



Department of Applied Linguistics

Spring 2018
The Pennsylvania State University

DEAR MEMBERS AND FRIENDS OF APPLIED LINGUISTICS,

Spring is upon us (it hasn't snowed for a week) and another year has passed! This newsletter is chock full of news, but I'll preview some items. Several of our PhD graduates are off to new positions, and naturally we're all looking forward to visiting them! Sheng-hsun Lee is already at the University of Queensland in Brisbane, Australia. Daisuke Kimura is at the University of Tokyo, and Olesya Kisselev is on her way to the University of Texas at San Antonio. As I write this, our second year MA TESL students are trying on caps and gowns for the Graduate School Commencement, and graduates from the IECF are on their way to start their undergraduate years at Penn State and other universities. And of course, we're looking forward to the annual end-of-the year party at Karen Johnson's house again!

Beyond graduations, we're celebrating some faculty recognitions and new funding. At the annual meeting of the American Association for Applied Linguistics in March, Suresh Canagarajah was awarded the Distinguished Scholarship and Service Award, and he gave a moving address at the conference. Also, Celeste Kinginger and Kevin McManus were awarded a new, three-year grant funded by the U.S. Department of Education, "The Careers of Language Study Abroad Alumni: A Comprehensive Investigation." In the *same* round of review, the Department of Education also funded our own Brody Bluemel (graduated 2015) for a three-year project entitled "Instructional Practices, Proficiency Assessment and Language Development in Dual-Language Immersion Classrooms: A Longitudinal Study." Brody is Assistant Professor at Delaware State University, and his co-PI is Kevin

McManus. (See the pattern? If you're looking for funding, Kevin has the magic!).

Ever looking to the future, however, the Center for Language Acquisition is already preparing to submit the CALPER grant for renewal. Another busy year.

For now, please take a moment to get caught up on Everything APLNG. Many thanks to Gabi Appel and her team for another great edition of our newsletter. Happy reading!

Bob Schrauf

THE MA TESL PROGRAM

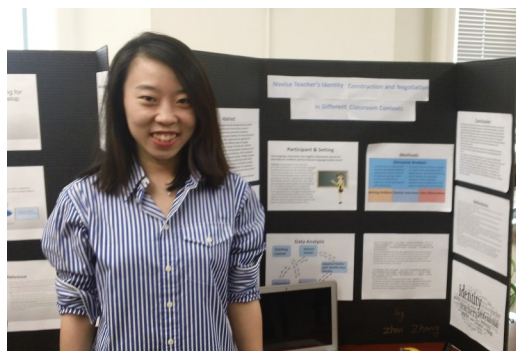
As the 2017-18 academic year comes to a close, we celebrate the many accomplishments of our MA TESL students. Currently, we have 34 students in our program, and they are a multicultural, multilingual group representing Argentina, Brazil, China, Iran, Kazakhstan, Saudi Arabia, Taiwan, Tunisia, and the United States.

This year, 18 of our MA TESL students will graduate after completing a rigorous academic program and two capstone projects; the e-Portfolio and MA Paper. Students will share their capstone projects with the APLNG community at the 2018 APLNG Spring Open House held on the final day of classes.

In addition to completing their academic program requirements, MA TESL students participate in a variety of teaching and professional development opportunities both on and off campus. Our students contribute to the local State College community by working with English language learners at Mid-State Literacy Council. This year, almost half of the students volunteered to develop and teach a number of different classes at Mid-State including TOEFL test prep and general English courses. During the fall and spring semesters, many of the students also volunteered on campus as tutors in our Intensive English Communication Program's Tutoring Center (ITC). We are proud to note that one of our 2017 graduates, Zhan Zhang, has been the coordinator of the ITC activities this year.



Finally, we would like to highlight a new internship program initiated by Nimisha Thakur, Academic Advisor and International Student Programming Coordinator in the College of the Liberal Arts. Through this internship, two of our MA TESL students have had the opportunity to develop strategies to support the College's international students through academic advising and programming. Sarah Dorsey and Meng Sun participated in the internship this year, and because of their commitment to the students and the success of the programs they designed, we are happy to say that this partnership with the College will continue.



We are proud of our MA TESL students and their achievements, and we wish all *of them much success!*

Sharon Childs



THE IEC P PROGRAM

The IEC P has spent much of the past year restructuring elements of the program so that it may respond efficiently and effectively to the current realities of intensive English education. The presently ongoing updates to the 2018-2023 strategic goals acknowledge the challenges of current pedagogical and market trends. Similarly, the recently revised IEC P mission statement highlights the need to “provide opportunities for curricular development, mentorship, research, and collaboration in order to best respond to the needs of our community.” The IEC P remains focused on cultivating its place as a critical member of the Penn State community, the College of the Liberal Arts, and Applied Linguistics.



While the IEC P has largely adjusted to the loss of its dedicated classroom space in Boucke over a year ago, the loss necessitated changes to certain aspects of the program’s curriculum that are still being adapted. IEC P course hours, for instance, are nonsymmetrical, with classes running 3, 4, or 5 hours. This situation presents both logistical and curriculum design challenges. Therefore, the IEC P is introducing a set of curriculum revisions intended to more evenly distribute course hours and curricular objectives, the first phase of which will be introduced in the Fall 2018, and the final phase planned for Fall 2019. For the foreseeable future, the majority of IEC P classes will take place in Wagner, located across from the IM Building (which also keeps everyone fit without ever entering IM!). Another change that the IEC P has experienced over the past year includes a more streamlined use of office facilities that has provided the program with a conference room/library.

In order to accommodate for lower enrollment, the IEC P has been pursuing various grants and developing special programs. Last May, the IEC P welcomed a group of 21 cadets from the Royal Saudi Navy (RSN). With the anticipated exit of the last students from this cohort in the next month, the RSN sponsor has expressed its overwhelming satisfaction with the IEC P and its intention to send another group as soon as possible. Working with the RSN has been an exhausting but exciting experience that has forced the IEC P and instructors to accommodate a range of specific sponsor demands, yet working with the cadets has also been an overall rewarding experience for everyone involved. The RSN program provided opportunities for a number of MA TESL graduates to expand their portfolios, and the IEC P hopes to remain a reliable place for observation, mentoring, practical experience, and research. The IEC P Tutoring Center (ITC) continues to be a resource for new professionals, with opportunities for tutoring and leading workshops every semester. This summer, Meng Sun, MA TESL graduate, will be assuming the position of ITC Coordinator.

Finally, the IEC P recently completed a visit from UCIEP (University Consortium of Intensive English Programs) as part of its application to membership, which would offer the program expanded networking opportunities and resources. Nevertheless, the accomplishments of the past year would have been impossible without the dedication and efforts of the IEC P’s incredible faculty and staff, who have been active teachers, presenters, and publishers. Indeed, two colleagues deserve special recognition: Jackie Gianico, who was promoted to Associate Teaching Professor, and Nikki Mattson, who was awarded Outstanding Teaching Faculty Award from the College of Liberal Arts.

Jason Litzenberg



THE INTERNATIONAL TA PROGRAM (ITA)

The 2017-2018 academic year has been an excellent year for the ITA Program. We have had three major accomplishments this year. The first is an improved AEOCPT rater training. During the summer, we developed a better rater training and implemented the training in August. The results were positive. To continue improving the AEOCPT, a research team, Stacy Suhaldoc, Shahriar Mirshahidi, Nikki Mattson, Michael Amory, and Jamie Kim, is collecting and analyzing AEOCPT records and recordings to develop and validate data-driven rating criteria.

The ITA Program's second major accomplishment was a strong presence in TESOL's leadership and ITA Interest Section (ITA-IS) as well as presenting at AAAL, TESOL, and the ITA Professionals Symposium. In terms of leadership, I served as the Chair of the ITA-IS and on a TESOL advisory group for the creation of strands as part of the ongoing changes being made to the convention proposal adjudication process. Stacy will be a Member-at-Large on the 2018-2019 ITA-IS Leadership Committee.

