



Department of Applied Linguistics

Spring 2017
The Pennsylvania State University

DEAR MEMBERS AND FRIENDS OF APPLIED LINGUISTICS

From my perspective, this time of year is marked by annual reviews, which gives me the unique privilege of a 360 degree view of the department, starting with each individual's personal accomplishments, but ultimately encompassing the various crisscrossing synergies that make APLNG sizzle all year.

Let me talk about just one of these that you might not know about. Stephen Looney (Director of the International Teaching Assistant Program; ITA) and Joan Kelly Hall (Director of the Center for Research on English Language Learning and Teaching; CRELLT) have been working on a pedagogical- and research-focused videocorpus database called the *Corpus of English for Academic and Professional Purposes* (or CEAPP). The full-length videos include, on the one hand, classroom instruction in English from courses conducted by faculty in the Intensive English Communication Program (or IECP) and, on the other hand, classroom, lab, and office hours in STEM fields conducted by international

STEM grad students (ITAs) who are L2 speakers of English.

Now, if you have all those acronyms down, here's the crisscrossing synergy. Over this past summer, Stephen Looney worked with faculty and grad students in the ITA program to develop video clips out of the database to use in courses (ESL 115, ESL 117, and ESL 118) with the International Teaching Assistants here at Penn State. Then, along with two of our graduate students, he used data from the CEAPP database to publish an article in the *Journal of Pragmatics* about ITA instruction. Finally, Stephen's group is working with a colleague at Cornell to revise and refine these materials over the coming year.

From another angle, Daisuke Kimura (4th year PhD student), Joan Kelly Hall, and Taiane Malabarba (a former Visiting Scholar with us from the Universidad do Vale do Rio do Sinos, Brazil) used the experience of building the CEAPP database to give a presentation on video technologies in teacher education at the American Association of Applied Linguistics in Portland this past March. In the same session at AAAL, Michael Amory (3rd year PhD student) drew on the CEAPP data to give a presentation on multimodality, and the whole session was organized by our applied linguist colleague, Mari Haneda, in the Penn State College of Educa-

tion! Who are the teachers in the videos? You guessed it. Our own grad students, members of the IECP faculty, and members of the ESL faculty.

So from one point of view, the CEAPP project has triggered innovative pedagogical applications and cutting-edge research with video data. But from another perspective (mine), it has also brought together *people* in a collaborative community in ways that optimize their expertise, incites their creativity, and foments their scholarship and teaching.

And this is just one example of the many, many collaborations that mark the community and culture of APLNG. So from my perspective, spring is a time when I see how APLNG blooms, and I get quite a view of the whole enchanted landscape. I hope our Spring 2017 newsletter gives you the same experience!

Bob Schrauf

MEET OUR NEW COLLEAGUES



Jason Litzenberg, Ph.D., was appointed as Director of the Intensive English Communication Program (IECP) and is a Senior Lecturer in Applied Linguistics. He joined the department in fall 2016. He comes to University Park from Universidad de Investigación de Tecnología Experimental (Yachay Tech) in Imbabura Province, Ecuador. He spent two years developing the English Language Program for this new English medium-of-instruction university, during which time he oversaw the rapid growth of the program and a doubling of full-time faculty to over 25 instructors.

At Yachay Tech, he also managed the smooth transfer of the language program from an overseas administrative unit to a local one, and oversaw the in-

troduction of an entirely new curriculum, which incorporated insights gained from a needs analysis that he conducted with a colleague.

Dr. Litzenberg has over 20 years experience in the field of ELT. He has worked at a range of institution types in various regions of the world, including Germany, the UAE, Ecuador, and the United States. He is interested in teacher development, curriculum design, program development, language ideology and attitudes, and linguistic landscapes – areas which have influenced some of his recent professional endeavors. Last year he presented at AAAL on a linguistics landscapes project, at IA-TEFL on teacher training, and in March of this year he lead a panel on institutional collaboration in English program development at the International TESOL conference in Seattle.



Kevin McManus, Ph.D., was appointed as the Associate Director of the Center for Language Acquisition. He holds the Gil Watz Early Career Professorship in Language and Linguistics and is assistant professor in Applied Linguistics. He came to Penn State in fall 2016 after completing a three-year British Academy Postdoctoral Fellowship at the University of York, UK. Prior to that he was a research associate at the University of Southampton. His doctoral degree is in second language acquisition and French from Newcastle University.

Dr. McManus' research and teaching focus is in second language acquisition, especially classroom learning and study abroad. He is particularly interested in language awareness, a core focus of his British Academy project that investigated the learning benefits of raising learners' awareness about first and second language properties. Initial findings have been published in *Studies in Second Lan-*

guage Acquisition. Dr. McManus also examines language learning during study abroad and the impact of learners' social networks and language engagement on development. The findings from this large-scale, longitudinal project will be published by Routledge as *Anglophone Students Abroad: Identity, Social Relationships, and Language Learning*; co-authored with Rosamond Mitchell and Nicole Tracy-Ventura). A major additional output of this project was the creation of a freely accessible learner corpus of L2 French and Spanish (<http://langsnap.soton.ac.uk>)

At Penn State, a large part of his responsibilities is in the Center for Language Acquisition, where, in collaboration with others, he is expanding connections with the college's language departments and developing new initiatives through intensive workshops, a Language Teaching Forum, and a new fellowship program for lecturer faculty.

Jialing Wang, M.Ed., joined the Department of Applied Linguistics in October 2016 as a research technologist for both the Center for Language Acquisition (CLA) and the Center for Advanced Language Proficiency Education and Research (CALPER).

In 2012, Jialing Wang graduated from the University of Georgia with a Master's degree in TESOL and World Language Education. She has several years of experience teaching both in the U.S. and in China in a variety of institutional contexts — public schools, language

immersion programs, and universities. Prior to Jialing Wang's move to University Park, she was the regional manager for Africa and South Asia of a large automobile corporation.

Jialing Wang's current responsibilities in our department include managing day-to-day research and outreach activities of the CLA and CALPER, coordinating ongoing initiatives and professional development activities for language teachers, monitoring budgets, and supporting grant development of the Department.



THE MA TESL PROGRAM

The MA TESL program continues to attract talented students from across the globe. Currently, there are 35 students in our program, and fifteen of those students graduated this spring. As part of the graduation requirements, each student completes two capstone projects—the MA paper and an electronic portfolio.

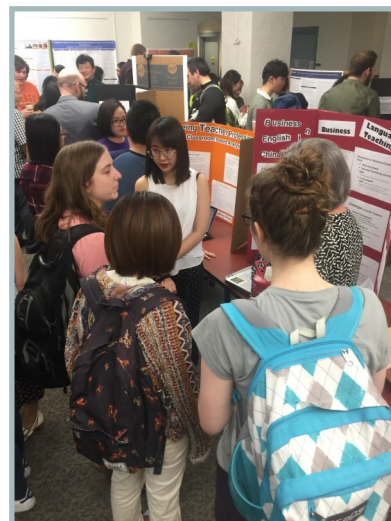
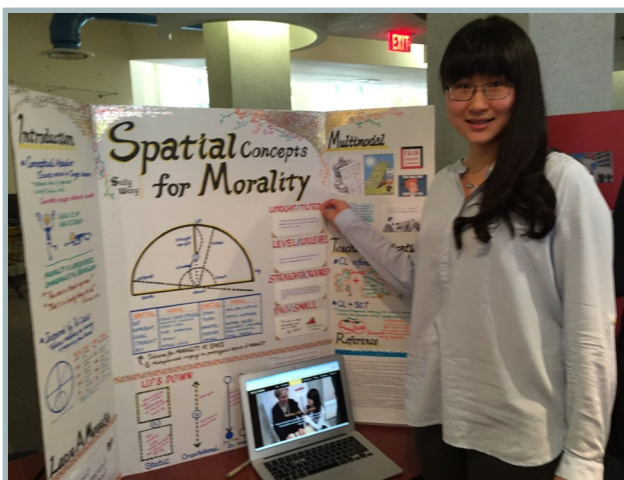
This spring marked the third year that our MAs had the opportunity to showcase their papers in a poster session held at our spring APLNG

Department Open House. To help our MAs prepare for the poster session, we provide a special workshop on poster design. This workshop is one of several academic workshops offered throughout the year, and each is provided to help our MAs navigate the demands of the MA program.

