



Department of Applied Linguistics

Spring 2019
The Pennsylvania State University

DEAR MEMBERS AND FRIENDS OF APPLIED LINGUISTICS,

Let me highlight two events from this busy year, one in the fall, one in the spring. (Winter this year was a blur of 'snow days'). In October, the Center for Language Acquisition and the Center for Language Sciences hosted a symposium entitled *Multidisciplinary Approaches to Child and Adult Language Acquisition*, which brought to campus six prominent researchers for two days of talks, networking, and camaraderie. By all accounts the presentations and posters were thought-provoking and the conversations stimulating. Our own Kevin McManus was a co-organizer of the event, which was the first major collaboration between the centers. And we hope to see more of the same!

The second event I want to mark (now in April) is the retirement of Jim Lantolf after a long and productive career in our field. Yes, he prepped that last syllabus in January, and right now he's grading those last term papers. A couple of

months ago I had occasion to read Dean Welch's letter welcoming Jim to Penn State in 1999 as Professor of Spanish, Italian, and Portuguese (before APLNG existed!). In the letter, she also charged Jim with creating the Center for Language Acquisition, noting that, "The Center must be an important vehicle for research. I, as well as the departments, have aspirations that Penn State can be a leading university in this area. Initiatives such as the summer institute, colloquia series, and producing well-trained Ph.D.s in the departments are vital to this effort. And of course, I expect that the Center will bring in significant private and external funding." Well, if you've been here over the past 20 years, you've seen *all* of that happen. Jim has made this vision a vibrant reality, and we are the rich beneficiaries of his intellectual curiosity, generous collaborations, careful mentorship, and impish smile. We wish him well. (No sooner said, however, I note that he and his team in the Center were awarded another four years of funding for the CALPER grant, and he'll be managing that project for another few years. Emeritus and *still* reading, writing, and researching!



Three past presidents of AAAL from the Department of Applied Linguistics at Penn State

Our faculty and students are productive and visible in the field. Just skimming over the list of presentations, you will notice APLNGs extraordinary representation at AAAL, CCCC, and TESOL.

Of course, many other wonderful things happened here in Happy Valley over this past year, but I'll let you read through the rest of the newsletter to get the news.

Bob Schrauf

THE MA TESL PROGRAM

Our MA TESL program continues to attract a diverse group of talented high-achievers. For the 2018-19 academic year, we added 14 newcomers to our existing cohort of 17 students, and they hail from Argentina, Brazil, China, Kazakhstan, Saudi Arabia, Taiwan, and the United States.

A unique aspect of our MA TESL program is the opportunity for our students to participate in a variety of teaching and tutoring experiences beyond those provided in our graduate program. Students can choose to stay on campus and serve as tutors for international students in our Intensive English Communication Program (IECP). They might also volunteer to tutor or teach at Mid-State Literacy Council in downtown State College or with the College of Education's Career Pathways Program.

In addition to their commitment to teaching and a rigorous program of graduate study, our MA TESL students find time to present at local, national, and international conferences and seminars. This spring, Doug De Batista Souza and Mery Guzman presented a paper at AAAL in Atlanta with Lindsay Kurtz, a recent PhD graduate from APLNG and currently at the School of Transnational Law at Peking University, China. Doug and Mery traveled to China in August 2018 to help Lindsay organize and run a legal English 'boot camp'. Their AAAL paper, *Legal reading in L2: Tracing reading development in the 1L year through analysis of case briefs*, emerged from their participation in Lindsay's program.



At Peking University



This spring, Mery Guzman will also be presenting at the Graduate Exhibition held at the Penn State University Park campus. Her poster, *A narrative inquiry about my journey from a senior teacher to an impactful mentor: Solid baby steps into teacher education*, is based on her MA paper research. Mery will be joined by fellow second-year MA student, Ling-I Huang, who will also be presenting her MA paper research in her poster titled, *Lexical bundles in freshman ESL academic writing*.

Our MA TESL students are also involved in other exciting capacities at Penn State. Christianna Otto, a Schreyer Honor's College student in the Integrated Undergraduate-Graduate (IUG) program, is currently supporting international undergraduate students through an internship with the College of the Liberal Arts. Recent MA TESL graduate, Meng Sun, has been teaching at the IECP and serves as the coordinator for the IECP's Tutoring Center this year. Several other recent graduates, Parisa Hatami, Ty Liu, Ahlem Yazidi, and Tianzhi Zhang, are also teaching at the IECP.

We are proud of our MA TESL students and their achievements, and we wish our Spring 2019 graduates much success!

Sharon Childs

THE IECP PROGRAM

This past academic year has been especially busy in the IECP!

In July, 2018, the IECP received the second cohort of cadets from the Royal Saudi Navy, many of whom have continued on through the spring. The cadets are a highly motivated group and have been extensively involved in IECP activities as well as around campus. For example, they have participated in the monthly Arabic Conversation Table, organized by the Arabic Minor coordinator Dr. Reham Ali, and Ahlem Yazidi. In addition to the Arabic Conversation Table, IECP faculty have participated in a number of other collaborative projects – in particular, projects with APLNG 484 and APLNG 083, and for the upcoming 2019-20 academic year, projects are currently being developed with both CAS and World in Conversation.

Since the summer semester, Nikki Mattson has organized the participation of the IECP and EPPIC in support of the development of the new Global Engagement Community, an on-campus Special Living Option that places international and domestic students in shared housing—a brainchild of Mattson's since her arrival to Penn State in 2009. Münire Bozdemir and Meredith Doran serve on the SLO Leadership team as well. Fall 2019 will mark the inaugural semester of the dorm!

During the 2018 fall semester, the IECP conducted a needs analysis, culminating in an extensive revision of the curriculum led by Jackie Gianico. The new curricular documents are more transparent than those previously employed, and the faculty council, led by Julie George and Münire Bozdemir, have reported positive feedback from instructors using the materials.