The third major accomplishment this year is the development of a new ITA Program website. There has been discussion about improving websites in the ITA community over

the past several months and when the ITA teachers and I looked at our webpage we were underwhelmed. Therefore, Stacy, Jamie, and I designed a new website. We are currently in LA-IT's queue and hope to have the website online by Fall 2018. The website will be a much more professional and user-friendly storefront for the ITA Program.

As you can see, the ITA Program is a vibrant and productive community. In conclusion, I want to point out that the successes of the ITA Program are not only mine. We have cultivated an environment that creates opportunities for graduate students and other faculty to publish and contribute to the broader applied linguistics and TESOL communities. If you have interests in ITA and spoken academic English, we hope you will consider joining us in future semesters.

Stephen D. Looney



THE ESL/EAP PROGRAM

Nothing has dramatically changed since the last newsletter update. The core of the ESL/EAP program, our one-semester first-year academic writing class for international and multilingual writers, continues to fill even as the number of international students enrolled throughout the Penn State systems fluctuates somewhat unpredictably. This year we offered 38 sections of ESLo15 during Fall and Spring, and hope to run at least a handful of sections in the summer. For a total of nearly 750 students, this is a bit down from our high of 1000 a few years ago, but a respectable increase from the 20 or so sections on offer when I joined the department in 2012.

The curriculum of ESLo15 is undergoing change from within; many instructors are actively experimenting with variations of the major writing assignments, sharing what is working, and what isn't, with their colleagues at our weekly teacher meetings. Several people have moved in the direction of increasing the amount of textual analysis they ask their o15 students to engage in. On the other hand, at least one teacher – Jonathan Lehtonen – has devised a version of the Comparison/Contrast assignment (number 2 in the series of 5 major writing assignments) which asks students to choose two 'spaces' on campus and write about them. Their research process includes visits, observations, descriptions, responses, library and web research into the history and design, and, finally, the preparation of an essay comparing and contrasting certain key features of each space.

Jonathan suggests that this focus on a very concrete (no pun intended) feature of Penn State life, history and culture helps ground the international students in their new locality. He sees the assignment as playing an important role in helping them make the transition from outsider to insider, from observer to participant. His young writers have chosen the Arboretum; Millennial Science Building; Schwab Auditorium; the HUB; Beaver Stadium, and many other, lesser-known, spaces and places around the campus. He says that an interesting side effect of the assignments is that he has learned so much more about the history and design of the building and landscape architecture that surrounds us on this large and eclectic campus.

The ESL drop-in tutoring program has been enriched this year too, thanks to the efforts of Şeyma Toker. She not only coordinates, leads and publicizes weekly drop-in tutoring for ESLo15 students, this year she also initiated a wildly popular series of 'Drop-in Workshops' specifically designed to support research skills that ESLo15 students need to develop to complete the final series of assignments in the course. Focusing on citation, quoting and paraphrasing, and annotation construction (for the Annotated Bibliography assignment that goes along with the final research essay), the workshops are drawing dozens of interested students. Şeyma is assisted by the MA TESL tutoring interns in these efforts. The number of available tutors varies each semester, but tutoring is now solidly embedded in both the ESL and the MA TESL program experience.

Deryn Verity



ENGLISH FOR PROFESSIONAL PURPOSES INTERCULTURAL CENTER (EPPIC)

This past year has been a period of continued growth for EPPIC. We have launched several new initiatives in support of the center's research mission in ESP/EAP (English for Specific Purposes/English for Academic Purposes), including establishing a reading group to foster dialogue around key literature in ESP/EAP, and hiring of a post-doctoral research scholar. Dr. Shahriar Mirshahidi, joined Penn State from Oklahoma State University, where he completed doctoral research in TESL that focused on the assessment of oral fluency among ITAs. Shahriar's work in EPPIC has centered on conducting an in-depth sociorhetorical needs analysis of a highly multilingual graduate program in Economics, with a special emphasis on the performance of high-stakes oral genres. Preliminary findings from this study were presented at AAAL 2018, and insights from the project have also shaped the design of customized language support services offered to graduate students in economics.

EPPIC was pleased to host its first invited speaker, Dr. Dawn Bikowski (Ohio University), who presented an overview of two studies conducted by her unit, which investigated the effects of web-based collaborative writing on L2 writing development (Bikowski & Vithnager, 2016) and student engagement with interactive digital textbooks (Bikowski & Casal, 2018). During her visit, Dr. Bikowski also shared insights into the robust development of research agendas and new course designs, and offered advice on how similar ideas might be implemented in EPPIC and APLNG.



writing, and teaching in English. These include multiple customized workshops created in collaboration with partner programs such as the Schreyer Institute of Teaching Excellence, the College of Health and Human Development, the College of Agriculture, the School of International Affairs, and Penn State Health. A recent highlight of this year's programming was a three-hour workshop session, co-sponsored by the College of Education and the University Libraries, entitled "Building Intercultural Community in the Classroom and Beyond," in April 2018.

EPPIC's teaching staff also has designed and led two academic speaking groups: Speak UP (for multilingual undergraduate and graduate students) and Let's Talk (for visiting scholars), in which each weekly session focuses on a specific communicative topic or setting. For individuals seeking one-on-one support for specific writing projects, presentations, or speaking skills, EPPIC has also offered hundreds of individual consultation appointments throughout the year. The center also maintains a partnership with Global Programs to administer oral proficiency assessments for J-1 Exchange Scholar applicants.

We are excited by the developments in EPPIC and offer our sincere thanks to the members of the EPPIC team: Erika Reutzel-Bechtel, Bryan Buschner, Michael Amory, Tianfang Wang, Yingliang He, Rebecca Zoshak, Shahriar Mirshahidi, Jade Sandbulte, Henry Chen, Eunjeong Lee, and Mackenzie Jones. We remain thankful for the university support that allows us to interact and collaborate with students, scholars, faculty and staff across the university community. We invite any and all APLNGers to join the ESP/EAP Reading Group next fall, to consult our local collection of reference works, to follow us on Facebook, and to visit us any time in 2018 Willard!

Meredith Doran



EPPIC Invited Speaker



Dawn Bikowski
Director, English Language Improvement Program
Ohio University

February 19, 2018
4:00 pm—5:30 pm, 165 Willard Building

English for Professional Purposes IC, Department of Applied Linguistics, The Pennsylvania State University

EPPIC has continued to offer a range of academic language and culture support services to multilingual students and scholars, as well as programs for content-area faculty interested in translanguaging approaches to teaching. Over the course of the year, we have offered sixty workshops on topics relating to academic and professional speaking,

CENTER FOR LANGUAGE ACQUISITION (CLA)

This year, the CLA Invited Speaker Series featured Dr. Terrence Deacon (UC Berkeley) and Dr. Ofelia Garcia (CUNY). The annual Gil Watz Memorial Lecture was delivered by Dr. Richard Kern (UC Berkeley) who spoke on "Five principles of a relational pedagogy: Building on the social, individual, and material foundations of language use".

The US Department of Education awarded two large research grants to CLA. These awards, from the International Research and Studies Program, support critical research into the long-term benefits of language study abroad and language learning and teaching in dual-language immersion classrooms. Each project will run for three years. The first, titled "Instructional Practices, Proficiency Assessment and Language Development in Dual-Language Immersion Classrooms: A Longitudinal Study", examines instructional practices, assessment, and proficiency development in dual-language programs (research team: Brody Bluemel (PI, Delaware State), Kevin McManus (Co-PI), Jim Lantolf (Consultant)). The second, titled "The Careers of Language Study Abroad Alumni: A Comprehensive Investigation", will undertake a comprehensive investigation to understand the extent to which foreign language ability developed at the postsecondary level is valued, recognized, and cultivated across the lifespan (research team: Celeste Kinginger (PI), Kevin McManus (Co-PI), Robert Schrauf (Co-I)).