In addition to supporting their academic development, we also encourage our students to participate in professional development opportunities both on and

off campus. Students attend workshops offered by the Schreyer Institute for Teaching Excellence, and many give back to our community by volunteering to teach and tutor at Mid-State Literacy Council, State College's local literacy council.

We are proud of the achievements of our MA TESL students and pleased with their commitment to the profession.



Sharon Childs

THE IECP PROGRAM

The IECP has experienced some exciting changes during the past year. In July, the IECP welcomed its new Director, Dr. Jason Litzenberg, who holds a PhD in Applied Linguistics from Georgia State University and comes to Penn State from Universidad de Investigación de Tecnología Experimental (Yachay Tech) in Ecuador, where he spent almost two years leading the establishment of the English Language Program at this recently founded institution. This past year also saw the complete implementation of the IECP's revised curriculum, with feedback from students and faculty suggesting overwhelming approval for the changes. Yet the development of a curriculum is never a task that one "finishes", and faculty are currently revising testing procedures to better align with course objectives.



In November, Nikki Mattson and Megan Lynch hosted separate poster presentations based on course projects from their classes. These presentations highlighted the assorted talents of the students and faculty, and they were well-received by the IECP community. Also during the past semester, Julie George led a series of popular spelling workshops, which she is again offering during the spring semester and are now being expanded into a new course for the fall of 2017 that will be offered as part of a rotating set of elective options.

In addition, the IECP team is planning to introduce a Foundations level course in the fall of 2017. This course will better address the needs of the State College community – in particular the needs of family members of Penn State's graduate students and visiting scholars, and will expand the IECP's course offerings in an increasingly competitive market in which Intensive English Programs across the country

are experiencing dramatic decreases in student enrollment, a situation being exacerbated by the national political climate. The IECP is currently seeking accreditation by UCIEP, an organization of university and college-administered Intensive English Programs, in order to increase its visibility as a program of excellence in the crowded market.

Indeed, student recruitment is an imperative of the IECP for 2017. These efforts involve several components. First is an increased social media presence that allows program applicants and current students to interact with the IECP through their preferred mode of communication.

Another component of these increased recruiting efforts involves personalizing the program's interactions with applicants. The IECP's student advisor is implementing a system of bi-weekly communication with program applicants and individuals who simply request more information. These communiques include updates about the program and its activities, one-on-one pre-arrival advisement sessions, suggestions for getting settled into State College, and tips for passing the Visa interview, among others.

The IECP is also increasing its engagement with Global Programs, a vital source of international relations at Penn State. Finally, the IECP is looking to acquire special training programs, developing relationships with outside organizations as well as some of the commonwealth campuses.

Jason Litzenberg



THE INTERNATIONAL TA PROGRAM

It has been a year of consistent progress in the ITA program. Once again, we have given over 300 AEOCPTs (spoken English tests) and offered multiple sections of ESL 118G and ESL117G to support international graduate students pursuing teaching appointments at Penn State. Testing proceeded smoothly thanks to the hard work and patience of all the students, staff, and faculty involved.

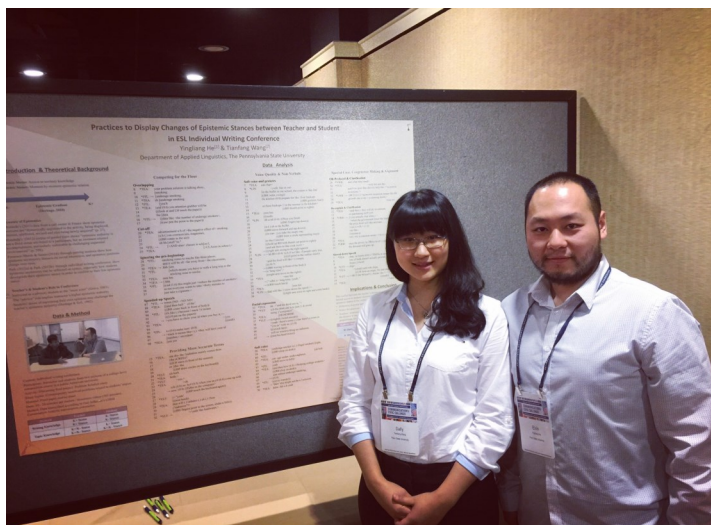
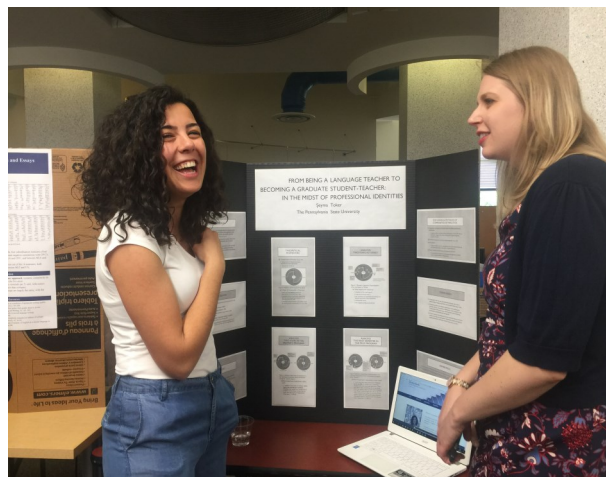
From an administrative standpoint, the website we designed with the help of Liberal Arts IT (LA-IT) has been extremely successful based on feedback from our own administrative staff and those outside the department. We look forward to further collaboration with the Liberal Arts IT group to revise the system for greater efficiency before fall 2017 testing begins.

I would like to thank our teachers this year, Stacy Suhadolc, Jade Sandbulte, and Dingding Jia, who have not only taught classes but also done significant work developing the ITA courses and video-based materials with data from the Corpus of English for Academic and Professional Purposes (CEAPP). Over the summer of 2016, we met as a group to conceptualize course content and to develop syllabi, schedules, and assignments for the coming semester. We also looked at video-based materials developed by prior ITA teachers. The materials engage students in detailed analysis of classroom discourse and reflection upon the significance of such analyses to their own teaching. During fall 2016, we revised and developed new materials, helping to improve and standardize the ITA curriculum.

Finally, the research and service arm of the ITA Program, the New Professional Initiative, has been productive and the ITA Program has been well-represented, publishing in *Journal of*

Pragmatics and presenting at AAAL and TESOL. In Seattle this March, Stacy Suhadolc presented her work and attended the ITA Interest Section business meeting at which Stephen Looney began his term as Chair of the ITA Interest Section of TESOL. He also organized the 2017 ITA Academic Session. In February, the ITA Program was represented at a symposium hosted by Carnegie Mellon University (CMU). The symposium brought together ITA practitioners from universities across the Big Ten in addition to Case Western, Cornell, Dartmouth, Georgia State, Pitt, Oberlin, and Delaware. Participants discussed issues at various universities and shared research on ITA preparation. Over the next year, we will continue to actively participate in the ITA community at a national level.