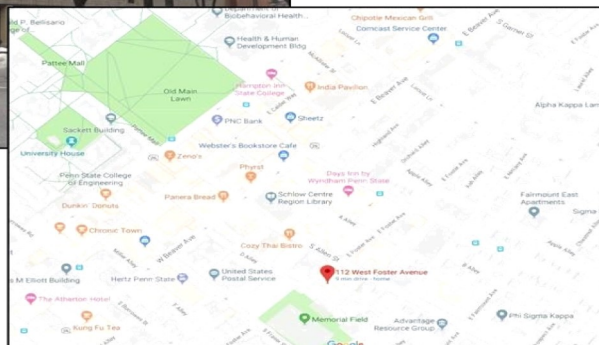
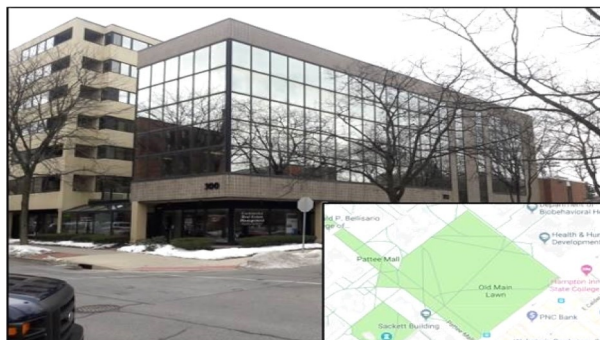
The needs analysis and updated curriculum ensure that the IECP continues to appropriately meet the language needs of its student population.

This past February, the IECP submitted the 5-year interim CEA accreditation report, a requirement for maintaining accreditation. In March, the offices in Ritenour and the Tutoring Center in Pond both moved to a new location in the Midtown Square building on Foster Avenue. While there was some trepidation about moving off-campus, the new space is comfortably modern and surprisingly close to a campus with an already substantial geographical footprint. It's a pleasure to have the Tutoring Center and IECP together operating under one roof!

The nature of the field of intensive English programming continues to change, and the IECP is prepared to adapt accordingly. For instance, in the upcoming year, the IECP is looking to reconsider the delivery and format of its elective courses, and with the IECP and the Tutoring Center now together, a new range of possibilities present themselves. In addition, as part of renewed outreach and recruitment, the program is looking toward more extensive alumni outreach, updating its website, and streamlining social media.

Finally, we'd like to remind colleagues to follow the IECP on Facebook, Twitter, and Instagram, and please be sure to check out the IECP blog (<https://sites.psu.edu/iecp/>) for a more in-depth look into recent programmatic activities!

Jason Litzenberg



THE INTERNATIONAL TA PROGRAM

It has been another fantastic year for the ITA Program. From revising the AEOCPT and incorporating CEAPP into the classroom curriculum to publishing in esteemed journals and presenting at international conferences, the ITA Program continues to pace the subfield of ITA while also contributing to the broader fields of TESOL and Applied Linguistics and providing integral English language services to the Penn State community.

In early 2018, we began making substantial revisions to the AEOCPT. The first step was to revise the instructions, and the order of the tasks to more closely resemble everyday conversations and classrooms. We have given 374 AEOCPTs this year, and the feedback on the revisions of the test has been positive. We will continue conducting quantitative and qualitative analysis to revise and validate the AEOCPT in the coming year. Thanks to everyone who administers the AEOCPT and to the team who helped with revisions!

We have also continued developing an empirically-informed ITA curriculum. This semester, we piloted a module to engage our students in the analysis of how students display uncertainty, and how two teachers address a common misunderstanding in a Physics lab. The module is informed by an analysis in a forthcoming chapter (Looney, in press), and the materials for the module include materials from the Physics lab under investigation and transcribed videos of the lab on CEAPP (ceapp.la.psu.edu). In addition, Stacy and

Maryam Bantén have been working with instructional designers to create supplementary online pronunciation modules. Huge thanks to this year's ITA teachers – Nick Doyle and Stacy Suhadolc! They have not only been an asset to the ITA Program but also the department as mentor teachers to PRTs in the MA-TESL Program.

Finally, it has been a productive year in research and service. Three publications, either out or in press, take a CA approach to investigating alignment and affiliation in Geosciences labs (Looney & Kim, 2018; Looney & Kim, in press) and co-operative action in a Physics lab (Looney, in press). The latter is part of an edited volume on ITA that includes chapters from a diverse group of Applied Linguists (Looney & Bhalla, in press). Stacy published in the newsletter for the ITA-IS with a colleague from Cornell. Michael Amory and Stacy also hosted a professional development webinar for the TESOL ITA-IS. The ITA Program was represented at several international and national conferences including AAAL, the International Conference of Conversation Analysis (ICCA), ITA Professionals Symposium, LANSI, and TESOL. In TESOL's ITA-IS, I served as Past Chair and Stacy served as a Member-at-Large. We are looking forward to another productive academic year in 2019-2020!

Stephen Looney

CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)

Looking back on sixteen years of continued Title VI funding, we are proud to have been awarded our fifth grant by the U.S. Department of Education in its Language Resource Center (LRC) program. Since CALPER was first established in 2002, our focus has always been on researching and supporting the development of advanced language learning. In this cycle, too, we will maintain that focus. Specifically, it means for us that we will continue to develop materials for language learners at the intermediate and advanced levels of proficiency. We will concentrate on learning materials for the less-commonly taught languages - Arabic, Chinese, Korean, and Russian - but will also create some materials for

the more commonly taught languages, such as French and Spanish.

For the new cycle, CALPER entered into a consortium with the University of Pittsburgh - to concentrate efforts in shaping language education practices in the state. We are excited to work with Richard Donato (Pitt), who will assume the role of CALPER's co-director. New in the team from Penn State is Kevin McManus, who will also serve as a co-director.

Gabriela Appel

THE ESL/EAP PROGRAMS

Enrollments are relatively robust, with 19 sections of ESL15 (our first-year writing course for multilingual students) on offer in both Fall and Spring semesters during AY2018-19. We often experience lower demand in the Spring, but not this year!

Several instructors joined us this year and each person brought a unique viewpoint and skill set to the program: Kelly Bayas, a new doctoral student in APLNG, joined us as a Graduate Teaching Assistant (GTA), as did Hee Jin Lee. Mike McCoy, who earned his MA TESL from PSU some years ago, after a long-time stint in Indonesia, where he worked with local English teachers and Fulbright applicants, returned to teach ESL15 with us part-time. Jordan Batchelor, who has taught with us for the past two years as a GTA, will be graduating from the MA TESL program this spring. We wish him well in his graduate studies!

Our longest-serving instructor, Amber Martin, Assistant Teaching Professor, who teaches full-time in ESL15 and also coordinates the tutor training class for undergraduates (APLNG250: *Peer Tutoring for Multilingual Students*), has been awarded the College of Liberal Arts' "2019 Outstanding Faculty Advisor Award" this semester, an honor which speaks to the many hours Amber puts in to create innovative and engaging instructional and practical experiences for her students, and to support their growth as developing scholars and global citizens. Congratulations, Amber!