We also saw through a number of exciting initiatives in language teaching, including a newly established Advisory Committee comprised of representatives from Penn State's languages departments, the College of Education, and the Schreyer Institute for Teaching Excellence. We launched the

Language Teaching Forum in October 2017, which will serve as a platform for discussion, collaboration and shared practice in foreign language learning and teaching. In October, we welcomed Dr. Richard Donato (Pittsburgh) and Dr. Eileen Glisan (Indiana University of Pennsylvania) to deliver a one-day workshop for Penn State language teaching faculty about high-leverage teaching practices. We also launched a new fellowship program for innovation and leadership in languages education at Penn State (The Penn State /NECTFL Fellowship in Language Education). This award (co-sponsored by CLA and the Northeast Conference on the Teaching of Foreign Languages) will support an individual in the development of a project that contributes to the foreign language teaching profession and advances quality language instruction. As you can see, the Center is promoting a number of exciting initiatives in language learning and teaching and we are looking forward to another successful year.

Kevin McManus and Jim Lantolf



THE MIGRATION STUDIES PROJECT

The Migration Studies Project (MSP) continues to collect data on research group meetings in STEM fields. An analysis of part of such data was presented at AAAL 2018 in Chicago. For the first time the meetings have increased in frequency to two per month and now include a reading-informed discussion in addition to data presentation. The MSP has hosted a set of meetings featuring presentations by faculty and graduate students on various aspects of academic literacy. In October 2017 the MSP hosted a public lecture by Dr. Christina Higgins (University of Hawai'i at Manoa) and in April 2018 one by Dr. Junko Mori (University of Wisconsin-Madison).

Naseh Nasrollahi Shahri

Migration Studies

Christina Higgins
Associate Professor, Department of Second Language Studies
University of Hawai'i at Manoa

October 18, 2017
4:00 pm—5:30 pm, 160 Willard Building

Migration Studies Project, Department of Applied Linguistics, The Pennsylvania State University

CENTER FOR ADVANCED PROFICIENCY EDUCATION AND RESEARCH (CALPER)



CALPER has reached the end of its grant cycle and will take another year to finish the pedagogical tools, lessons, and reports which the project coordinators worked on during the past four years. In this cycle, we conducted a number of projects which have research reports and teaching modules as their outcomes and we hope to be able to make them available to language educators during the year.

Last summer, we conducted a very successful workshop series here at University Park for language educators in which we offered four one-day and two-day workshops. Teachers came from ten US states – other than Pennsylvania – including New Jersey, Massachusetts, New York, Connecticut, Maryland, and Delaware.

In November 2017, we participated in the annual convention of the American Council on the Teaching of Foreign Languages (ACTFL), held in Nashville, where we showed our resources and materials alongside our sister-LRCs. Jim Lantolf and Kevin McManus also gave a presentation on Concept-based language instruction, which was very well received. In February, we traveled to the annual meeting of

the Northeast Conference on the Teaching of Foreign Languages (NECTFL) where we also exhibited and presented. About 1,600 teachers attended NECTFL, which is a very good size for a regional conference. It was great to see that many language educators from the East get involved in the profession.

At this time, we are very confident that the U.S. Department of Education will soon announce another grant competition for a national Language Resource Center. Since we want to re-apply so CALPER can continue as an LRC, we are in the process of preparing another application. The application and review process is going to take a while, so we won't know much before the beginning of the fall semester whether our application was successful.

Gabriela Appel

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

2017-2018 was an invigorating year for the Center for Research on English Language Learning and Teaching (CRELLT). Summer saw the publication of several research articles produced by members of the CRELLT team, and alumni of our Applied Linguistics program. In June, Daisuke Kimura and Natalia Kazik (now University of Warsaw) published "Learning In-progress: On the Mediating Role of Gesture in Microgenetic Development of L2 Grammar" in *Gesture*. August saw the publication of two articles. Dr. Joan Kelly Hall and Dr. Emily Rine Butler (University of Florida) published "The Shifting Role of a Document in Managing Conflict and Shaping the Outcome of a Small Group Meeting" in *Text & Talk*, and Daisuke Kimura, Nikki Mattson, and Michael Amory published "A Conversation Analytic Approach to Oral Placement Test Validation: Attending to Vertical and Horizontal Comparisons" in *TESOL Journal*.



In November we unveiled our long-term research project, the Corpus of English for Academic and Professional Purposes (CEAPP). The CEAPP project has been under way for four academic years, culminating in a versatile, searchable corpus that integrates video and transcript data into a single interface. Fall saw the completion of our first collection of 40 transcripts and videos, including longitudinal data from three disciplines. Our first open demonstration of CEAPP occurred at the November roundtable. More than 20 unique researchers engaged the corpus querying functions, tagging conventions, explored its contents, and provided insightful feedback to us.

As part of the project, in Fall we began developing a coding scheme for identifying various pedagogical activities, and the practices used to achieve them as found within the corpus. This system includes questions and answers, repair sequences, corrections, and more, all implemented using the structure of the CLAN transcript system, and fully

integrated into the CEAPP website. This tagging system offers not only efficient search criteria, but also analytical opportunity as it presents a research framework for uncovering interactional practices and actions comprising classroom interactions. Analysis using this framework began in earnest in January. As of March 2018, this system has already produced two research strands focusing on classroom social actions: requests, and affiliative moves. We intend for both projects to be submitted to the 8th Annual meeting of The Language And Social Interaction Working Group (LANSI).

In January, Dr. Søren Eskildsen (University of Southern Denmark) accepted our invitation to speak on his work in classroom-based language learning combining conversation analytic and usage-based perspectives. Dr. Eskildsen's talk explored the interaction of autobiographical information and personal experiences, language development over time, and the social actions that take place to achieve different communicative goals. In taking up an ethnomethodological conversation analytic (EMCA) approach to classroom language activity, his work argued for a refocus on empirically-grounded, situated work in place of linguistic forms, and coincides directly with the content and purpose of CRELLT and CEAPP. A subsequent data session with Dr. Eskildsen offered us the unique opportunity to gain considerably insights on the social actions at work in the classroom, leading directly to revisions and enhancements to our tagging system. In March, both Stephen Looney and Stacy Suhadolc presented research using CEAPP data at AAAL and TESOL in Chicago and at the ITA Professionals Symposium at the University of Pittsburgh. All in all, it has been a very productive year.

Stephen D. Looney

CRELLT Invited Lecture

Søren Wind Eskildsen
Associate Professor in L2 Learning
University of Southern Denmark

January 25, 2018
1:30 pm—3:00 pm, Foster Auditorium

Center for Research on English Language Learning and Teaching, Department of Applied Linguistics, The Pennsylvania State University

FROM OUR RESEARCH AND DISCUSSIONS GROUPS

The **ESP/EAP Reading Group** has held bi-weekly meetings throughout the year to discuss foundational readings on topics including needs analysis, discourse communities, the role of academic vocabulary and formulaic language in EAP pedagogy, approaches to teacher education for ESP practitioners, and critical perspectives on ESP/EAP. One group meeting included a visit from Dr. Dawn Bikowski of the ELIP Global and Academic Literacy program at Ohio

University, who shared insights into the application of research perspectives to advanced L2 academic writing pedagogy. Contributions of the reading group include the compilation of an extensive reading list for future semesters, the creation of an annotated bibliography of key research literature, and collaborative design of a syllabus for a future graduate course on ESP/EAP research and teaching.

The **Multilingual Writers Research Group (MWRG)** met regularly this academic year to accomplish two goals: explore research related to multilingualism and composition education, and to provide educational workshops for the university. We explored several topics together, such as translanguaging, corpus linguistics, transfer of skills after freshman composition, and non-native teacher identity. Our discussions led us to questions, and together we searched if other literature answered these questions or if there were potential gaps for future research that we could address.

Several of our meetings were also dedicated to designing workshops. We created and led two different workshops for tutors: MA TESOL students tutoring for ESL 005 and undergraduate students in APLNG 250. We were also invited by the English Department to lead a workshop on multilingual writers for the instructors of ENGL 015. Lastly, we collaborated with IECF to organize the third ESL Day, which involved small group presentations on a variety of topics related to multilingual writers.