Stephen Looney



THE ESL/EAP PROGRAM

On a personal note, it's amazing to me that I have now finished my fifth year at PSU: I've been here half a decade! There have been many changes in the ESL/EAP programs over those years, many of them driven by the on-going development of the ITA program under the able leadership of Dr. Stephen Looney and increased cooperation and engagement with the MA TESL program, directed by Dr. Sharon Childs.

In this update, I will focus on a particular aspect of our program, namely the ESL DAY micro-conferences held regularly for everyone and anyone connected with teaching English (or other languages) to international students on campus.

In addition to our weekly teacher meetings, the ESL/EAP program sponsors five to six get-togethers every academic year which bring together ESL and ITA instructors, tutors, practicum teachers, IECP teachers, and other interested guests and visitors. In two hours, ideas are exchanged, theories interrogated, classroom practices demonstrated, and practical techniques presented.

This spring, the theme for the series was *Art and ESL*, and we had two special guest presenters: in March, Ms. Yang Deng, a second-year doctoral student in Art Education, presented "Drawing as Writing and Thinking"—a hands-on session which attracted over 30 participants. Under Yang's skillful direction, we brainstormed what appeared to be a simple 'self-introduction' using pictures and text, creating personal and insightful documents that illuminated surprising themes and patterns in our lives. Yang led a discussion on how this kind of 'drawwriting' can serve as the basis for a written or spoken assignment in an ESL class.

In April, our guest speaker was Mr. Tim Vetere, a fourth-year doctoral student in Curriculum & Instruction, who led us in a workshop entitled "Finding Your Voice"—as a professionally-trained singer and actor, as well as a certified public school teacher, Tim had the 20 participants shouting, stretching, speaking, laughing, and brainstorming thematic lesson plans, in which unlikely springboards for drama, such as 'topic sentences' or 'modal verbs,' could produce engaging and creative activities to help learners participate deeply with L2 production.

As the Director of the program, and the coordinator and organizer of the workshop series, I want to express my gratitude to our invited guests and volunteers from the ranks of our own teachers and students who have enthusiastically volunteered to share their expertise and imagination with us on ESL DAY: Nikki Mattson demonstrating how she teaches the scientific method in her IECP classes; Sally Wang sharing her technique for increasing student commitment to ethical citations; Elliott Casal and Bryan Buschner turning a group of ESL teachers into legal thinkers for half an hour, and the list goes on.

Being a teacher means we have the chance to learn something new every day. Being a teacher here at PSU means having access to lodes of research and informed practice that help uncover unexpected gems of insight. I have enjoyed my half-decade of working with instructors and students in ESL/EAP on campus and look forward to welcoming many new visitors to our ESL DAY workshops next year.

Deryn Verity



This mural entitled "Multicultural Mural" was created by Penn State undergraduate students in art and art education in 1992. It is displayed in the Hetzel Union Building (HUB).

CENTER FOR LANGUAGE ACQUISITION (CLA)

This year, the CLA Invited Speaker Series featured Dr. Dwight Atkinson (University of Arizona), Dr. Olga Esteve (Pompeu Fabra University, Barcelona, Spain), and Dr. Anna Stetsenko (Graduate Center, CUNY). The annual Gil Watz Memorial Lecture was delivered by Dr. Ken Hyland (Hong Kong) who spoke on "International Publishing and the Myth of Linguistic Disadvantage". We also welcomed Dr. Peter Smagorinsky (University of Georgia) in February who presented the inaugural lecture in the newly endowed Kirby-Greer Lecture Series, entitled "Toward a Social Understanding of Mental Health".

We are pleased to announce a number of exciting initiatives, including a newly established Advisory Board comprised of representatives from Penn State's language departments, the College of Education, and the Schreyer Institute for Teaching Excellence. Together, we will develop professional development events and support research projects that relate to language instruction at Penn State. The first event will take place in October, when we welcome Dr. Richard Donato (University of Pittsburgh) and Dr. Eileen Glisan (Indiana University of PA) to conduct a day-long workshop about high-leverage teaching practices. The second event will take place in spring 2018, when we launch a Language Teaching Forum to serve as a platform for discussion, collaboration, and shared practices in language learning and

teaching. The third initiative is the creation of a fellowship program for innovation and leadership in language education at Penn State (The Penn State Fellowship in Language Education). The award is being developed in collaboration with the Northeast Conference on the Teaching of Foreign Languages (NECTFL) and is to support an individual in conceptualizing and carrying out a project that contributes to the foreign language teaching profession and advances quality language instruction at Penn State.

We are looking forward to a productive year ahead and invite you to follow updates on twitter (@PSUCenter4LA) and the Center's new website (soon to be released by the College's IT department).

Kevin McManus and Jim Lantolf



MIGRATION STUDIES PROJECT

The Migration Studies Project (MSP) has hosted a series of lunch hour meetings this year featuring presentations from an interdisciplinary group of graduate students in Education, English, and Applied Linguistics, who presented from their ongoing research related to mobility, language, and literacy.

Presenters shared research investigating language ideologies in South Korean job markets, identity trajectories of Non-native English Speaking Teachers, learner identity in heritage learning and emergent bilingual learners, and more.

In April 2017, the MSP hosted a distinguished lecture by Ngugi Wa Thiong'o, Distinguished Professor in

Comparative Literature and English at the University of California, Irvine, on "Language, Literature, and the Globalectic Imagination."

Nicolas Doyle

PennState
Migration Studies Project Presents
NGUGI WA THIONG'O
Distinguished lecture on
"Language, Literature, and the Globalectic Imagination"



APRIL 20, 2017
SPARKS 121
5 p.m.

Ngugi is a world renowned novelist and theorist of post-colonial literature, and Distinguished Professor in the Departments of Comparative Literature and English at the University of California, Irvine. He has been short listed for the Nobel Prize in Literature. Ngugi has received honorary doctorates from about a dozen universities around the world. He has held distinguished teaching positions at Yale and New York University, after his early education and teaching in Kenya. He is respected for being one of the earliest scholars to envision a more critical and inclusive relationship between English and local languages in English studies. His literary and linguistic vision has been crafted through the painful personal history of education in a British colony and academic life in an authoritarian postcolonial country.

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

This past academic year has been an exciting year for the Center for Research on English Language Learning and Teaching (CRELLT). From continuing to build our online corpus, to hosting world-class scholars, to disseminating research around the world, we have been active both on campus and off. Our primary focus over the past year has been further developing the Corpus of English for Academic and Professional Purposes (CEAPP). In addition to tirelessly transcribing videos, the CEAPP team, in coordination with the teachers in the ITA program, has been developing tutorials for use in the ITA program as well as APLNG 493.

As part of our work on CEAPP, we hosted visits with Dr. Johannes Wagner from the University of Southern Denmark and Dr. Brian MacWhinney from Carnegie Mellon University during the Spring and Fall 2016 semesters. Luckily, both of these world-renown researchers were able to share their time not only with the CEAPP team but also with the larger Penn State community. Dr. Wagner spoke about designing interactions so that L2 learning could be observed and promoted in the everyday life-world of learners. Dr. MacWhinney gave a talk on age-related effects in L2 development. Both also participated in a working group focused on planning the development of CEAPP, outlets for potential funding, and avenues for collaboration between the TalkBank and CEAPP teams. In the fall, two CEAPP team members visited Dr. MacWhinney for a day at CMU to learn more about his projects, TalkBank and the transcription software CLAN.

