communicating, and learning in the transnational workplace."

March 2016

TESOL Arabia, Dubai, UAE, March 10-12, 2016

Lynch, M., "Writing across the curriculum: When and how"

Georgetown University Round Table on Languages and Linguistics, Washington, D.C., March 11-13, 2016

Zhang, J. & Lu, X., "Computerized dynamic assessment: Measuring learning potentials and supporting second language development in classrooms."

Northeast Modern Language Association (NEMLA), Hartford, CT, March 17-20, 2016

Buescher, K., "Developing L2 literacy using concept-based instruction and a division-of-labor pedagogy"

International Symposium on Languages for Specific Purposes (LSP), Tempe, AZ, March 17-19, 2016

Doran, M., & McCoy, H., "Emerging LSP models in French: New language programs for global careers"

Doran, M., "'EPPIC' success: Supporting internationals' professional development through English for specific purposes"

Annual Conference on Equity & Social Justice, Penn State University, March 19, 2016

Badenhorst, P., & Smolic, E., "Spirituality as resource for critical sociopolitical development: 'Sumak Kawsay' and eco/political emergence in preservice teachers"



GURT 2016

Useful Assessment and Evaluation in
Language Education

Georgetown University
March 11-13, 2016

Mindful L2 Teacher Education

A Sociocultural Perspective on Cultivating Teachers' Professional Development



Karen E. Johnson and
Paula R. Golombek

ESL & APPLIED LINGUISTICS PROFESSIONAL SERIES



PUBLICATIONS

- Abdelhay, A., Makoni, B., & Makoni, S. B. (2016). The colonial linguistics of governance in Sudan: The Rejaf language conference, 1928. *Journal of African Cultural Studies*, 1-16.
- Buescher, K., & Strauss, S. (2015). A cognitive linguistic analysis of French prepositions *à*, *dans*, and *en* and a sociocultural theoretical approach to teaching them. In K. Masuda, C. Arnett & A. Labarca (Eds.) *Cognitive linguistics and sociocultural theory: Applications to foreign and second language teaching* (pp. 155-181). Berlin: De Gruyter Mouton.
- Canagarajah, A. S. (2015). Blessed in my own way: Pedagogical affordances for dialogical voice construction in multilingual student writing. *Journal of Second Language Writing*, 27, 122-139.
- Canagarajah, A. S. (2015). Clarifying the relationship between translanguaging practice and L2 writing: Addressing learner identities. *Applied Linguistics Review*, 6, 415-440.
- Canagarajah, A. S. (2015). Negotiating mobile codes and literacies at the contact zone: Another perspective on South African township schools. In C. Stroud & M. Prinsloo (Eds.), *Language, literacy and diversity: Moving words* (pp. 34-54). Abingdon, UK: Routledge.
- Canagarajah, A. S. (2015). Prying into safe houses. In P. de Costa (ed.), *Ethics in applied linguistics research* (pp. 195-217). Abingdon, UK: Routledge.
- Canagarajah, A. S. (2015). When we talk about language acquisition or language development, what is it that needs to be acquired? In G. Valdes, K. Menken, & M. Castro (Eds.), *Common core and English language learners: A resource for educators* (pp. 46-47). Philadelphia: Caslon.
- Canagarajah, A. S. & Stanley, P. (2015). Ethical considerations in language policy research. In F. Hult & D. Johnson (Eds.), *Research methods in language policy and planning: A practical guide* (pp. 33-44). Malden: Wiley.
- Canagarajah, A. S. (2016). TESOL as a professional community: A half-century of pedagogy, research, and theory. *TESOL Quarterly*, 50, 7-41.
- Gevara, J. R. (2015). Using corpus complexity analyses to refine a holistic ESL writing placement rubric. *Papers in Language Testing and Assessment*, 4, 34-59.
- Hall, J. K. (2016). A usage-based view of multicompetence. In V. Cook & L. Wei (Eds.), *Cambridge handbook of linguistic multicompetence* (pp. 183-206). Cambridge, UK: Cambridge University Press.
- Johnson, K. E. (2015). Reclaiming the relevance of L2 teacher education. *The Modern Language Journal*, 99, 515-528.
- Johnson, K., & Dellagnelo, A. (2015). L2/FL Teacher education: Bridging the complexities of teaching and the learning of teaching. *Ilha Do Desterro [A Journal of English Language, Literatures in English and Cultural Studies]*, 68, 11-16.
- Johnson, K.E. (Ed.). (2016). Practitioner and professional development research. [Special issue]. *Language Teaching Research*, 20, 143-145.
- Johnson, K. E., & Golombek, P. R. (2016). *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. New York: Routledge.
- Kim, M., & Kim, T.-Y. (2015). A critical study of language minority students' participation in language communities in the Korean context. *Language and Intercultural Communication*, 15, 224-239.
- Kim, M., & Kim, T.-Y. (2015). Damunwha students' funds of knowledge in English: A qualitative case study in the South Korean context. *The Journal of Asia TEFL*, 12, 19-44.
- Kinginger, C. (2015). Language socialization in the Chinese homestay: American high school students in China. *EUROSLA Monograph Series*, 4, 53-74.
- Kinginger, C. (2015). Pragmatics and identity in L2 land: Rethinking the role of mediation. *Actes du GLAT Brest : Adaptations aux diversités: Médiations et traductions, approches interdisciplinaires [Adapting to diversity: Interdisciplinary approaches to mediation and translation]*