The **Corpus Linguistics Research Group** began in 2014 as a reading group, which provided an opportunity for graduate students and faculty to discuss latest developments in corpus linguistics research. The focus of the group shifted towards more hands-on

research projects, which provide the student members with invaluable practice in using corpus research techniques and procedures. The group is currently working on a research project investigating features of academic English.

The **Sociocultural Theory Reading Group** has read the new book by Igor Arievitch *Beyond the Mind. An Agentive Activity Perspective on Mind, Development, and Learning*. It presents a neo-Vygotskian perspective on development, internalization, consciousness, and agency grounded in the writings of Piotr Gal'perin. This new work by Arievitch is highly relevant for education, because it calls into question the claims that sometimes have been made in the L2 literature regarding the lack of effect of instruction on development as well as the research on the importance of individual differences across learners.

Gil Watz Memorial Lecture

presented by the Center for Language Acquisition

Monday, March 12, 2018
4:00 p.m. – 5:30 p.m.

Foster Auditorium*



Rick Kern

is Professor of French and Director of the Berkeley Language Center at the University of California at Berkeley. He teaches courses in French linguistics, language, and foreign language pedagogy, and supervises graduate teaching assistants. His research interests include language acquisition, literacy, and relationships between language and technology. He is Associate Editor for *Language Learning & Technology* and Editor of the *Teacher's Forum* section of *L2 Journal*.

Professor Kern has most recently completed *Screen and Scene: Multimodal Communication in Online Interfactual Encounters* (Routledge, 2018), co-edited with Christine Devolante, and in 2016 published *Language, Literacy, and Technology* (Cambridge UP).

Richard Kern
Professor and Director of the Berkeley Language Center

"Five Principles of a Relational Pedagogy: Building on the Social, Individual, and Material Foundations of Language Use"

This talk outlines an approach to language teaching that brings attention to relationships among material, social, and individual dimensions of language use, with particular emphasis on literacy practices. This approach involves reflection on how technologies and media influence the design of communication and embody values and fundamental ideas about what communication is. A critical semiotic awareness of how meanings are made, framed, and transformed in particular contexts of language use is essential to twenty-first century learners because they face a singularly pervasive mediascape that is potentially as exploitative as it is emancipatory.

*Co-sponsored by Penn State University Libraries

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DISSERTATION IN PROGRESS

My dissertation deals with one of the most fundamental, inherent features of human language, word order. On the surface, the concept is quite basic: the physical and temporal constraints imposed on the human language require that thought, which exists in the mind of the speaker as a whole, appears in language in a linear, ordered manner. What makes this simple fact fascinating for linguists – and often quite challenging for learners – is that linearization of elements is not random, that this physical, temporal property of language is conscripted in the meaning-making process. Word order patterns differ across languages, and those differences are non-trivial. Russian, for example, allows the re-ordering of all major sentence constituents (S, V and O), resulting in six possible word order variations, all grammatical. The word order variations get different interpretations, as evident in the examples below:

- | | | |
|-----|---|------------|
| (1) | Studenty izučajut lingvistiku Students-NOM.PL study-PR.PL linguistics-ACC 'Students study linguistics.' | SVO |
| (2) | Lingvistiku izučajut studenty linguistics-ACC study-PR.PL Students-NOM.PL 'It is students, who study linguistics [not school-children]' | OVS |
| (3) | Studenty lingvistiku izučajut Students-NOM.PL linguistics-ACC study-PR.PL 'Students study linguistics [not teach it]' | SOV |

Now, imagine that every Russian language class you take focuses on the differences in the word endings and almost never on the differences in the position of these words in the sentence! Unsurprisingly, research on L2 learners of Russian identifies word order as a particular learning difficulty.

In my dissertation, I am analyzing linearization patterns in written learner data. These data, short expository essays, were authored by American learners of Russian from different proficiency levels and different language learning backgrounds (heritage and non-heritage students). My main objective is to understand how the learners utilize word order patterns to mark information-structural relations, i.e., whether the learners of Russian can manipulate the order of the sentence constituents to mark some parts of the sentence as new or old information, important or neutral, or emphatic.

My results indicate that, although all groups of learners use all possible word order patterns and in proportions that are similar to the native speaker control group, in terms of accuracy and appropriateness of usage, the lower proficiency group lags behind the higher proficiency group, who, in turn, under-utilize word order in marking the information-structural relations. Despite the early exposure to the language, the lower-level heritage speakers also differ from the native controls on a number of functional parameters.

I hope that the results of the analyses will help me formulate a coherent proposal for possible pedagogical treatment, which may be applied not only to teaching Russian but also to other languages with variable word order.

Olesya Kisselev



DISSERTATION IN PROGRESS

“Contradictions are the driving force of transformation (Engestrom & Sannino, 2010, p. 5).”

When I first joined the Department of Applied Linguistics at Penn State, I was interested in answering the question: “What ideologies are hidden in the discourses of English-language learning among South Koreans?” During my first year, I analyzed self-help books about ways to improve English oral proficiency and advertisements of private English-education companies to uncover the ideologies of English learning. “Given the predominant ideologies, how do the South Koreans respond to the ideologies?” became the question in my second year. I interviewed jobseekers who were living under the pressure to study English and the employers who makes decisions about recruitment. After that I asked myself “what should we do as applied linguists?” and while seeking ways to answer that question, I came across the quote above, which, in turn, became my mantra for my entire dissertation journey ever since.

Contradictions arise when two forces in the same relation oppose each other. In other words, the jobseekers experience contradictions when the pressure to produce English scores in shortest possible time and the motivation to speak fluent English for delivering presentation on the financial market coexist in one jobseeker’s mind. Although the two are tied in the same relation “English,” the former presupposes producing English scores for exchange in job markets and the latter is for the jobseeker’s internal satisfaction. The contradiction, however, affords the ground for the jobseekers to look for ways to build up their own model for resolving the contradiction. In the course of resolving it, they develop further, and the whole process possibly leads to transformation of the self. This is the key underlying principle of learning by expanding, the theoretical and methodological framework for my dissertation.

With generous funding from a Gil Watz Fellowship, I assisted 12 participants’ journey to learning English for job market purposes as a researcher-interventionist. We began by questioning the status quo and analyzing their context, current situation, proficiency level, and available resources in the first two weeks, in order to clarify what contradictions they are facing in their current activity system. Later on, we collaboratively build a model for individual participants to resolve the contradictions on their own. The participants designed the activity by themselves, navigated various English-language learning resources, and brought them to practice with fellow participants, while my role was limited to a resource.

I would like to share one participant’s journey here. A quadlingual participant with perfect scores of standardized English tests came to the study, but he had never lived in an English-dominant country. Whenever he went to interviews, he kept being told “you have not lived in English-speaking countries.” He sought ways to remain competitive, but getting a perfect score was not enough. The major contradiction for him was that the score, which is made to show the level of his English proficiency, did not describe his proficiency. To resolve this, we decided to develop his competitive edge in English interviews, rather than scores. He brought frequently asked interview questions, presentation materials, and other application materials in English to the class, and we worked together for the entire course. At the end of the intervention period, he finally succeeded to outperform candidates with U.S. diplomas in the interview process. Currently, I am working at analyzing trajectories of 12 participants’ contradiction-resolving journey, and I hope I can represent their stories meaningfully in my dissertation.

Miso Kim



AWARDS AND RECOGNITIONS



Michael Amory (Fall 2017) and **Olesya Kisselev** (Spring 2018) were awarded an **NFMLTA/MLJ Dissertation Support Grant**. This competitive grant is given by the National Federation of Modern Language Teachers Association, which is the governing organization of *The Modern Language Journal*.

Suresh Canagarajah received the **2018 Distinguished Scholarship and Service Award (DSSA)** from AAAL. The award recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the **American Association for Applied Linguistics** in particular.

Nikki Mattson was named the recipient of the **2018 Outstanding Teaching Award for Teaching Faculty**.