We kicked off the summer by hosting a group of scholars from Teachers College, the State University of New Jersey, West Chester University, and the University of Maryland. On May 20 and 21, we met in Sparks and shared classroom data we had recently been working on. The discussion was robust. Two salient themes emerged: how do a priori categories such as “off-task talk” influence our data analysis as well as our conceptualization of teaching, and how do participants draw on embodied resources to accomplish teaching? The symposium was a success, thus far producing two fantastic colloquia and individual papers at AAAL 2017 in Portland as well as an individual paper at the upcoming International Institute for Ethnomethodology and Conversation Analysis.

In addition to AAAL 2017, CEAPP team members presented papers at several international conferences in the U.S. and Europe and published findings from the CEAPP data in respected outlets. All of our activities, projects, and publications can be found at our website: <http://crellt.la.psu.edu/publications-presentations>. Needless to say, it has been a productive year for CRELLT. Joan and Stephen would like to thank the RAs for the 2016-2017 academic year: Michael Amory, Jamie Kim, Jian Leo Liao, Ksenija Ajdinović, and Brett Diaz. Their efforts were essential for all of this fantastic work to get done.

Stephen Looney



ENGLISH FOR PROFESSIONAL PURPOSES INTERCULTURAL CENTER (EPPIC)

Now in our second year of full operations as a research and service center, EPPIC continues to grow—both literally, with our expansion into new headquarters in Willard Building this fall—and figuratively, as we broaden our service offerings and define new research horizons in line with EPPIC's mission. This year, we have drawn on ideas offered by international focus group participants, faculty and advisers to expand the scale and topics of our workshops on advanced proficiency English, to offer Intercultural Conversation Groups that meet weekly to discuss language and culture in US academic settings, and to develop workshop sessions for faculty and advisers that foreground strategies for teaching and advising multilingual students.

Alongside the development of these new services, we have continued to build partnerships with diverse programs across the university, including Penn State Law, the Eberly College of Science, the School of Hospitality Management, the Smeal College of Business, the Penn State Hershey College of Medicine, Landscape Architecture, Penn State Libraries, and the Department of Economics. To date, these collaborations have involved customized workshops, quantitative research, conference presentations (including a 'Best-in-Class' award from the AAMC), an "Intercultural Dialogue" showcase event, and the development of disciplinary writing groups and future 'writing boot camps' for multilingual international students and scholars. On the assessment front, EPPIC is also now working with Global

Programs to conduct internet-based English language proficiency interviews with J-1 Exchange Scholar visa applicants.

In the coming months, EPPIC will focus on interview and survey data analysis, outreach and advertising, and ongoing research in English for Specific Purposes, with the goal of making insights from Applied Linguistics available to a wide audience of international students and scholars—and to the Penn State community as a whole. We appreciate the university's support for EPPIC, including a recent feature piece in [Penn State News](#), and the invaluable contributions of this year's team members: Sally Ren, Erika Reutzel-Bechtel, Keenan Sweigart, Marika Criss, Bryan Buschner, Elliott Casal, Eunjeong Lee, Brett Diaz, Ran Kim, Henry Chen, and Cameron Duval, EPPIC's new administrative assistant. Onward and upward!

Meredith Doran

EPPIC



CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)



CALPER is now in its third year of the current Title VI Language Resource Center (LRC) grant from the U.S. Department of Education. With seven new projects, which we launched in late fall 2014, we are entering our forth, and last, year of the cycle. Nine project coordinators from Penn State, UCLA, Carnegie Mellon, University of Oklahoma, University of Illinois-Chicago, and the California State University, Channels Island and a dozen instructors are developing and creating teaching and learning materials and testing assessment procedures with their language students. In a little more than a year, we will make these materials available to language instructors.

In addition to new materials, we updated some of our professional development resources, such as our "Language Advocacy" materials, which advanced from a mere link page to its own website (sites.psu.edu/calperadvocacy) and we re-designed our "Assessing Language Development" website (sites.psu.edu/calperlanguageassessment). Several online resources are still being overhauled and it will take the better part of the year to re-launch the sites.

One of the missions of the national Language Resource Centers is to reach language educators across the U.S., hold professional development workshops and show our resources at regional and national events. Last summer, we held three workshops here at University Park; in November we exhibited and presented at the annual convention of the American Council on the Teaching of Foreign Language (ACTFL) and in February at the Northeast Conference on

the Teaching of Foreign Languages (NECTFL).

The third year in the life of a four-year grant is typically strong – initial analysis of language data has been done, creation is well on its way, and first results and products can be shown to colleagues. 2016-2017 was such a year for CALPER!

Gabriela Appel

Our LRC by the numbers. Over the years

2,387 language educators and administrators have participated in workshops held by CALPER at the Penn State University Park campus.

10,684 professionals have attended presentations and lectures given by CALPER faculty at conferences and other institutions

25,000 teachers have been reached through exhibiting at conventions

DISSERTATION IN PROGRESS

My dissertation grew out of pedagogical interests related to international Masters of Law (LL.M.) students and theoretical interests rooted in sociocultural theory. I was assigned to work in the law school as a Graduate Assistant for three years. Although colleagues in the law school seemed to appreciate the expertise offered by having applied linguistics, my studies in sociocultural theory told me that we could be doing more to approach LL.M. pedagogy in a way that more accurately represented the needs of LL.M. students. My experience working with LL.M. students and readings about legal education and sociocultural theory informed my belief that reading legal cases and analogical reasoning were at the heart of how a curriculum could better take account of these students' needs and second legal languaculture. As luck would have it, one of one-year pre-LL.M. courses proved to be the ideal context for developing and implementing such a curriculum.

In response to my pedagogical and theoretical beliefs and the opportunity afforded to me, I developed a concept-based curriculum for a course that served as a companion to a criminal law course; with the curriculum I strove to teach analogical reasoning conceptually with a strong focus on reading legal cases so that the analogical reasoning might be more effective. By combining common law school pedagogical tools with the tool-and-result methodology of a concept-based instruction, I set out to respond to three main concerns: i) how do LL.M. students respond to reading case law in the U.S. legal education context; ii) how do LL.M. students respond to the need to reason by analogy in the U.S. common law context; and iii) to what extent does a concept-based instruction curriculum promote development of case reading and analogical reasoning for common law purposes?

I collected data during the academic year 2015-16 and have spent the last year analyzing the data and writing my dissertation. In order to understand the data and student development, I have relied on cognitive accounts of analogical reasoning as well as concepts from sociocultural theory. Results indicate that i) when asked to read case law to analyze a legal problem, students encounter comprehension issues related to each text in the tripartite system — the hypothetical problem, the precedent case, and the statute — which they often attempt to overcome through top-down processes, such as relying on their own legal reasoning systems; ii) analogical reasoning is closely

intertwined with comprehension of precedent cases and students often rely on superficial analogies while developing a more conceptual understanding of analogical reasoning; and iii) approaching LL.M. pedagogy through a concept-based instruction helped promote development of case reading and analogical reasoning in all students in the study, although students progressed along varying developmental trajectories.

Lindsey Kurtz



AWARDS AND RECOGNITIONS

Michael Amory was elected to serve on the Graduate Student Council Steering Committee of the **American Association of Applied Linguistics (AAAL)**.