ESL DAY, our series of 'micro-conferences' for professional development, continue this Spring, with two events drawing more than 25 participants each from APLNG, the College of Education, the Fulbright Program, and the Humphrey Scholars program. In January, we discussed ideas under the theme of ALTERNATIVE(s) and in March, the theme was PLAY DAT(a). ESL DAY is designed to bring together anyone and everyone who is interested in the teaching of English as a Second Language for productive discussions and activities.

One new initiative that will start in earnest next Fall, but which we will lay some foundations for this semester, is a textbook-creation project in cooperation with a major publisher (specifics to be announced at a later date). Instructors will create a customized textbook for the writing program, using materials that they have created and materials they would like to use to produce a professional textbook/reader that speaks directly to the curriculum and the students. Several publishers provide this kind of service and I am currently in talks with a few representatives, exploring the opportunities on offer.

In the spirit of cross-campus collaboration, I organized a 4-person panel of faculty two Commonwealth campuses for a Roundtable presentation on "Research activities for multilingual writers: Space for rhetoric, space for culture" at the annual Conference on College Composition and Communication in Pittsburgh in March. Deborah Ousey and Christine Brown from Brandywine talked about *Improving researched argumentative essays through linked courses with linked assignments* and Stephanie Diaz and Dr. Ashley Yochim spoke on *Scaffolding strategic search techniques: Co-teaching between an ESL composition instructor and an academic librarian*.

We hope to schedule one of our annual ESL Exchange meetings, which bring ESL faculty, librarians and coordinators to University Park campus every summer for two days of intense conversation and collaboration, this year. These meetings, co-hosted by EPPIC, provide a great chance for cross-campus projects to evolve!

Deryn Verity

RESIDENTIAL GLOBAL ENGAGEMENT COMMUNITY (GEC)

Since summer 2018, faculty from IECP (Nikki Mattson and Munire Bozdemir) and EPPIC (Meredith Doran) have been working to develop, plan and promote the launch of a new, on-campus Special Living Option for globally-minded undergraduate students. This new living-learning initiative, called the Global Engagement Community (GEC), will bring international and domestic students into a shared space for the exchange of cultural perspectives and to build the intercultural relationships that define global community. The mission of the GEC is to engage students from diverse backgrounds, supported by faculty and staff mentors, around the shared goals of peer-based



intercultural exchange, and the development of global competency and citizenship. Programming will include academic, social and service dimensions.

Current project partners for the GEC include: IECP, EPPIC, Residence Life, PSU Libraries, The Student Engagement Network, Global Programs, PSU Education Abroad, the College of Agriculture: International

Programs, and HESE (College of Engineering). To learn more, please visit: <https://sites.psu.edu/globalec/>.

Nikki Mattson

ENGLISH FOR PROFESSIONAL PURPOSES INTERCULTURAL CENTER (EPPIC)

Now in its fourth year of operation, EPPIC has enjoyed maintaining existing services while developing new initiatives and partnerships to advance our overall mission of promoting academic fluency and intercultural exchange at Penn State.

EPPIC continues to provide services for multilingual students and scholars that include workshops on academic speaking and writing, weekly speaking groups, and one-on-one appointments. We also offer sessions for faculty, advisers and staff to promote multilingual awareness. New services this year: an EPPIC Certificate Program to reward participation in thematically-organized workshop series, a Scholar Member program for visiting scholars, and EPPIC Advising appointments to assist individuals to create personalized language service plans in line with their interests, goals, and needs.

In addition to ongoing partnerships with Economics, Penn State Law, Global Programs, and others, we have collaborated this year with Communication Arts & Sciences, Smeal, the University Libraries, the College of Engineer-



ing, and the School of Hospitality Management, with a particular focus on undergraduate support. Projects have included workshops for CAS 100 (public speaking) instructors, the development (with the IECP and Housing) of an intercultural residential community and the design of a first-year seminar for international students in Hospitality.

On the research front, last year's sociorhetorical study of the Department of Economics has generated multiple findings, and we are now conducting a needs assessment in Hospitality Management. In spring 2019, we hosted our second invited speaker, Dr. Ute Römer, an Associate Professor of Applied Linguistics and ESL at Georgia State University.

On behalf of EPPIC, I would like to thank this year's team members for their inspired efforts: Bryan Buschner, Erning Chen, Doug de Souza, Yingliang He, Mackenzie Jones, Erika Reutzel-Bechtel, Jade Sandbulte, Tianfang Wang, and Rebecca Zoshak. Special thanks also go to research team volunteers Jordan Batchelor and Robert Persiko.

Meredith Doran

CENTER FOR LANGUAGE ACQUISITION (CLA)

The Center for Language Acquisition has enjoyed an active year! Our bid to renew CALPER, our title VI language resource center, was successful, we co-hosted a two-day conference on language acquisition with the Center for Language Science, we expanded our invited speaker series with the Endowed Gorski Lecture, thanks to an estate gift from Alfred and Genevieve Gorski, and we launched the Dr. Jiyun Kim Sociocultural Theory Graduate Student Travel Grant, thanks to the generosity of Dr. Jiyun Kim, a graduate of Penn State's doctoral program in applied linguistics. Our engagement with Penn State language teaching is also growing: our Language Teaching Forum will enter its third iteration in the fall and we made our first PSU-NECTFL Fellowship award!

In October, we hosted a conference with the Center for Language Science, titled "[Multidisciplinary Approaches to Child and Adult Language Acquisition](#)". This two-day event included a series of professional development presentations on writing for publication in academic journals, the tenure track, stress and time management, and a poster session. CLA was well-represented with posters presented by five of our students. On the second day, six invited speakers delivered cutting-edge talks about their language acquisition research. These speakers were: Adele Goldberg (Princeton), Natasha Tokowicz (Pittsburgh), Leah Roberts (York, UK), Sharon Unsworth (Radboud, Holland), Kim McDonough (Concordia, Canada), Nina Vyatkina (Kansas). Not only was this two-day event an important milestone for developing relations with colleagues in the Center for Language Science, but it also allowed us to reflect on the diversity of language research at Penn State and to carve new initiatives for future years. You can read more about this on our website, which features a [conference report](#) by CLA RA Alex Magnuson and Katherine Kerschen (CLS)

In addition to the conference, CLA also hosted three invited speakers. Dr. Julia Menard-Warwick (UC Davis) gave a talk titled "'Translating right on the spot: Bilingual paraprofessionals in a contact zone school'. Dr. Carl Ratner (Institute for Cultural Research and Education) gave this year's Kirby-Greer Endowed Lecture, titled "What does an emancipatory, scientific psychology look like? Cultural-historical psychology". Our new endowed lecture, the Gorski Endowed Lecture, was given by Dr. Luke Plonsky (Northern Arizona University), titled "Methodological reform as an ethical imperative in applied linguistics". The Joint Invited Speaker Committee is hard at work bringing together an exciting lecture series for 2019-2020.