Naseh Nasrollahi Shahri and **Miso Kim** received a grant to support their dissertation research through the **Dissertation Support** funding from the **Research and Graduate Studies Office (RGSO)** in the College of the Liberal Arts.

Jungwan Yoon received a **STAR award** from the **Research and Graduate Studies Office (RGSO)** in the College of the Liberal Arts to support her travel to Bolzano/Bozen, Italy to attend the 4th Learner Corpus Research Conference, which was held in October 2017.

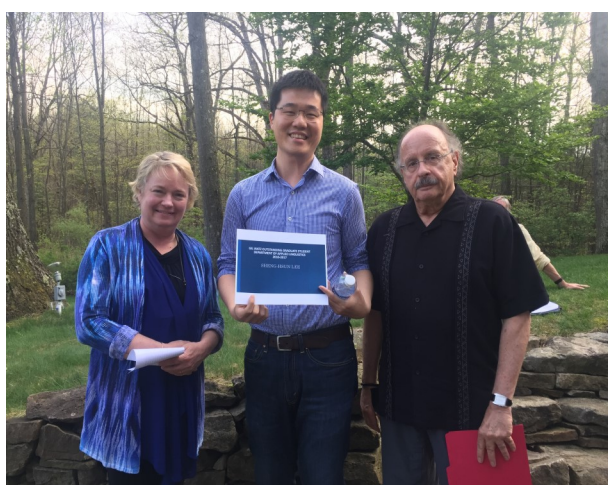
Gil Watz Program

Daisuke Kimura and **Michael Amory** received the **Gil Watz Graduate Dissertation Fellowship in Languages and Linguistics** for 2017-2018.

The 2017 **Gil Watz Outstanding Graduate Student Award** was awarded to **Lindsey Kurtz** and **Sheng-hsun Lee**.

Miso Kim was named the **Gil Watz Dissertation Fellow** in fall 2017.

Congratulations to all awardees!



GRADUATE STUDENT RESEARCH ABROAD

Research in South Korea

From September to December 2017, I conducted fieldwork in South Korea for my dissertation which focusses on how South Korean jobseekers identify, analyze, and resolve contradictions they face in the course of practicing English oral proficiency for getting a job. Twelve job-seeking participants joined my team, who came with different life histories, contexts and resources, trajectories of studying English, and goals and aspirations of learning English. We met twice a week, once in the whole group and once in pairs. In the first two weeks, we collaboratively questioned the status quo of English and analyzed their goals, contexts, available resources, and proficiency level. Based on the analysis, we kept developing, implementing, and revising a model to achieve their goals of learning to speak English. I was truly blessed to serve as a guide to the participants' journey to English and got the opportunity to document their trajectories in my dissertation. I am grateful for Gil Watz Fellowship for making the project possible.

In addition to my dissertation research, I organized two roundtables for graduate students across disciplines in Korea, presented in the Korean Association of Teaching English 2017 conference, reunited with PSU APLNG alumni, and gave invited lectures at a non-profit organization. The fieldwork time was invaluable for my professional development.

Miso Kim



LCR 2017

Learner Corpus Conference in Italy

Last fall I had the opportunity to attend and present a paper with my colleague at the 4th Learner Corpus Research Conference (LCR) held in Bolzano/Bozen, a beautiful city located in the northern Italian province. Our presentation, entitled "Investigating the effects of expertise and native language status in first and second language writing: p-frames across frequency profiles" was well-attended and well-received and we received valuable feedback by the audience. I also participated in the pre-conference workshop, which featured a series of invited speakers whose work has greatly contributed to the development of LCR. This conference attendance provided an invaluable opportunity for me to engage in conversations with many experts and practitioners in the field of LCR.

Jungwan Yoon

GRADUATE STUDENT PROFESSIONAL SERVICE

It is my honor and privilege to continue Penn State's involvement on the AAAL Graduate Student Council (GSC) Steering Committee of the American Association for Applied Linguistics (AAAL). This term, I start my role as chair of the GSC (with Rayoung Song, University of Massachusetts-Amherst) as we enter our fourth year as an organizational body within AAAL. My responsibility are to help develop a vision of the GSC and provide guidance for the other members of the Steering Committee. Currently, graduate students comprise over one-third of the total AAAL membership, and it is the GSC's mission to support their professional development, to build a strong community, and to conduct outreach and advocacy. To do this, we plan graduate student events at the annual conference, find ways to engage with graduate students

during the year through webinars and the AAALgrads newsletter, and help to raise funds for graduate student travel awards. In addition, I will work closely with the AAAL 2019 conference planning committee at Concordia University and serve on the AAAL Executive Committee (EC) to ensure that graduate student voices are heard. I highly encourage you to consider volunteering for a GSC event or submitting a piece to our newsletter! It is a great way to network with future colleagues, and eventually work your way up the ranks!

Michael Amory

DOCTORAL DEFENSES

Eunjeong Lee "Translingual disposition, negotiation practices, and rhetorical attunement: Multilingual writers" (May 2017; Director: Suresh Canagarajah)

Lindsey Kurtz "I don't know why. I just make comparisons": Concept-based instruction to promote development of a second legal languaculture in international LL.M. students (October 2017; Director: James P. Lantolf)

Sheng-hsun Lee "Learning Chinese in and beyond study abroad: Two longitudinal case studies of language learning processes" (November 2017; Director: Celeste Kinginger)

Qian Wu "Communicating emotions in L2 Chinese: A mixed-methods multiple case study of American learners of Chinese studying abroad in China" (December 2017; Director: Celeste Kinginger)

Daisuke Kimura "English as a lingua franca, multilingualism, and social networks in study abroad: Narrative case studies of Japanese students in Thailand" (March 2018; Director: Suresh Canagarajah)

MASTER DEGREES

Ran An, Sarah Bastian, Grace Benner, Chelsea Benton, Sarah Dorsey, Parisa Hatami, Emily Hicks, Shuzhan Jiao, Ran Kim, Yixian Liu, Cassandra Phelps, Meng Sun, Ahlem Yazidi, Tianzhi Zhang, Han Zhong, Die Zhu

DISSERTATION PROPOSAL

Jade Sandbulte
Marika Criss
Jamie Kim

COMPREHENSIVE EXAM

Jamie Kim
Jade Sandbulte
Marika Criss

CANDIDACY EXAM

Elliott Casal
Alex Magnuson
Brett Diaz
Yingying Liu
Nicolas Doyle
Chunyuan Di

PRESENTATIONS, LECTURES, SEMINARS

2017 April

Extending the Reach of Second Language Research: The Accessible Summaries Initiative, Chicago

McManus, K., "Accessible summaries and their potential in teacher education through a Title VI Language Resource Center"

University of Virginia, Institute of World Languages Lecture Series, Charlottesville, VA

Kinginger, C., "Understanding intercultural encounters abroad as learning opportunities"

2017 May

School of Foreign Studies, Xi'an

Jiaotong University, China
Lantolf, J. P., "The value of explicit instruction for the language classroom". Inaugural lecture on the occasion of the establishment of the Lantolf Center for Research in Second Language Studies.

38th Conference of the International Computer Archive of Modern and Medieval English, Prague, Czech Republic

Lu, X., Casal, J. E., & Liu, Y., "A corpus-based study of the rhetorical functions of syntactically complex sentences in research article introductions"

107th annual conference of the Society for the Advancement of Scandinavian Study, Minneapolis, MN
Lehtonen, J., "Metatheatrical illusion in Hannikainen's Silmänkääntäjä: A satire on cultural imperialism"

19th annual CALICO conference, Flagstaff, AZ

Bikowski, D., & Casal, J. E., "Interactive digital textbooks: Developing students' mobile learning strategies and engagement"

3rd China EAP Association Annual Conference and the Second International Symposium on EAP in

Asia, Wuhan, China

Lu, X., "Towards the synergy of corpus-based and genre-based approaches to EAP writing research and pedagogy"

Beijing Foreign Studies University / Hangzhou Normal University / Nanjing University of Finance and Economics / Shanghai University of Finance and Economics / Wuhan University, China

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

China University of Geosciences, China

Canagarajah, A. S., "Revising language competence models for translingual communication in globalization"

Shanghai International Studies University / Southeast University, China

Canagarajah, A. S., "English only policies and multilingual practices in transnational workplaces"

Wuhan University of Science and Technology, China

Canagarajah, A. S., "Multimodal resources of multilingual professionals in STEM writing: An activity-based orientation"

2017 June

Conference on Foreign Language Learning, Dalian, China

Lantolf, J. P., "Dynamic systems theory, sociocultural theory and second language developmental education"

Dalian University of Technology, China

Lantolf, J. P., "On evidence of second language development from a sociocultural theoretic perspective"

10th Anniversary Conference of English as a Lingua Franca, Helsinki, Finland.