Dr. Meredith Doran (and co-authors B. Thompson and A. Ouyang) won a '**Best in Class**' award for EPPIC with their poster presentation at the **American Association of Medical Colleges (AAMC) Graduate Faculty Affairs Conference** held in Vancouver in July 2016. Their presentation was entitled "Effect of English Skills Program on engagement and career advancement among international faculty and post-docs".

Miso Kim was the recipient of a **STAR Award** from the Research and Graduate Studies Office (RGSO) to support her attendance of the TLANG International Summer School on "Researching Translanguaging: Key Concepts, Methods and Issues," which will be held at the University of Birmingham in June.

Daisuke Kimura, Olesya Kisselev and Lindsey Kurtz received dissertation support funding from the Research and Graduate Studies Office (RGSO) in the College of the Liberal Arts.

Daisuke Kimura won a Doctoral Dissertation Grant from **The International Research Foundation for English Language Education (TIRF)** in September 2016 for his research on the interplay between English, plurilingualism, and nonverbal resources in Thai university campuses.

Dr. Xiaofei Lu was named the **Yunshan Chair Professor** (2017-2020), Faculty of English Language and Culture, Guangdong University of Foreign Studies, Guangzhou and also honored with a **distinguished guest professorship** for 2016-2019 from the School of Foreign Studies, Huazhong University of Science and Technology in Wuhan.



The **Gil Watz Early Career Professorship in Languages and Linguistics** was awarded to **Dr. Kevin McManus**. It was previously held by **Dr. Xiaofei Lu**.

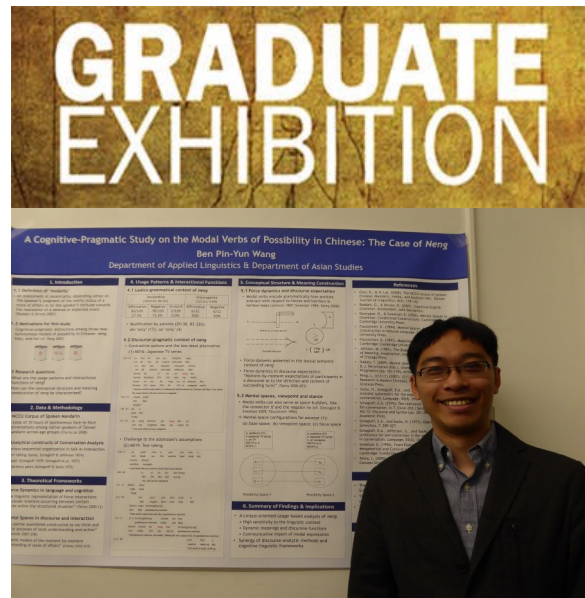
Gil Watz Program

The 2016-2017 **Gil Watz Graduate Dissertation Fellowship in Languages & Linguistics** was awarded to **Lindsey Kurtz** and **Rebecca Zoshak**.

The 2016 **Gil Watz Outstanding Graduate Student Award** was received by **Daisuke Kimura** and **Olesya Kisselev**.



This academic year was special, because **two** of our doctoral candidates were honored for their work at the 2017 Graduate Exhibition, which was held on March 26. **Pin-Yun (Ben) Wang** was recognized with a 2nd Place Win for his research on "A Cognitive-Pragmatic Study on Modal Verbs of Possibility in Chinese: The Case of Neng". **Lindsey Kurtz** was recognized for her research on "Conceptual Development of Analogical Reasoning in the Second Language Legal Classroom" with a 3rd Place Win. There were 200 graduate students who participated in the Arts & Humanities Research Presentation category this year, of which 41 students received awards. The story on [Penn State News](#).



Congratulations to all awardees!

Katherine (Katie) Masters was recognized for her work through a Graduate Student Award from the **American Association for Applied Linguistics (AAAL)**. She received the award at this year's AAAL Conference in Portland, OR. Katie also received a grant to support her dissertation research from the **Research and Graduate Studies Office (RGSO)** in the College of the Liberal Arts.



APPOINTMENTS

Dr. Stephen Looney was elected as alternate of the Penn State Faculty Senate. This spring, he also began his term as Chair of the ITA Interest Section of TESOL International.

Dr. Deryn Verity was appointed as one of a group of sixteen individuals from across the university (University Park and the 23 commonwealth campuses) to serve as advisor to the Penn State Office of General Education.

GRADUATE STUDENT RESEARCH ABROAD

From July to December, 2016, I conducted fieldwork in Thailand for my dissertation focused on English as a lingua franca and study abroad. After going through a great deal of difficulty in finding and securing a research site for over six months, I found a small group of Japanese exchange students who were enrolled in a business English program at a national university on the outskirts of Bangkok. For a multitude of logistic issues with the participants and their program, I had to alter my proposed plan to a great extent. However, thanks to my cooperative participants, encouraging friends, flexible committee, I was still able to collect rich qualitative data, consisting of over 60 hours of naturally-occurring interaction and 3 sets of 15 longitudinal interviews amounting to 45 hours. While in Thailand, I transcribed all of the interview recordings and annotated a large portion of the interactional data. Also, being in Thailand allowed me to create new academic connections with professors and graduate students, which will be invaluable in my future career. Given the goal of documenting the linguistic experience of international and local students, my study required a considerable amount of

financial resources in travelling to the research site, purchasing recording devices, and compensating for the participants' time for regular interviews. I'm grateful to The International Research Foundation for English Language Education (TIRF), Research and Graduate Studies Office (RGSO), and Center for Language Acquisition (CLA) for their generous financial support.

Daisuke Kimura



DOCTORAL DEFENSES

Jeremy Gevara "Confirming the Impact of Performance Tasks on Latent Class Membership and Placement Decisions" April 2016 (Director: Robert Schrauf)

Abby Dobs "A Conversation Analytic Approach to Motivation: Fostering Motivation in the L2 Classroom through Play" October 2016 (Director: Joan Kelly Hall)

Patria Lopez "Self in Older Bilingual Adults Diagnosed with Alzheimer's Disease" October 2016 (Director: Robert Schrauf)

Priscilla Ortiz "Multimodal Coordination of Interaction by Interpreters in Bilingual Healthcare Encounters" February 2017 (Director: Robert Schrauf)

Eunjeong Lee "Translingual Disposition, Negotiation Practices, and Rhetorical Attunement: Multilingual Writers" May 2017 (Director: Suresh Canagarajah)

MASTER DEGREES

Erning 'Henry' Chen, Hongi Gou, Sungtae Hwang, Jinyoung 'Jenna' Hwang, Ran Kim, Huiming Kong, Chen Lei, Mo-han Liu, Kexin Lyu, Nannan Mei, Duo Pan, Ziling Peng, Qiuwen Pu, Şeyma Toker, Yishan Xu, Zhan Zhang

DISSERTATION PROPOSAL

Michael Amory
Miso Kim
Daisuke Kimura
Olesya Kisselev
Katie Masters

Naseh N. Shari
Jungwan Yoon

COMPREHENSIVE EXAM

Michael Amory
Miso Kim
Katie Masters
Naseh N. Shari
Yungwan Yoon

CANDIDACY EXAM

Marika Criss
Brian Buschner
Jamie Kim
Jade Sandbulte

PRESENTATIONS, LECTURES, SEMINARS

2016 April

The Second CLTA International Symposium on Chinese Language Teaching and Learning, University of Maryland, College Park, MD

Wang, B. P.-Y., "Chinese second language learners' acquisition of near-synonyms: A corpus-based study"