Dr. Netta Avineri (Middlebury) gave a webinar for our Language Teaching Forum about conducting action-research. We look forward to welcoming Dr. Leila Ranta in November, who will give a one-day workshop for Penn State language teachers, titled "[What's in your grammar teaching toolbox?](#)"

Congratulations are also in order! Esther Yañez (Lecturer in Spanish) was awarded PSU-NECTFL Fellowship in Language Education, a new award made to PSU teaching faculty to carry out action research projects and present their findings at NECTFL. Additionally, Michael Amory and Nicolas Doyle each received Dr. Kim Sociocultural Theory Graduate Student Travel Grants to present papers significantly informed by sociocultural theory at international conferences.

In closing, we've achieved a lot, and there is more to come! But we here pause to be thankful to Jim Lantolf, CLA Director since its inauguration. As Jim begins his retirement, it's important to reflect on our past and current achievements. CLA has come a long way over the last twenty years. We owe tremendous thanks to Jim Lantolf for this. The Center, its activities and achievements, and the numerous benefits it has brought to our graduate program, its faculty, applied linguistics at Penn State, and the field more generally, would not be what it is today were it not for Jim Lantolf. Thank you, Jim!

Kevin McManus



THE MIGRATION STUDIES PROJECT

This academic year, the Migration Studies Project (MSP) continued to work on transcribing and analyzing the video data on lab meetings in STEM fields. We analyzed the data on the STEM professionals' multimodal interactions in terms of their meaning negotiations, their communicative competencies in STEM, uses of multimodal resources, and relationships among the participants.

The MSP has continued to host public lectures and workshops for the APLNG community. This year, we invited Dr. Jo Angouri (University of Warwick) to lecture on "Linguistic penalty in the workplace: Language politics, social justice and access to work" on Sep 19, 2018; Dr. Carolyn Vickers (California State University San Bernardino) speaking on "Language normativity and control: Spanish-language medical consultations in a Southern California community clinic" on Oct 19, 2018; Dr. Scott Kiesling (the University of Pittsburgh) presenting on "The enregisterment of affective-discursive practice: Gender/sexual identities" on Mar 22, 2019; and Dr. Anjali Sahay (Gannon University, on Apr 19, 2018) lecturing on "Skill gap and brain drain for United States: Impact of Trump executive order on H1B and India."

In the fortnightly MSP meetings, graduate students and faculty members in APLNG presented their ongoing research projects to get constructive feedback and interpret the data from different perspectives. New faculty members in the College of Education, Dr. Anna Kaiper and Dr. Michelle Bae-Dimitriadis, shared their works on African domestic workers and refugee Burmese girls in the US, respectively. The presentations on the diverse range of interests and perspectives greatly enriched our MSP meetings.

In a new community outreach initiative this academic year, MSP hosted the inaugural workshop of AAPLES (Asian and Asian Pacific Language Education Schools) on November 3rd. AAPLES seeks to network the organizers and teachers of community-based schools for Asian and Pacific Islander children in Pennsylvania. In the workshop, the participants shared curricular and pedagogical information and discussed ideas on combining research with pedagogy to improve instruction. The workshop was very well attended by language teachers and educators in Pennsylvania, and we seek to host the second workshop on May 4th in Harrisburg.

Suresh Canagarajah, Miso Kim, Heejin Lee



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

We have had an active year in CRELLT. The big event of Fall 2018 involved the public launching of the corpus of English for Academic and Professional Purposes (CEAPP), a digital repository of classroom videos linked to transcripts. Our purpose for developing the corpus is twofold: to advance research on L2 teaching and learning and to serve as resource for the training of L2 teachers and international teaching assistants. Current users are affiliated with a range of national and international universities in addition to faculty and graduate students at Penn State.



Research presentations given by Stephen and Elvin (LANSI, October, 2018), Joan (Sogang University and Seoul National University of Education, October, 2018), Stephen (ITA Professionals Symposium, February 2019) and Stephen and Joan (AAAL, March 2019) afforded us opportunities to showcase CEAPP's database and powerful search capabilities. Sally, Su Yin and Joan will present their CEAPP research at the ICOP-L2 conference to be held at Mälardalen University, Sweden, in May, and Stephen, and Elvin and Sally will present at the IPrA conference (Hong Kong, June 2019). Stephen and past CRELLT RA Jamie Kim published an article using CEAPP data in *Linguistics and Education*. Finally, Stephen and Joan are happy to announce that their edited volume, *The Embodied Work of Teaching (Multilingual Matters)*, is in press! The volume is based on a research symposium sponsored by CRELLT and held at Penn State in 2016.

In February, CRELLT hosted Professor Hansun Zhang Waring, Teachers College, Columbia University, who spoke on the value of using conversation analytic studies of L2 teaching in L2 teacher preparation programs.

From CRELLT RA Su Yin Khor:
I've been an RA for CRELLT since the second semester of my first year in the program and I've enjoyed this learning opportunity a lot! I have mainly worked on expanding CRELLT's corpus of classroom interactions, CEAPP, and mostly transcribed audio/video recorded classroom interactions. This work has helped me pay attention to the small details that are incredibly meaningful, such as the length of a pause. In addition, different research projects have developed from working with the corpus. For the past year, I have been working with Dr. Hall and Sally on teacher questions from a CA approach, which we'll be presenting at a

conference in May in Sweden. Working on this project has helped me learn more about the practical aspects of doing research, and especially the collaborative nature of it.