(pp. 10-20). Groupe de Linguistique Appliquée, Télécom Bretagne, France.

Kinginger, C. (2015). Student mobility and identity-related language learning. *Intercultural Education*, 26, 6-15.

Kinginger, C., Wu, Q., Lee, S.-H., & Tan, D. (2016). The short term homestay as a context for language learning: Three case studies of high school students and host families. *Study Abroad Research in Second Language Acquisition and International Education*, 1, 34-60.

Lantolf, J. P., & Zhang, X. (2015). Response to Pienemann's critique of Zhang and Lantolf (2015). *Language Learning*, 65, 752-760.

Lantolf, J. P., Thorne, S. L. & Poehner, M. E. (2015). Sociocultural theory and second language development. In B. vanPatten & J. Williams (Eds.), *Theories of second language acquisition*. (2nd rev. ed., pp. 207-226). New York: Routledge.

Lee, E. (2015). Mobilizing the global south: Strategic use of multilingual repertoire of a language teacher in the U.S. *Voices around the World*, 3. Retrieved from <http://gssc.uni-koeln.de/node/946>

Lee, S.-L. & Kinginger, C. (2016). Authenticating practices in Chinese home stay interactions. In R. Van Compernelle & J. MacGregor (Eds.), *Authenticity, language and interaction in second language contexts* (pp. 153-173). Clevedon, UK: Multilingual Matters.

Looney, S. (2015). Interaction and discourse markers in the ITA-led physics laboratory. In G. Gorsuch (Ed.), *Talking matters: Research on talk and communication of international teaching assistants*. Stillwater, OK: New Forums Press.

Lu, X., & Ai, H. (2015). Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. *Journal of Second Language Writing*, 29, 16-27.

Negueruela-Azarola, E., García, P. N., & Buescher, K. (2015). From interaction to intra-action: the internalization of talk, gesture, and concepts in the second language classroom. In N. Markee (Ed.), *The handbook of classroom interaction* (pp. 233-249). Malden: Wiley-Blackwell.

Poehner, M. E., Zhang, J., & Lu, X. (2015). Computerized dynamic assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing*, 32, 337-357.

Schreiber, B. R. (2015). "I am what I am": Multilingual identity and digital translanguaging. *Language Learning and*

Technology, 19, 69-87.

Severo, C & Makoni, S.B. (2015). Políticas linguísticas Brazil-Africa. Por uma perspectiva crítica. Rodrigo Poeta, Insular Livros, Cdecao Linguistics vol.5

Stevens, R. J., Lu, X., Baker, D. P., Ray, M. N., Eckert, S. A., & Gamson, D. A. (2015). Assessing the cognitive demands of elementary school reading curricula: An analysis of reading text and comprehension tasks from 1910 to 2000. *American Educational Research Journal*, 52(3), 582-617.

Suhaldoc, S. (2015). Integrating minority-specific history and culture within IEP curriculum. In *Proceedings from the 42nd international MEXTESOL convention* (pp.163-168). Mexico City: MEXTESOL.

The Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world, *The Modern Language Journal*, 100, Supplement, 19-47. [Co-authors of the Douglas Fir Group from Penn State: Meredith Doran, Karen E. Johnson, Joan Kelly Hall, and James P. Lantolf]

Tsai, M. H. & Kinginger, C. (2015). Giving and receiving advice in computer-mediated peer response activities. *CALICO Journal*, 32, 82-112.

Worden, D., Schreiber, B. R., Kurtz, L., Kascmerek, M., & Lee, E. (2015). Collaborative power: Graduate students creating and implementing faculty development workshops on multilingual writing pedagogy. *Teaching/Writing: The Journal of Writing Teacher Education*, 4. Available at: <http://scholarworks.wmich.edu/wte/vol4/iss1/2>.

Yang, W., Lu, X., & Weigle, S. C. (2015). Different topics, different discourse: Relationships among writing topic, measures of syntactic complexity, and judgments of writing quality. *Journal of Second Language Writing*, 28, 53-67.

Yu, N. (2015). Metaphorical character of moral cognition: A comparative and decompositional analysis. *Metaphor and Symbol*, 30, 163-183.

Zhang, X., & Lu, X. (2015). The relationship between vocabulary learning strategies and breadth and depth of vocabulary knowledge. *The Modern Language Journal*, 99, 740-753.

The Modern Language Journal

Volume 99 Number 1 Spring 2015

Dedicated to research and applications about the learning and teaching of foreign and second languages



STAY IN TOUCH

We would love to hear from you!

It is easy to stay in touch with us and tell us what is new with you. Simply go to the “send an update” section on our alumni page and write us a note.

<http://aplng.la.psu.edu/alumni>



Kern to Sparks, March 22, 2016

FROM OUR ALUMNI

Maria Pia Gomez-Laich, M.A. TESL '13

vanCompernelle, R. A., Gomez-Laich, M. P., & Weber, A. (2016). Teaching Spanish sociopragmatics through concepts: A classroom-based study. *The Modern Language Journal*, 100, 341-361.

Rémi A. van Compernelle, Ph.D. '12

van Compernelle, R. A. (2015). *Interaction and second language development: A Vygotskian perspective*. Amsterdam/Philadelphia: John Benjamins

Mandy Reinig, M.A. TESL '09

Reinig, M. (2016). The Small/One-person Office: The challenge of being both practitioner and scholar. In B. Streitwieser & A. C. Ogden (Eds.), *International Higher Education's Scholar-Practitioners: Bridging research and practice* (pp. 129-141). Oxford, UK: Symposium.

VISIT APLNG'S NEW WEBSITE

The Department has a new website. The College of the Liberal Arts recently redesigned all of its departmental website, so we "got a new look" also. If you have not visited lately, we invite you to go to <http://aplng.la.psu.edu> and click through.



PennState
College of the Liberal Arts

Type To Search... Q

Department of Applied Linguistics

Home About Programs Courses People Research Alumni Contact

The Department of Applied Linguistics at Penn State's University Park campus is part of the College of the Liberal Arts. In teaching, research, and service, our mission is to advance understandings of language use and language learning from a range of anthropological, sociological, and psychological perspectives.

Our outstanding faculty are committed to teaching and mentoring students. They are recognized world wide for their topically and geographically diverse research involving a broad spectrum of languages and settings. Areas of specialization include *classroom discourse and learning - corpus linguistics - discourse analysis - language and cognition - language, health, and aging - second and foreign language and literacy teaching and learning - sociocultural theory - technology and language learning - teacher education and world Englishes.*

NEWS & EVENTS

- Qian Wu Wins Award at the Graduate Exhibition
- Michael Amory Receives STAR Award
- CRELLT Guest Lecture: Johannes Wagner
- EPPIC: Writing with sources: Legit borrowing vs. plagiarism
- CLA Speaker Series: Brian Paltridge
- New Book by Johnson and Golombek
- Journal of Second Language Writing Best Article
- Lindsey Kurtz Receives STAR Award

[View All News & Events](#)

PROGRAMS

- Ph.D. in Applied Linguistics
- M.A. TESL Degree
- Online Graduate Certificate in TESOL
- TESOL Minor (UG)
- ESL/EAP Program
- ITA Program
- ESL Program Specialist
- Intensive English Program
- About the AEOCPT
- EPPIC

Spotlight

Internationals TAs

AEOCPT

APLNG Research



And last but not least, find us on Facebook at:

www.facebook.com/AppliedLinguisticsPSU