Teachers of English to Speakers of Other Languages (TESOL), Baltimore
Looney, S., "Pre-expansion in University Physics Labs"

Shahri, N., "The portrait of a proficient English speaker: Positioning and identification"

Toker, S., & Demir, N., "Exploring students' perceptions of screen-captured versus face-to-face feedback"

American Association for Applied Linguistics (AAAL), Orlando

Jia, D., & Smotrova, T., "Recasts: Making the error and uptake visible"

Hall, J. K., "Rethinking research into language learning and teaching in a multilingual world"

Kim, M., Choi, D.-I., Kim, T.-Y., "Behind 'The Promise of English' among South Korean job-seekers: The impact of Neoliberalism on job-seekers' preparation for TOEIC"

Kimura, D., Hall, J. K., & Malabarba, T., "Beyond transcription and analysis: Heuristic methodological recommendations for using video data in studying multimodal classroom interaction"

Kinger, C., "Language awareness and concept-based instruction in study abroad contexts"

Lu, X., "Factors affecting L2 writing syntactic complexity and implications for assessment"

Malabarba, T. & Hall, J. K., "Orienting to teaching requirements in the unfolding interaction of an EFL classroom"

Masters, K., "Confronting the dissonance between English language ideology and pedagogy in rural Nicaraguan classrooms"

Shahri, N., "Building a multimodal foreign language voice: Desire and identification embodied in an online environment"

Schrauf, R. W., "Linguistic Interaction in Mixed Methods Cross-Cultural Research"

Smolcic, E., Avineri, N., Katunich, J., & Uzum, B., "Building a theory of teacher interculturality: Investigating immersion field experiences in culturally and linguistically different spaces"

Strauss, S., & Yoon, J., "What is black and white and gray all over? Academic integrity policies and definitions of plagiarism"

Sweigart, K., Lantolf, J. P., & Malabarba, T., "Manner and path through gesture: An examination of motion events produced by Brazilian L2 speakers of English"

Yoon, J., & Amory, M., "Does a higher measure of syntactic complexity imply a better quality of L2 writing?"

Zhang, X., & Lu, X., "The relationship between vocabulary learning strategies and breadth and depth of vocabulary knowledge"

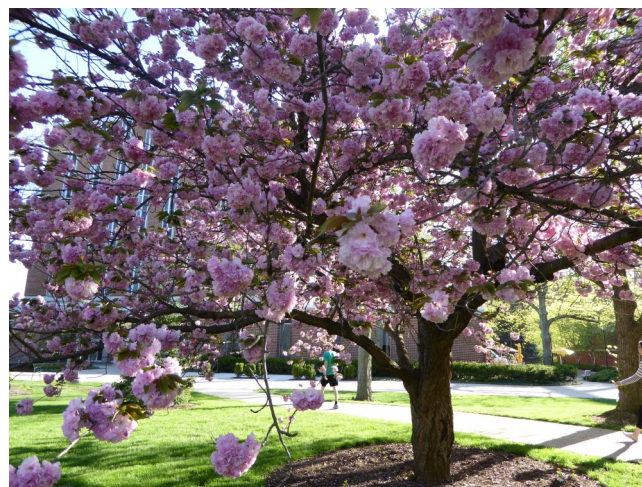
New Directions in Telecollaborative Research and Practice, Trinity College, Dublin, Ireland

Kinger, C., "Telecollaboration and student mobility for language learning"

2016 May

Distinguished Professor Seminar Series, Guangdong University of Foreign Studies, Guangzhou, China
Lu, X., "Conducting classroom-based research on language teaching and learning as a teacher-researcher"

Interactional Competencies for L2 Teaching and Learning (ICTL) Research Symposium, University Park
Kim, J., & Yoon, J., "Development of mentoring process in L2 teacher education program"



Kimura, D., Hall, J. K., & Malabarba, T., "Methodological challenges of using video data in studying multimodal classroom interaction"

Conference on Writing Education across Borders, Guangzhou, China
Canagarajah, A. S., "Transnationalism and translanguaging: Why they are connected."

2016 June

School of Foreign Languages, Huazhong University of Science and Technology, Wuhan, China

Lu, X., "Methodological considerations in formulaic sequence research"

Nanjing Agricultural University, Nanjing, China

Lantolf, J. P., "Teaching English through concept-based instruction"

The Fourth International Symposium on Chinese Language and Discourse, Bryant University, Smithfield, RI

Wang, B. P.-Y., "Variations in modal serialization across varieties of Mandarin Chinese"

The Fifth International Cognitive Semantic Conference, Chongqing, China

Lu, X., "Towards a metaphor-annotated corpus of Mandarin Chinese"

Association for French Language Studies Conference, Queen's University Belfast

Mitchell, R. & McManus, K., "French as a shared language: The identity of Anglophone students sojourning in France"

School of Foreign Languages, Harbin Institute of Technology, Harbin, China

Lu, X., "Factors affecting L2 writing syntactic complexity and implications for assessment"

Lu, X., "Methodological considerations in formulaic sequence research"

Ninth International Conference on English as a Lingua Franca (ELF9), Lleida, Spain

Kimura, D., "Interactional management of knowledge and its relevance to ELF research"

Annual meeting of the Consortium of Humanities Centers and Institutes, London

Canagarajah, A. S., "Creolising the humanities: Studying English as a global language"

2016 July

AAMC Group on Faculty Affairs Professional Development Conference, Vancouver

Doran, M., Ouyang, A., & Thompson, B., "Effect of English skills program on engagement and career advancement among international faculty and post-docs"

Annual Conference of the International Association of Chinese Linguistics, Beijing University of Language and Culture, Beijing

Yu, N., "Moral metaphor system in Chinese"

First International Conference of Cultural Linguistics, Prato Center of Monash University, Prato, Italy

Yu, N., "Life as opera: A cultural metaphor in Chinese"

2016 August

Annual meeting of the Mixed Methods International Research Association, Durham, UK

Schrauf, R.W., "Mixed methods cross-cultural comparisons: A discursive-centered paradigm"

2016 September

Multidisciplinary Approaches to Language Policy and Planning, Calgary

Criss, M. K., "The status of foreign language promotion in a Finnish upper comprehensive and secondary school"

Tenth Conference of the International Association of Multilingualism, Vienna

Canagarajah, A. S., "Diversifying multilingualism"

American Association for Corpus Linguistics (AACL), Ames, IA

Lu, X., Kisselev, O., Yoon, J., & Amory, M., "Methodological considerations in formulaic sequence research: A modified replication of O'Donnell,

Rómer, and Ellis (2013)"

Second Language Research Forum, Teachers College, Columbia University

McManus, K., Tracy-Ventura, N. & Mitchell, R., "L2 linguistic development before, during, and after a nine-month sojourn: Evidence from L2 French and Spanish"

2016 October

European Union COST Initiative: Study Abroad in European Perspective, Vilnius, Lithuania

Kinginger, C., "Four questions for the next generation of study abroad researchers"

Buckeye East Asian Linguistics Forum 2, Columbus, OH

Lu, X., "The compilation and analysis of a metaphor-annotated corpus of Mandarin Chinese"

Three Rivers TESOL, Slippery Rock University, PA

Lantolf, J. P., "Enhancing the teacher-learner partnership to promote learner development"

2016 November

CO TESOL, Aurora, CO

George, J., "Helping students communicate openness to diversity"

Maryland TESOL Conference, Columbia, MD

George, J., "Helping students communicate openness to diversity"

American Council on the Teaching of Foreign Languages, Boston, MA

Lantolf, J. P., & van Compernelle, R. A., "Teaching L2 pragmatics through concept-based instruction"