From CRELLT RA Sally (Tianfang) Wang:
I have been working as a Research Assistant for CRELLT for a year now. My responsibilities here mainly include transcribing classroom videos and working a collaborative project with Dr. Hall and Su Yin on teacher questions. I enjoy many aspects working for CRELLT--being immersed in classroom data motivates me to constantly think about teaching and learning; transcribing classroom interaction from different contexts have inspired many of my new ideas for research; analyzing classroom discourse from a CA perspective provides me with practical language to talk about teaching...I also very much appreciate the opportunities to work with everyone on the CRELLT team and to contribute to the CEAPP database.

From CRELLT RA Elvin (Yingliang) He:
My almost-two-year experience working in CRELLT have been exciting and rewarding. My responsibilities in CRELLT involve transcribing and tagging video data, maintaining the CEAPP database and the CRELLT website, coordinating the planning of CRELLT invited speakers with the invited speakers committee, and working on research projects with the team members. One salient advantage of training myself transcribing classroom data in CA convention is that it affords me with a set of microlenses to look at how teaching sequentially unfolds, and how minute aspects of interaction can affect teaching. With the skillset, using the CEAPP database, Dr. Looney and I gave a presentation on laughter in IRFs at LANSI, TC; I, with Sally Wang, will also present on using "we" and "I" strategically to engage student participation in classroom at IPrA, HK.

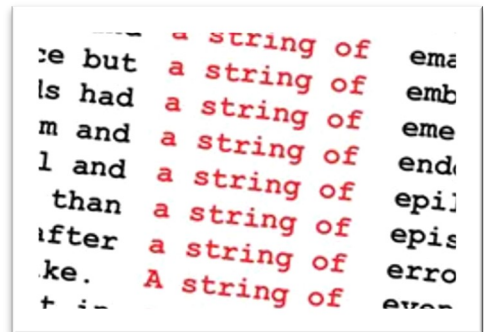
The CRELLT TEAM

FROM OUR RESEARCH AND DISCUSSIONS GROUPS

The **SLA Reading Group** is a student-led group with members from the APLNG and the Germanic and Slavic Languages and Literatures departments. We hold bi-weekly meetings to read, discuss, and critique current empirical and theoretical literature connected to SLA, psycholinguistics, and usage-based approaches. The primary goal is to develop a broader and deeper

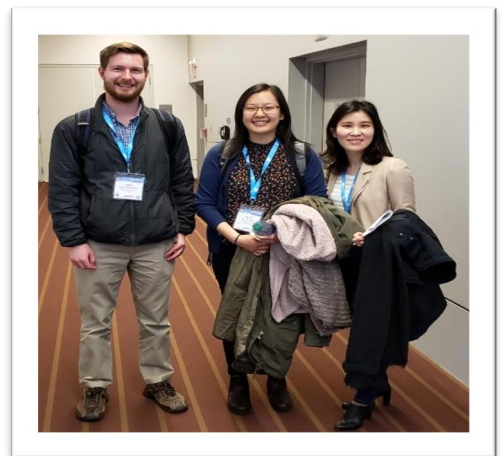
understanding of these approaches and how they inform current SLA research.

The **Corpus Linguistics Research Group** began in 2014 as a reading group, which provided an opportunity for graduate students and faculty to discuss the 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 has recently compiled a corpus of social science research article introductions (COSSRAI) and annotated the corpus with rhetorical moves and steps. Multiple projects based on this corpus have been completed or are in progress.



The **Multilingual Writers Research Group (MWRG)** met regularly this academic year to further explore multilingualism and the teaching of composition. We use these meetings to read and discuss literature, reflect on methodologies and implications, and provide and receive constructive feedback on research projects that we are working on. The questions that emerged from our discussions resulted in the formation of a panel about the ESL/ENG divide in composition that was presented at CCCC in Pittsburgh March 13-16. It was presented by MWRG members Jungwan Yoon, Jade Sandbulte, and Su Yin Khor (who presented on the behalf of Nicolas Doyle as he was unable to make it) and chaired by Dr. Suresh Canagarajah. The panel specifically addressed how this divide shapes teaching practices, how it affects students, and curriculum design in various ways. In addition to exploring the consequences of this divide, another objective was also to develop some creative teaching strategies to work around this divide. Apart from this project, we have also submitted a chapter proposal, titled *Seeking socialization: Graduate student groups as spaces for exploring and practicing translanguaging theory, as a group*.

We're also looking for other avenues through which we can share our research. This has been an exciting and productive year, and we look forward to continuing these productive and engaging conversations in the coming academic year.



DISSERTATION IN PROGRESS

My dissertation concerns academic discourse socialization but to understand what drew me to language socialization I want to step further back to the genesis of my interest in this area. Language socialization is usually thought of as a process through which infants or adults acquire cultural ways of being in the world. The definition leaves little room for variation in human subjectivity. This presented a problematic for me. From my first encounter with language socialization, I wrestled with the question of what causes variability in ways of orienting to the world. The challenge for me was the paradox of language socialization leading to divergent outcomes. To me it appeared that people in the same community are somehow socialized into disobedience, transformation and change. This formed the backdrop of my thinking as I began my study.

My dissertation deals with the socialization of international graduate students as they learn to write research articles. I had seven participants but I have analyzed three participants' data. When I began collecting my data in fall of 2017, I was mainly interested in the kinds of feedback that my participants received and their responses to them. I framed it as having to do with agency. Around two months into data collection, one of my participants emailed me, saying that he was planning on presenting the same research article I had studied at a conference. I was intrigued but did not know whether the data would be relevant. It took a conversation with my participant to persuade me of the value of the additional data. As a consequence, I

began to conceptualize my study as tracking trajectories of socialization. I became interested in how the participants' socialization extended beyond their first research article writing.

As it turned out, there was a great deal of valuable data emerging from trajectories beyond the first research article. For one thing, their trajectories were remarkably different in ways that had consequences for academic discourse socialization. One of my participants, for example, took a writing course as he came to the conclusion that his writing was inadequate. Another rushed into writing a second research article before a sense of disillusionment with research articles set in. Each participant constructed a unique trajectory. I argue in my dissertation that it is important to examine these trajectories in part because the individuals themselves see them as coherent wholes across which their socialization happens. Furthermore, as their socialization extends beyond their first writing experience, how would we know what they take away from their collaborative writing if we don't look at a second project?

Quite late in my analysis of the data, I was struck by the dynamics that developed between the participants and me. I had long had an inkling that the interactional level of the study was shaping my data but I managed to suppress the nagging voice until it was no longer possible. It was not until I did a full analysis that I realized I can't do justice to my data unless I devote a substantive chapter beyond acknowledging my role as a researcher. So that's what I did. It transpired that I should conceive of interviews as locally-occasioned events not merely as neutral tools for generating data.