Kim, M., "Performative Englishes in a fixed measurement? Reinterpreting the validity of the TOEIC Speaking Test for Korean jobseekers in terms of ELF"

Kimura, D., "ELF and multilingualism on the international university campus: A longitudinal qualitative inquiry of international and local students in Thailand"

29th Annual North American Conference on Chinese Linguistics, Rutgers University, New Brunswick, NJ
Yu, N., Yu, L., & Lee, Y. C., "The IMPORTANCE IS SIZE Metaphor: A Comparative Study"

Center for Linguistic, Literary and Cultural Studies, Sichuan International Studies University / School of Foreign Languages, Chongqing University, China

Lu, X., "Automated measurement of syntactic complexity in corpus-based L2 writing research and implications for L2 writing rating scales"

Guangdong University of Foreign Studies, Distinguished Professor Seminar Series / School of Foreign Languages and Literature, Chongqing Normal University / School of Foreign Languages, Chongqing Technology and Business University, China

Lu, X., "Towards the synergy of corpus-based and genre-based approaches to EAP writing research and pedagogy"

School of Foreign Languages, Leshan Normal University, China

Lu, X., "Interdisciplinary research and publishing in international journals"

Central China Normal University / Huazhong University of Science and Technology / Yangtze University, China

Yu, N., "LIFE AS OPERA as a Cultural Metaphor in Chinese"

School of Psychology, Central China Normal University

Yu, N., "Conceptual metaphor studies"

Roundtable with Professor Edgar Schneider, Helsinki, Finland

Criss, M., McVeigh, J., & Määttä, S., "Similects, universals or something else? Problematizing historical and social perspectives on ESL varieties"

Center for Advanced Language Proficiency Education and Research (CALPER) Summer Workshop Series for Language Educators

Appel, G., "L2 vocabulary learning and teaching"

McManus, K., "L1 use in the foreign language classroom."

2017 July

18th International CALL Research Conference, Berkeley, CA

Liao, J., Masters, K., & Lu, X., "Foreign language learning at arboretum via telepresence robots"

Korea Association of Teachers of English Annual Conference, Seoul, Korea

Kim, M., "Political economy and activity theory analysis of ideologies of English in Korean Labor Markets"

IEMCA (International Institute for Ethnomethodology and Conversation Analysis) Conference, Westerville, OH.

Looney, S. D., & Kim, J., "Humor and IREs in a university science classroom."

School of Foreign Languages, Nankai University, Tianjin, China

Lu, X., "Towards the synergy of corpus-based and genre-based approaches to EAP writing research and pedagogy"

Universidade Federal de Minas Gerais / Universidade Federal de Ouro Preto, Brazil

Canagarajah, A. S., "Globalization of English and new orientations to language proficiency"

Canagarajah, A. S., "Translingual practice and the teaching of English"

Universidade de Sao Paulo, Brazil
Canagarajah, A. S., "Short duration course: 'World Englishes: Pluralizing policy, pedagogy, and proficiency'"

Universidade Federal Fluminense, Brazil
Canagarajah, A. S., "Translingual practice and the teaching of English." **International Applied Linguistics Association (AILA) Convention, Rio de Janeiro, Brazil**

Canagarajah, A. S., "Innovations and challenges in language as a spatial resource", invited colloquium, organizer

2017 August

COPIE 8th International Congress, Guayaquil, Ecuador.

Litzenberg, J., "The 21st century dilemma of being a native speaker"

Litzenberg, J., "Linguistic landscapes as a pedagogical tool: Imagining the possibilities"

Multidisciplinary Approaches in Language Policy and Planning, Toronto, Canada

Diaz, B. A., "Appeals to economic policy as language policy planning: An analysis of U.S. legislative documents"

Diaz, B. A., & Criss, M., "Intertextual analysis of language status planning in legislative and press release documents"

Masters, K., "A critical discourse analysis of an engaged language policy and practices (ELP) effort in Nicaragua"

7th International Conference of the French Association for Cognitive Linguistics, Liège, Belgium
Diaz, B. A., "Correlations between vowel lengths and emotion in narratives"

Universidade Federal do Parana, Brazil

Canagarajah, A. S., "Globalization of English and new orientations to language proficiency"

Canagarajah, A. S., "Advanced seminars in linguistic studies III"

2017 September

Department of Applied Linguistics Roundtable

Magnuson, A. K. "Moving from failure: Competing narratives of the Nintendo Switch's potential success"

2017 October

4th Learner Corpus Research Conference, Bolzano/Bozen, Italy

Kisselev, O., Yoon, J., & Lu, X., "Investigating the effects of expertise and native language status in first and second language writing: p-frames across frequency profiles"

McManus, K., & Mitchell, R. F., "L2 French learners' longitudinal morphosyntactic development: A conceptual replication"

Second Language Research Forum, The Ohio State University, Columbus, OH

Buschner, B., Casal, J. E., & Kurtz, L., "Learning through legal text: A conceptual metaphor and corpus aided study"

Hall, J. K., "From interactional competence to interactional repertoires: Reconceptualizing the goal of L2 learning"

Looney, S. D., "Beyond logocentrism: Analyzing embodiment in L2 use"

Department of Linguistics, University of Tübingen, Germany

Lu, X., "Towards the synergy of corpus-based and genre-based approaches to EAP writing research and pedagogy"

Department of Applied Linguistics Roundtable

Yu, N., Yu, L., & Lee, Y. C., "Primary metaphors: Importance as size and weight in a comparative perspective"

Migration Studies Project

Looney, S., "Beyond logocentrism: Analyzing embodiment in L2 use"

2017 November

1st International Conference on Corpus Analysis in Academic Discourse, Valencia, Spain

Casal, J. E., & Yoon, J., "Formulaic language and rhetorical move structure of conference proposals in Applied Linguistics"

Buschner, B., Casal, J. E., & Kurtz, L., "Learning through legal text: A conceptual metaphor and corpus aided study"

2nd AATT Conference: Approaches to Teaching Turkic Languages and Literatures, Georgetown University, Washington DC

Toker, Ş., "Resolving tensions between the classroom and beyond: An identity approach to teaching L2 learners of Turkish"

Global Awareness Dialogue Project Series, Penn State York, York, PA
Doran, M. C., "Lost in translation? Promoting inclusive classroom communication"

Department of Applied Linguistics Roundtable

Magnuson, A. K. "The Donald's discourse: An analysis of the grammatical complexity and related structures within Donald Trump's debate performance"

American Council on the Teaching of Foreign Languages (ACTFL) annual conference, Nashville, TN
Lantolf, J.P., & McManus, K., "The relevance of explicit instruction for successful language development"

2017 December

Linguistic Embodiment Workshop, University of Warsaw, Poland

Yu, N., "Linguistic embodiment in linguistic experience"

Machakos University, Nairobi, Kenya
Canagarajah, A. S., "Globalization of English and new definitions of proficiency"

School of Foreign Languages, Sun Yat-sen University, Guangzhou, China

Lu, X., "Towards the synergy of corpus-based and genre-based approaches to EAP writing research and pedagogy"

University of Kibugo, Rwanda
Canagarajah, A. S., "Recent changes in understanding language and literacy in applied linguistics"

2018 January

Modern Language Association of America (MLA), New York, NY
Canagarajah, A. S., "Writing in security, writing insecurity"

The Sixth International Conference on the Development and Assessment of Intercultural Competence, Tucson, AZ
Sandbulte, J., "Demonstrating intercultural competence in local contexts"

2018 February

Department of Applied Linguistics Roundtable
Kim, M., "Political economy, contradictions, and learning by expanding: South Korean jobseekers' journey to English"

Liu, Y., & Lu, X., "The count/mass properties of nouns and Chinese EFL learners' article use: a corpus-based investigation"

Diversity in Education annual conference, The Pennsylvania State University
Doyle, N., Toker, Ş., Lynch, M., & Sweeney, E., "Teaching English language learners"

International Conference on Heritage and Community Languages, Los Angeles, CA

Doyle, N., "Bilingual education for whom? A cross-linguistic discourse analysis of Spanish and English news media surrounding California's Proposition 58."