The College of Foreign Languages, Hunan University, Changsha, China, Yu, N., "Language, culture, and mind: Metaphor in cultural contexts"

Guangdong University of Foreign Studies, South China University of Technology, South China Normal

University, and Guangzhou University

Yu, N., "Metaphor in culture: Life is an opera"

The Japan Association for Language Teaching (JALT) Annual Conference,

Nagoya, Japan

Kimura, D., "Learning English as a lingua franca in Thailand"

2016 December

University of Maryland

Johnson, K. E., "How do I teach something I myself don't fully grasp?: The development of pedagogical content knowledge in learning-to-teach"

2017 January

Modern Language Association of America, Philadelphia

Lantolf, J. P., "Sociocultural theory and post-secondary language programs"

International Conference of Interactional Competences and Practices in a Second Language, Neuchâtel, Switzerland

Hall, J. K., "Interactional competence: Looking back, moving forward"

Kim, J., & Sandbulte, J., "L2 learners' use of multisemiotic resources in their classroom participation"

Malabarba, T. & Hall, J. K., "Accomplishing playful actions (in English) in a beginning level EFL class"

2017 February

CLIC Conference on Study Abroad

Houston, TX

Kinginger, C., "The qualities of study abroad experiences: A sociocultural perspective"

Kimura, D., "Beyond the native-speaker model in study abroad: An in-depth qualitative inquiry of Japanese college students learning to use English as a lingua franca in Thailand"

2017 Camp Rhetoric, State College, PA
Canagarajah, S. A., Kim, M., & Rabbi, S., "Negotiating traveling texts: Hermeneutics, ethics, politics"

Tenth International Conference on Language Teacher Education, UCLA

Amory, M., "Tracing a preservice teacher's development of lesson cohesion through mediated activity"

Childs, S., Lynch, M., & Suhadolc, S., "Meeting the needs of diverse MA TESL practicum students: A collaborative approach"

Johnson, K. E., & Golombek, P., "Responsive mediation in learning-to-teach"



Lantolf, J. P., & Esteve, O., "Teacher education for explicit language instruction: How concept-based instruction can help teachers transform their own practice"

Sandbulte, J., Kim, J., Yoon, J., & Sweeny, E., "Mentoring mediation multiple perspectives"

Shahri, N., "Acts of agency and the genesis of teacher activity: A case study"

Smolicic, E., & Pasterick, M., "Cultural immersion, dissonance and movement towards interculturality"

Toker, S., "Beyond 'the Borders': A NNEST's (re)negotiations of non-nativeness"

Yoon, J., & Kim, J., "Understanding mentor teachers' conceptualization of being and becoming a mentor"

Diversity in Education Conference, State College, PA

Doyle, N., & Boyle, S., "LGBTQA issues in education: Supporting students and creating inclusive learning environments"

2017 March

Department of Applied English, Ming Chuan University, Taoyuan City, Taiwan

Kinginger, C., "Identity and language learning in study abroad contexts"

The 19th International Conference and Workshop of TEFL and Applied Linguistics, Ming Chuan University, Taiwan

Kinginger, C., "Eating hot dogs with chopsticks: Intercultural encounters abroad as learning opportunities"

**American Association for Applied Linguistics (AAAL),
Portland, OR, March 18-21, 2017**

Buschner, B., "You're just the teacher we are looking for: Eikaiwa's ideal teacher through a d discourse analysis of recruitment websites."

Canagarajah, S., "The smartest person in the room is the room": Emplacement as language competence"

Casal, J. E., Lee, J. J., & Hitchcock, G. C.,
"According to...': An analysis of L2 university writers' citation practices"

Choi, D.-I., Kim, M., & Kim, T.-Y., "South Korean jobseekers' perception of TOEIC and (de)motivation to study for TOEIC in Neoliberal corporate labor markets"

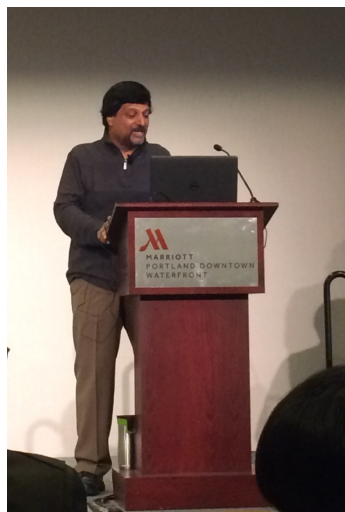
Criss, M. K., "The status of foreign language promotion in a Finnish upper comprehensive and secondary school"

Doran, M., "Assessing professional communication skills in English among medical and biomedical research practitioners: Refining test design and rating criteria from workplace observation"

Hall, J. K. , Discussant, "The Interactional practices of teaching and learning as social action"

Johnson, K. E., & Amory, M., "The interactional nature of novice teacher/teacher educator responsive mediation in learning-to-teach"

Kim, M., Choi, D.-I., & Kim, T.-Y., "English as commodity? Transforming the commodification of English using



Vygotskian systematic theoretical instruction and activity theory"

Kimura, D., Malabarba, T., & Hall, J. K., "Video technologies in research on instructional interaction and their applications in teacher education"

Lantolf, J. P. , Discussant, "Extending the legacy of Leo van Lier: Ecologizing pedagogy"

Lantolf, J. P., & de Bot, K., "Sociocultural theory and complex dynamic systems theory: What can we learn from each other?"

Stam, G., Lantolf, J. P., Smotrova, T., & Buescher, K.,
"Thinking for speaking CAN be explicitly taught in a second language"

Looney, S., & Kim, J., "Humor, affiliation, and interactional competence in university STEM classroom interaction"

Masters, K., "Ideology, power, and privilege in volunteering abroad: A critical discourse analysis of TEFL volunteer program websites"

McManus, K., "Awareness about L1 form-meaning mappings can benefit L2 grammatical development, online and offline"
McManus, K., "Making a transition: From graduate student to faculty member"

Peng, J., Wang, C., & Lu, X., "Effect of the linguistic complexity of the input text on alignment, writing fluency, and writing accuracy in the continuation task"

Smolcic, E., Childs, S., & Sweeney, E., "Study abroad and the building of reciprocal South/North relationships: Mindful engagement to sustain university partnerships"

Yoon, J., "Intertextuality, logical argumentation, and form: How writing prompts influence student writing"

**Teaching English to Speakers of Other Languages (TESOL),
Seattle**

Black, M., Childs, S., Golombek, P., Johnson, K. E., Lynch, M., & Suhadolc, S. "The mentoring process: Enriching individual professional growth"

Johnson, K. E., & Golombek, P., "Responsive mediation in learning to teach"

Mattson, N., & Suhadolc, S. "Interpreting student feedback about a CALL program through activity theory"