Trajectories, I submit, partly hold the key to diverse language socialization outcomes, an observation that first led me language socialization as a theory and an area of study. I hope that my findings inform future work on academic language socialization and guide pedagogical interventions to help international students.

Mohammad Naseh Nasrollahi Shahri



DISSERTATION IN PROGRESS

About a week before my ESL 015 class started in Fall 2012, something unexpected happened: a group of Nepali-sounding students turned up in my class roster. On the very first day, after my class was over, six of them came to me as a group and one of them raved: “hami ta email pauda afnai daile nai pathae jasto lagyo” (when we got the class email, we felt like we got the message from our own brother). Soon, another one queried: “dai tapainsaga Green Card chha?” (Brother, do you have a Green Card?), which made me ill at ease, still I was elated to find these students, with whom I share both Nepali language and culture, in my own classroom. Within two years, there were more than 24 students from similar backgrounds. As a teacher-researcher, I naturally wanted to know more about their plight of landing from Bhutan to refugee camps in Nepal, and then to an academic CAMP (College Assistance Migrant Program) in a US university, that I will call Dreamland University. Fortunately for me, as it happened, I was also exploring options for my dissertation project then, so I did not want to let this serendipitous opportunity slip away. So, I started following them everywhere as much as I could. Despite various twists and turns in my own academic journey, I continued doing so until they successfully graduated from Dreamland University in July 2017.

Among many Bhutanese refugee students, embracing a teacher-research based ethnographic multiple case study, I chose three focal participants, whom I will call Gyan, Lal, and Raj, who were between 19-21 years of age in 2012 when I first met them. After their resettlement in 2010, against all odds, they had graduated from High Schools in Philadelphia, and Scranton and were admitted to the Dreamland University through CAMP. During their first year, when CAMP controlled their classes, everything seemed fine as they received A's in almost all courses. However, it did not take long in the second year to get GPA low warning from their scholarship providers. In fact, Lal considered dropping out after finding that his GPA for Spring 2014 was 0.69. “Dai, multiple choice le maryo” (multiple-choice questions ruined us), many of them said. They had challenges in many issues considered basic such as comprehending assigned readings and class lectures, participating in class discussions, and answering assessment questions. Nevertheless, because of their resilience, certain dispositions and rich linguistic resources they had developed (e.g. see Lal's picture) in the process of being resettled—not to forget many helpful literacy sponsors, they gradually were able to negotiate the

challenges and complete their degrees within five years as Nutritional Sciences (Gyan and Lal) and Nuclear Engineering majors.

To explore their literacy experiences, I used mainly observations, interactions, and artifacts. First, starting from my own writing classes, I observed them in both formal and informal settings. Formal settings included two language and literacy and nine content courses across the curriculum. Informal observations occurred at university dorms, off-campus apartments, soccer fields, and social gatherings. Second, I formally interviewed them eight times each until they graduated from the Dreamland University (approximately 35 hrs.). I also chatted informally with them on a regular basis about their academic literacy experiences (60 hrs. approximately recorded). Third, I collected their writings (along with teacher feedback) as well as various study and assessment materials from both General Education and Major courses. Additionally, Gyan and Lal gave me access to their whole five years' university email communication with various literacy sponsors including professors, and teaching assistants.

The study has two major findings: first, providing support only in academic writing is inadequate to students with refugee backgrounds as they also have comprehension, interactional, and material challenges. Next, pedagogical and institutional affordances play a significant role in successful negotiation of such challenges as do students' and their literacy sponsors' ideologies. Therefore, I argue that academic literacy should be conceptualized broadly as developing ability for successful academic communication, and students with refugee backgrounds need multi-pronged and continuous support throughout their study rather than only during their first years. While I am currently putting this together in my dissertation chapters, I hope that findings from this study will be helpful in reimagining socially sensitive pedagogies in our increasingly diverse classrooms.

Madhav Kafle

Lal's linguistic repertoire

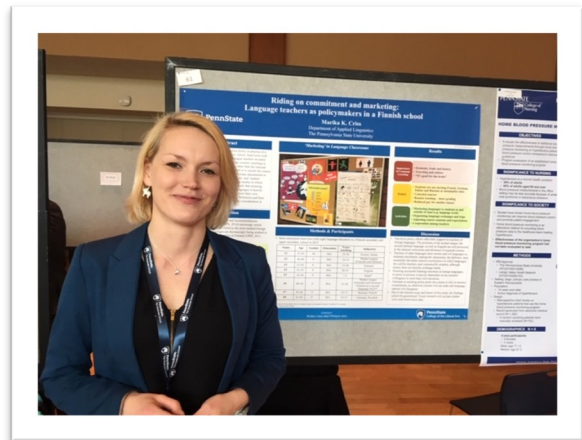
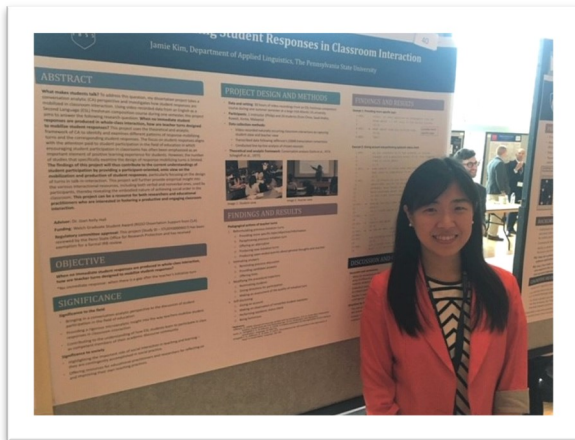


AWARDS AND RECOGNITIONS

Sinfree Makoni has been named an honorary Extraordinary Professor of Linguistics at the University of the North West in South Africa.

Sinfree Makoni was awarded a fellowship by the **Carnegie African Diaspora Fellowship Program** to collaborate with Laikipia University (Kenya) and Professor Khasandi-Telewa on curriculum co-development and enhancement of a Ph.D. program in Linguistics through online learning and Graduate Student Training and Mentoring. The project is part of a broader initiative that will pair 51 African Diaspora scholars with one of 43 higher education institutions and collaborators in Ghana, Kenya, Nigeria, South Africa, Tanzania and Uganda to work together on curriculum co-development, research, graduate teaching, training and mentoring activities in the coming months.