International Conference on Language Teacher Education, Los Angeles, CA
Nasrollahi, N., "Acts of teacher agency and teacher activity: a sociocultural Account"

North East Conference on the Teaching of Foreign Languages, New York City
Lantolf, J. P., & McManus, K., "Concept-based teaching for effective learning of complex language features"

Migration Studies Project
Looney, S., "Assemblage in applied linguistics: A body without organs"

2018 March

American Association for Applied Linguistics (AAAL), Chicago, IL
Amory, M. D., "A sociocultural theoretical perspective to teaching: Tracing the development of two novice teachers' shift from teacher-centered to student-focused teaching"

Amory, M., Kimura, D., & Canagarajah, A. S., "Conversation analysis and a poststructuralist approach to communication: Evolving convergence and distinctions"

Canagarajah, A. S. "'The Smartest Person in the Room is the Room': Emplacement as language competence"

Canagarajah, A. S., "Neoliberalism, diversity, and knowledge production"

Canagarajah, A.S., "Yet 'Another Fucking Cancer Diary: Embracing language incompetence and disability", Distinguished Scholarship and Service Award lecture



Doran, M., & Mirshahidi, S., "Contrastive, complementary, or co-constructed? Merging ESP practitioner and economics faculty perspectives on graduate oral presentations"



Hall, J. K., "Using usage-based understandings of language to reconceptualize the goal of L2 research and learning"

Looney, S. D. "Gesture, objects, and talk: Complex multimodal gestalts in STEM classrooms"

Bhalla, S., & Looney, S. D. "Transdisciplinary approaches to international teaching assistant research within applied linguistics" (session organizers)

Khor, S., "The construction and negotiation of multilingual identities: A narrative analysis of published life writing by South Asian Americans"

Wang, T., & He, Y. "To understand and teach humor using Internet memes"

Kim, J., "Beyond simple evaluation or feedback: Dealing with student responses in the third turn"

Kim, M., "Ensure perfect English, not that you'll need it': Values and contradictions of English as a commodity"

Kinginger, C., & Lee, S.-H., "The dialectics of control and connection in the study abroad homestay"

Lantolf, J. P., DeKeyser, R., De Bot, K., Lenzing, A., Nicholas, H., Wulff, S., Gass, S., "Clarifying issues in the conceptual and terminological architecture of SLA research" (colloquium)

Swain, M., & Lantolf, J. P., "Perezhivanie: The cognitive-emotive dialectic within the social situation of development"

Lee, S.-H., & Kinginger, C., "Learning to eat politely at the Chinese homestay dinner table: Two contrasting case studies"

Määttä, S., & Criss, M., Colloquium organizer, "Intersections between practices and belief systems: Critical perspectives on discourse and ideology"



Mari, H., & Canagarajah, A. S., "Multimodality: From a structuralist to a poststructuralist approach to academic communication"

Masters, K. A., "Insights from Foucault into English planning in Nicaragua: Facing resistance to the resistance discourse"

McManus, K., Colloquium on "Social network analysis and language teaching: Insights and future directions" (discussant)

Nasrollahi, N., & Canagarajah, S., "An expansive analysis"

Toker, Ş., "From being a language teacher to becoming a graduate student-teacher: In the midst of professional identities"

Yoon, J., Kisselev, O., & Lu, X., "A phrase-frames list for social science research articles: Methodological considerations and pedagogical implications"

Convention of College Composition and Communication,
Kansas City, MO

Canagarajah, A. S., "What embodied (trans)languaging means to ethnographic methodology"

Canagarajah, A. S., "How to do words with things: STEM writing as performative."

Distinguished Language Science Colloquium, The
Pennsylvania State University

McManus, K., "Investigating the benefits of L1 explicit instruction in L2 input processing"

Popular Culture Association National Conference,
Indianapolis, IN

Magnuson, A. K., "Moving on from failure: Competing narratives of the Nintendo Switch's potential success"

Georgetown Linguistic Roundtable, Washington DC
Nasrollahi, N., "Second language learners' stances and metapragmatic models"

2018 April

Association for French Language Studies annual conference, Toronto, Canada

McManus, K. & Mitchell, R.F., "A longitudinal study of L2 French learners' grammatical development"

ITA Professionals Symposium, University of Pittsburgh
Looney, S. D. "Sequence and embodied action in STEM classrooms: Implications for ITA practice"

Suhadolc, S. A., Jia, D., & Amory, M., "From play to ITA: Enhancing your role-play activities"

Lavender Languages and Linguistics 25, Rhode Island College, Providence, RI

Criss, M., & Amory, M. D., "A corpus-based discourse analysis of legal documents surrounding the same-sex marriage debate in the U.S. and Finland"

Teachers of English to Speakers of Other Languages (TESOL), Chicago, IL

Doyle, N., "Adult English learners in community-based contexts in the U.S."

Golombek, P., & Johnson, K., "Reconceptualizing teacher narrative inquiry as professional development"

Hall, J.K., "Semiotic resources and interactional repertoires: Moving the transdisciplinary framework of SLA forward"

Johnson, K. E., Freeman, D., Peercy, M. M., Sharkey, J., Cross, R., Golombek, P., & Lopriore, L., Colloquium organizer, "Sustaining dialogues about the knowledge-base of language teacher education"

Mattson, N., "Reporting on a university class observation: IEP student-created videos"

McManus, K., "L2 learners' longitudinal morphosyntactic development. A usage-based approach"

Schumann, J., Larsen-Freeman, D., Hall, J. K., Johnson, K. E., & Duff, P., Colloquium organizer, "Transdisciplinarity, teaching, and teacher education"

Suhadolc, S. A., & Samuel, D., "Utilizing authentic ITA teaching videos: Collaborating across universities"

Department of Applied Linguistics Roundtable

Schrauf, R. B. "Hard questions: A discourse look at the clinical diagnosis of dementia"

Casal, J. E., "The integration of genre analysis and corpus linguistics approaches"

Masters, K., "Planning and implementing an English program in Nicaragua: A critical case study on the interface of global English discourse and emerging teacher practice"

Doran, M., & Mirshahidi, A., "Interaction, interruption and intuition: A report on an ESP needs analysis project in Economics"



Makoni, S., "The precarity of applied linguistics: issues and changes of the global south"

Migration Studies Project

Kim, M., "The promise of English in South Korean labor markets and the jobseeker's journey to English"

PUBLICATIONS

Amory, M. D. (2017). Review of *Research Methods in Language Policy and Planning: A Practical Guide* (Hult, F. M., & Johnson, D. C., Eds., 2015). *International Journal of Sociolinguistics*, 2017(243), 199-205.

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Canagarajah, A. S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. *Applied Linguistics*, 39 (1), 31-54.

Canagarajah, A. S. (2017). Multilingual identity in teaching multilingual writing. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 67-73). Abingdon: Routledge.

Canagarajah, A. S. (2017). The Nexus of migration and language: The emergence of a disciplinary space. In S. Canagarajah (Ed.), *The Routledge handbook of migration and language* (pp. 1-28). Abingdon: Routledge.