PUBLICATIONS

- Canagarajah, S. (2017). (Ed.). *The Routledge handbook of migration and language*. Abingdon: Routledge.
- Gu, M., & Canagarajah, S. (2017). Harnessing the professional value of a transnational disposition: Perceptions of migrant English Language Teachers in Hong Kong. *Applied Linguistics*, 1-24. DOI: <https://doi.org/10.1093/applin/amw048>
- Canagarajah, S. (2016). *Translingual practices and neoliberal policies: Attitudes and strategies of African skilled migrants in Anglophone workplaces*. Berlin: Springer.
- Canagarajah, S. (2016). Negotiating diversity in English Language Teaching: A tragedy in four acts. *English Language Teaching World Online*, 1-18.
- De Costa, P., & Canagarajah, S., (2016). (Guest editors). Special topic issue: Scalar approaches in Educational Linguistics. *Linguistics and Education*, 34.
- Bailey, A. J., Canagarajah, S., Lan, S., & Powers, D. G. (2016). Scalar politics, language ideologies, and the sociolinguistics of globalization among transnational Korean professionals in Hong Kong. *Journal of Sociolinguistics*, 20, 312-334.
- George, J. (2017). Mindful language learning: A self-awareness project in an advanced speaking/listening class. *As We Speak: The Newsletter of the Speech, Pronunciation and Listening Interest Section/ TESOL*. Available at <http://newsmanager.commpartners.com/tesolsplis/issues/2017-01-18/2.html>
- Johnson, K. E. (2016). Language teacher education. In G. Hall (Ed.) *The Routledge handbook of English language teaching*. (pp. 121-134). London: Routledge.
- Kim, J. (2017). A review of Suhanthie Motha (2014), *Race, empire, and English language teaching: Creating responsible and ethical anti-racist practice*. *International Journal of Applied Linguistics*, 27, 311-313.
- Kim, J., & Lantolf, J. P. (2016). Developing conceptual understanding of sarcasm in L2 English through explicit instruction. *Language Teaching Research*. DOI: 10.1177/1362168816675521.
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- Kimura, D. (2016). A review of K. Takahashi (2013), *Language learning, gender and desire: Japanese women on the move*. *Journal of Language, Identity and Education*, 15, 325-327.
- Lee, S.-H. (2017, First View). Developing awareness and use of compliments in the Chinese homestay: A longitudinal case study. *Applied Linguistics Review*. DOI: 10.1515/applirev-2016-1003
- Lee, S.-H., Wu, Q., Di. C., & Kinginger, C. (2017). Learning to eat politely at the Chinese homestay dinner table: Two contrasting case studies. *Foreign Language Annals*, 50, 135-158.
- Lu, X., & Xu, Q. (2016). L2 Syntactic Complexity Analyzer and its applications in L2 writing research. *Foreign Language Teaching and Research*, 48, 409-420. [in Chinese]
- Looney, S., Jia, D., & Kimura, D. (2017). Self-directed okay in mathematics lectures. *Journal of Pragmatics*, 10, 46-59.
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instruction can improve L2 online and offline performance. *Studies in Second Language Acquisition*. DOI: <https://doi.org/10.1017/S027226311600022X>

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Schrauf, R. W. (2016). *Mixed methods: Interviews, surveys, and cross-cultural comparisons*. Cambridge: Cambridge University Press.

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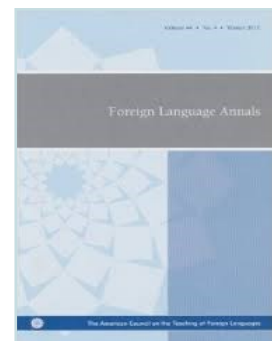
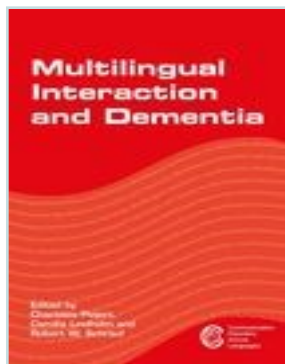
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Yu, N., & Jia, D. (2016). Metaphor in culture: LIFE IS A SHOW in Chinese. *Cognitive Linguistics*, 27, 147-180.

Yu, N., Wang, T., & He, Y. (2016). Spatial subsystem of moral metaphors: A cognitive semantic study. *Metaphor and Symbol*, 31(4), 195-211.



FROM RECENT GRADUATES

**JEREMY
GEVERA**
PH.D. '16

My current position is as Instructional Systems Specialist with the Test Analysis and Design division at the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, CA. My responsibilities can be divided into three main categories. The first is that I conduct quality control tests on foreign language tests in 24 languages, which are administered to 120,000 Department of Defense personnel every year. My second responsibility is that I co-chair a validity task force for the Oral Proficiency Interview. And the third one is that I am an advisor for standard setting studies carried out for developing foreign language tests.

DANQI LI
MA TESL '16

I am currently working as an English instructor in the Gaba Corporation, which is a one-to-one English conversation training school in Japan. I tutor students from all career backgrounds, among which business people are the majority. I teach conversational English, TOEFL and TOEIC test skills and presentation skills. I also give group-setting lessons on how to hold meetings and use business English. Working in Japan was my goal, and I have been enjoying observing the Japanese society by talking to all kinds of different people from high school students, elites in workplaces to retired seniors. I have never felt that second language is so amazing. It builds up a bridge between me and my students and allow us to chat like friends. I will continue my TESL career by finding jobs in the universities in Tokyo, and enjoy exchanging both life and second language learning experiences with other English learners.

**BROOKE
RICKER
SCHREIBER**
PH.D. '16

I am currently in my first year as an Assistant Professor in the English Department of Baruch College, part of the City University of New York (CUNY). So far I have taught multilingual writing courses for undergraduates and a senior level course on global Englishes, and I am serving as the Baruch representative on the CUNY ESL Discipline Council, creating new exit criteria and a co-requisite model for our developmental writing courses. I am also enjoying exploring the rich linguistic (and culinary) diversity of my neighborhood in Brooklyn, and slowly getting used to being a city person after five years in peaceful Happy Valley - all APLNGers are welcome to visit!

NAN ZHANG
MA TESL '15

After graduating from the TESL program, I was more than blessed to become the second generation teaching fellow at IECF, where I taught three module courses and also mentored a second-year MA TESL student. After returning to China, currently, I am the director of teaching at Qinglan Education Institution. My work involves teaching two honor courses; leading my teaching team in designing and initiating new curriculum and programs; training existing teachers and recruiting and mentoring new teachers. Besides, I am running my own consulting studio, collaborating with professors in Smeal Business School at Penn State to offer consulting service for international graduate students and faculty members. I am thrilled to apply into use what I have learned in our TESL program and pursue my career as a teacher, manager, and business owner.



FROM OUR ALUMNI

Morgan Patkos, MA TESL '13, accepted a full time instructor position with the English Language Academy at Arkansas State University (Jonesboro, AR) in August 2016.

Adam van Compernelle, Ph.D. '12, won the inaugural AAAL prize for First Book. He received the award at this year's AAAL conference. The book is entitled "Sociocultural Theory and L2 Instructional Pragmatics", published by Multilingual Matters.

Patria López de Victoria, Ph.D. '17, accepted a position as assistant professor in the English Department of the University of Puerto Rico, Cayey.

Nina Vyatkina, Ph.D. '07, became chair of the Department of Germanic Languages and Literatures at the University of Kansas in 2016.

Jie Zhang, Ph.D. '11, currently assistant professor of Chinese at the University of Oklahoma, was elected member of the Board of

Directors of the Chinese Language Teachers Association (CLTA) for the term of 2017-2019.

Xian Zhang, Ph.D. '14, returned to the U.S. in the summer of 2016 and accepted a position as assistant professor in the Department of Linguistics at the University of North Texas, Denton.

We would like to hear from you!

Simply go to
<http://aplng.la.psu.edu/alumni/send-an-update>

and write us a note



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

Wishing everyone a great summer

The 2016-2017 Newsletter Committee:
Gabriela Appel, Nicolas Doyle, Miso Kim, Yingying Liu, Duo Pan, Jialing Wang

IMAGES 2016-2017