Doctoral students **Jamie Kim** and **Marika Criss** earned awards in the division "Arts and Humanities" at the 2019 Graduate Student Exhibition at Penn State. Jamie won second prize for her work on "What makes students talk: Mobilizing student responses in classroom interaction". Marika was awarded third prize for "Riding on commitment and marketing: Language teachers as policymakers in a Finnish Secondary and Upper Secondary school".



Tianzhi Zhang received the 2017-2018 APLNG Alumni Outstanding TESL Student Award.

The 2018 Gil Watz Outstanding Graduate Student Award was presented to **Michael Amory**.

Michael Amory, Jungwan Yoon, and Naseh Shahri were named the **Gil Watz Dissertation Fellows** for Spring 2018.



Marika Criss, Jamie Kim, and Jungwan Yoon received grants 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.

Alex Magnuson received a STAR award from the College RGSO. The grant will support his travel to Poland. Alex will participate in the International Summer School on Quantitative Methods in L2 Research in June, which is hosted by the Institute of Applied Linguistics at the University of Warsaw. **Yingyin Liu** also received a STAR award. She will attend the Corpus Linguistics Summer Workshop hosted by the Centre for Corpus Research at the University of Birmingham (UK) in June 2019.

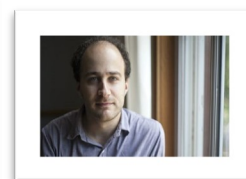
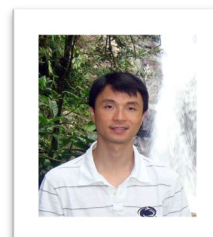
Amber Martin won the 2018-2019 College of Liberal Arts Faculty Adviser Award.

Congratulations to all awardees!

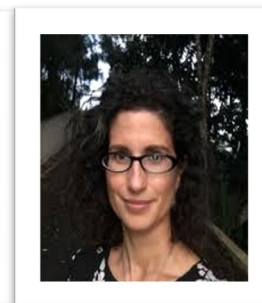
GRANTS



Xiaofei Lu (PI) and doctoral student J. Elliott Casal (Co-I) have been awarded a TOEFL COE grant for a one-year pilot study of their project entitled ***"Mappings between linguistic features and rhetorical moves in TOEFL essays and their relationship to writing quality."*** This project aims to systematically investigate learners' use of lexical, formulaic language, and syntactic complexity features in relation to the rhetorical goals they are deployed to realize and the relationship of such form-function mappings to writing quality using the TOEFL iBT Public Use Dataset. Funds are \$30,000.



Bob Schrauf and Patria Lopez de Victoria Rodriguez (Assistant Professor at the University of Puerto Rico who completed her Ph.D in APLNG in 2016) were awarded a grant from the National Institutes of Health for a project entitled ***"Resilience and helpseeking in health and illness by and for the elderly"***. The project will run 2018-2020. Funds are \$391,545.



The Center for Advanced Language Proficiency Education and Research (CALPER) was awarded its fifth grant by the U.S. Department of Education in its **Title VI Language Resource Center** program. Jim Lantolf is the PI of the project. The project will run 2018-2022. Funds are \$564,000.



GRADUATE STUDENT RESEARCH OUTREACH

Teaching and professional development at Mid-State Literacy Council

As a doctoral candidate in Applied Linguistics, I am particularly interested in the well-intentioned, but frequently inexperienced and untrained volunteers who teach adult ESL in community-based programs throughout the U.S. While we have known for some time that this group of teachers faces a number of unique challenges, researchers and practitioners alike are still struggling to find effective, sustainable, and meaningful ways to help volunteers develop more pedagogically-sound language teaching practices. This past year, I have been very fortunate to have had the opportunity to locate myself directly within the very situation that I wish to research and improve. At Mid-State Literacy Council, a local non-profit adult literacy organization, I have been afforded the opportunities to develop and teach a class, provide training and professional development for over 100 new volunteer tutors, and establish strategic partnerships between the university and community.

Beginning in Summer 2018, I joined the team of volunteers at Mid-State Literacy Council to develop and teach a course titled “Learning English through Oral Narrative Performance.” In this class, grounded in the belief that we should teach adult students how to do things with literacy, I combined elements of narrative writing with oral performance skills to develop students’ meaningful life experiences into stories that were crafted to strategically draw on various rhetorical and prosodic features of English to connect with an audience. At the end of the class, we performed our narratives live for an audience of classmates. Following this, we took a field trip to attend a meeting of a local “Culture and Story-sharing Group”, an open organization in which local community members gather to connect and perform their own personal stories.

In Fall 2018 and Spring 2019, I was invited to join the newly-formed “Tutor Training Team” at Mid-State, a role that I will continue to fulfill in the foreseeable future. As a trainer, I collaborate with three other adult educators to develop and carry out the training of roughly 120 new tutors each year. Our primary goal is to help these volunteer tutors, many of whom are either undergraduates from Penn State or local community members with no prior experience in education, orient themselves to the task at hand and begin to develop a sense of how to teach literacy.

Finally, also during the Fall and Spring semesters of the 2018-2019 academic year, I have established strategic partnerships between Mid-State Literacy Council and two World Language Education courses at Penn State taught by Megan Lynch and Eleanor Sweeney. We have collaborated with the ESL Program at Mid-State to offer two cohorts of undergraduate students enrolled in courses on language teaching the opportunity to carry out a field experience tutoring adults. Through a series of structured mediational spaces, we have paid close attention to the unfolding of this tutoring partnership, attempting to ensure that Mid-State students receive quality instruction.

I am very grateful to Tracy Roth, the ESL Coordinator, and Amy Wilson, the Executive Director, at Mid-State Literacy Council for welcoming me into the organization, for providing me with these wonderful opportunities to not only provide professional development, but also to explore my own professional development, and for supporting my doctoral research at the same time. I would also encourage any member of the APLNG community interested in getting involved to reach out to me (nad16@psu.edu)!