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Kimura, D., & **Canagarajah, S.** (2017). Translingual practice and ELF. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge handbook of English as a lingua franca* (295-308). New York: Routledge.

Rabbi, S., & **Canagarajah, S.** (2017). Negotiating neoliberal expectations in STEM literacy practices: The dispositions of an entomology graduate student. *Humanities*, 6(2), 39, 1-25. doi:10.3390/h6020039.

De Costa, P., Singh, J., Milu, E., Wang, X., Fraiburg, S., & **Canagarajah, S.** (2017). Pedagogizing translingual practice: Prospects and possibilities. *Research in the Teaching of English*, 51(4), 464-472.

Bikowski, D., & **Casal, J. E.** (2018). Interactive digital textbooks and engagement: A learning strategies framework. *Language Learning and Technology*, 22(1), 119-136.

Lee, J. J., Hitchcock, G. C., & **Casal, J. E.** (2018). Citation practices of L2 university students in first-year writing: Form, function, and stance. *Journal of English for Academic Purposes*, 33, 1-11.

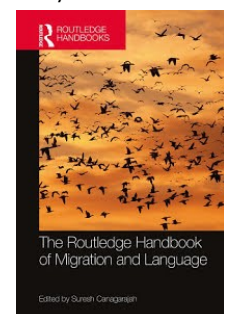
Doyle, N., & Toker, Ş. (2017, Fall). Strategies for pursuing professional development within the socio-economic constraints of graduate studentship. *AAAL Graduate Student Newsletter*. Retrieved from <https://www.aaal-gsc.org/newsletter>

Hall, J. K. (2018) From interactional competence to interactional repertoires: Reconceptualizing the goal of L2 learning, *Classroom Discourse*, 9(1), 25-39. DOI: 10.1080/19463014.2018.1433050.

Hall, J. K., & Butler, E. R. (2017), The shifting role of a document in shaping the outcome of a small group project meeting, *Text and Talk*, <https://doi.org/10.1515/text-2017-0021>

Malabarba, T. & **Hall, J. K.** (2017), Interaction and second language acquisition research: An interview. *Calidoscópio*, 15, São Leopoldo: Unisinos.

Johnson, K. E. (2018). Studying language teacher cognition: Understanding and enacting theoretically consistent



instructional practices. *Language Teaching Research*, 22(3) 237-251

Golombek, P. R., & Johnson, K. E. (2017). Re-conceptualizing teachers' narrative inquiry as professional development. *PROFILE: Issues in Teacher Professional Development*, 19(2) 15-28.

Kim, M. (2017). The centripetal and centrifugal forces of Englishes in South Korea. In J. W. Lee, & C. J. Jenks (Eds.), *Korean Englishes in transnational contexts*. London, New York: Palgrave Macmillan.

Kim, T.-Y., & Kim, M. (2017). An investigation of demotivation factors and remotivation strategies in L2 learning: Cases of EFL students in South Korea. *Foreign Languages Education*, 24(2), 45-74.

Kimura, D., Mattson, N., & Amory, M. D. (2017). A conversation analytic approach to iteratively improving in-house oral placement tests: Attending to vertical and horizontal comparisons. *TESOL journal*, 1-26.
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ESL students participate in campaign

Some of my former students in ESL 015 participated in the national "You are welcome here" banner campaign. Their pictures are displayed along College Ave, Beaver Ave, Fraser Street, and Allen Street. It is awesome to see international students who were impacted by our department sending a positive message to the State College community and to the world. I am going to miss all of you in the APLNG community when I move out of state this summer!

Jonathan Lehtonen



FROM RECENT GRADUATES



Lindsey Kurtz, Ph.D. '17

In January, I started my first year working at Peking University School of Transnational Law (STL), located in Shenzhen, China. STL offers an innovative, bilingual four-year program in which students complete an American-style Juris Doctor and a China law Juris Master curriculum. At STL, I am responsible for the development and implementation of English for Academic Legal Purposes programs to support students in their J.D. courses, which are taught entirely in English. Thus far, I have developed an adjunct course to the first-year students' criminal law course and a speaking and listening language lab, which introduces students to the "wonderful world" of true crime podcasts. I am also excited about ongoing discussions regarding the potential of tutoring or teaching opportunities for Penn State MA TESL

students. In this way, my job at STL is a promising extension of the research agenda I developed while at Penn State!

Duo Pan, MA TESL '17

After graduation last May, I was hired by New Oasis International Education in Allentown, PA. For the past year, I have been an academic counselor with international students attending and/or planning to attend high school in southeastern Pennsylvania. I provide cultural transition support, course selection guidance, and arrange ESL tutoring sessions. I serve as a liaison between area high schools and the international students and their families by meeting all students regularly and writing monthly academic performance reports, which I share with parents and schools.



Şeyma Toker, MA TESL '17

I worked as a Teacher-in-Residence in the ESL/EAP program for the 2017-2018 academic year. As such, I coordinated 'drop-in tutoring' for the ESL and introduced a new series of ESL Tutoring workshops, assisted by interns in MA TESL Tutoring. Besides teaching two courses in ESL this year, I have also had the opportunity to serve as a mentor teacher for two second-year MA TESL students who were completing their teaching practicums. As the end of the spring semester approaches, I am feeling a little sad that I will leave the APLNG family behind for my next academic path, but at the same time I am excited that I will begin my doctoral studies in Applied Linguistics at Georgetown University this fall. APLNGers - do not forget to give me a call when you visit DC for the cherry blossoms next spring!

Erning (Henry) Chen, MA TESL '16

Since graduating from the MA TESL program in December 2016, I have been working for the English for Professional Purposes Intercultural Center (EPPIC). I also continued my role as a language teacher at the Intensive English Communication Program (IECP) since May 2017. Currently, I am teaching several classes at the IECP, including Academic Literacies 120, Grammar for Literacies 120, and American Language Courses for Royal Saudi Navy students. At EPPIC, I am administering J-1 Scholar Language Proficiency Interviews, assisting in outreach and promoting EPPIC services, and tutoring for EIC program. Life has been always busy and full of challenges, but staying close to APLNG has certainly provided me with invaluable opportunities in improving my teaching and refreshing my mind as an applied linguist.

FROM OUR ALUMNI

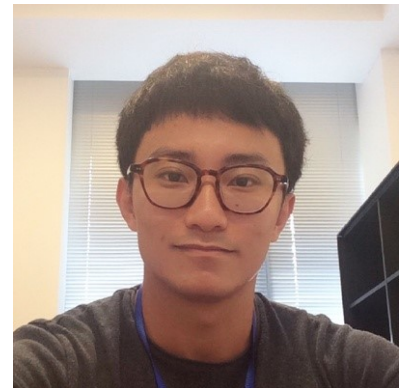
Edie Furniss, Ph.D. '15 left the University of Houston and in fall 2017 started a new position as the Director of the Russian Language Program at the University of Pittsburgh. She teaches all levels of Russian, mentors and observes graduate teaching assistants, evaluates and makes decisions about the curriculum (including a grant-funded project to transition the elementary and intermediate Russian courses to a hybrid model), and advises undergraduate Russian and Slavic Studies majors.

Kaushalya (Kaushi) Perera, Ph.D. '15 took up a new position in the Department of English at the University of Colombo, Sri Lanka.

Julieta Fernandez, Ph.D. '13 started a new position in the Department of Spanish and Portuguese at the University of Arizona in August 2017.

Yi Zhang, MA TESL '12 earned his Ph.D. in Second Language Acquisition/ Instructional Technology from the University of Southern Florida and accepted a faculty position in the Department of English, Culture, and Communication at Jiaotong-Liverpool University in China.

Chaochang Wang, Ph.D. TESL '00 (which at the time was granted by the Department of Speech Communication at Penn State) is an associate professor in the Department of Applied English at Ming Chuan University in Taiwan.



Wishing everyone a great summer



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The 2017-2018 Newsletter Committee:

Gabriela Appel, Nicolas Doyle, Miso Kim, Yingying Liu, Meng Sun, Jialing Wang,
Sally Wang

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