Nicolas Doyle



DOCTORAL DEFENSES

Olesya Kisselev "Word order and information structure in the writing of heritage and second language learners of Russian: An exploratory study" (August 2018; Director Xiaofei Lu)

Seth King "Teaching assistant pedagogical development: Evolution, biological change over time, and concept-based instruction (September 2018; Director Jim Lantolf)

Pin-yung (Ben) Wang "A cognitive-pragmatic study on modal verbs of possibility in Chinese" (October 2018; Director Susan Strauss)

Mathurin (Mint) Leelasetakul "Lexical bundle use by Thai undergraduate learners of English" (December 2018; Director Xiaofei Lu)

MASTER DEGREES

Roxanna Ahlgren, Banan Althowaini, Del Valle Guzman Antelo, Aidina Asikaer, Sondus Bajalan, Maryam Banten, Jordon Batchelor, Douglas De Souza Batista, Maria Qi Bu, Dmitriy Cherkassov, Yuge Duan, Ling-I Huang, Xiaofang Lu, Yiwen Ou, Yu Qi, Yichen Shang

DISSERTATION PROPOSAL

J. Elliott Casal
Brett Diaz
Nicolas Doyle
Alex Kyle Magnuson
Yingying Liu

COMPREHENSIVE EXAM

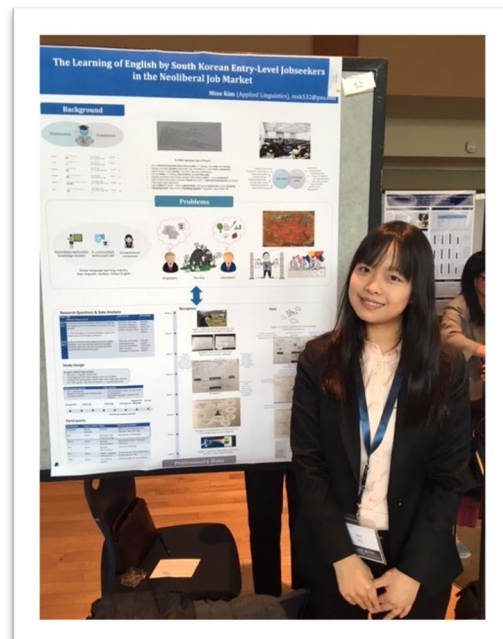
J. Elliott Casal
Brett Diaz
Alex Kyle Magnuson
Yingying Liu
Nicolas Doyle

CANDIDACY EXAM

Yingliang He
Su Yin Khor
Shuyuan Liu
Valeriya Minakova
Guadalupe Rincon
Tianfang Wang



At the 2019 Graduate Exhibition



PRESENTATIONS, LECTURES, SEMINARS



2018 April

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

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

Middlebury College, Middlebury, VT.
Kinging, C., "Learning language in everyday encounters abroad"

2018 May

Annual Conference of the International Association of Chinese Linguistics, University of Wisconsin, Madison.

Yu, N., "Linguistic patterns and conceptual representations"

Annual Convention of World Englishes, Ateneo de Manila University, Philippines.

Canagarajah, S., "Worldly Englishes: Their flows through space and time"

Conference on Sociocultural Theory and Second Language Development.

Xi'an JiaoTong University, Xi'an, China.

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

Yu, N., "Cultural conceptualization and linguistic experience"

Department of Foreign Languages and Literature, National University of Defense Technology, Changsha, China.

Lu, X., "Formulaic sequences in academic writing: Methodological considerations and pedagogical applications"

Lu, X., "L2 writing syntactic complexity research: Computational tools, quantitative tradition, and a new functional approach"

Globally Engaged Humanities – A Penn State-Nanjing Dialogue,

Nanjing University, Nanjing, China.

Yu, N., "Metaphor in body and culture: Chinese and comparative perspective"

School of Foreign Languages,

Central South University, Changsha, China.

Lu, X., "Formulaic sequences in academic writing: Methodological considerations and pedagogical applications"

School of Foreign Languages,

Huazhong University of Science and Technology, Wuhan, China.

Lu, X., "L2 writing syntactic complexity research: Time for a functional turn?"

Yu, N., "Cultural conceptualizations and linguistic patterns: A corpus-based study"

2018 June

Department of Foreign Languages,

University of Chinese Academy of Sciences, Beijing, China.

Lu, X., "L2 writing syntactic complexity research: Time for a functional turn?"

Lu, X., "Formulaic sequences in academic writing: Methodological considerations and pedagogical applications".

Distinguished Professor Seminar

Series, Guangdong University of Foreign Studies, Guangzhou, China.

Lu, X., "L2 writing syntactic complexity research: Time for a functional turn?"

International Writing Center, University of International Business and Economics, Beijing, China.

Lu, X., "Marrying genre-based and corpus-based approaches to academic writing research and pedagogy".

School of Foreign Languages,

Beihang University, Beijing, China.

Lu, X., "Formulaic sequences in academic writing: Methodological considerations and pedagogical applications".

Lu, X., "L2 writing syntactic complexity research: Time for a functional turn?"

Lu, X., "Marrying genre-based and corpus-based approaches to academic writing research and pedagogy"

School of Foreign Languages,

Huazhong University of Science and Technology, Wuhan, China.

Yu, N., "Primary metaphors: Importance as size and weight in a comparative perspective"

School of Foreign Languages, Sun

Yat-sen University, Guangzhou, China.

Lu, X., "Formulaic sequences in academic writing: Methodological considerations and pedagogical applications".

School of Foreign Studies, South

China Normal University,

Guangzhou, China.

Lu, X., "Conducting classroom-based research on language teaching and learning as a teacher-researcher and publishing in international journals".

2018 July

International Conference of Conversation Analysis (ICCA).

Loughborough University, Loughborough, U.K.

PRESENTATIONS, LECTURES, SEMINARS

Looney, S. D., "Embodied action in pre-expansion sequences in a university physics lab"

2018 August

Centro Ecuatoriano-Norteamericano (CEN), Guayaquil, Ecuador.

Litzenberg, J., "I'm a native speaker. So what?"

Litzenberg, J., "Critical skills: Awareness & reflection"

Duolingo, Pittsburgh, PA.

Lu, X., "Corpus linguistics, genre analysis, and second language writing: A research synergy"

The Japan Society of English Language Education (JASLE), Kyoto, Japan.

Johnson, K. E., "Informing and transforming language teacher education pedagogy: Responsive mediation in learning to teach".

The Multidisciplinary Approaches to Language Policy & Planning meeting, Toronto, ON, Canada.

Diaz, B.A., "A corpus-driven exploration of U.S. language policy from 2013-2018"

comparison between L2 Spanish and L1 Mandarin Chinese groups in advanced academic setting"

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

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

Lu, X., Yoon, J., & Kisselev, O., "Matching phrase-frames to rhetorical moves in social science research article introductions"

Yoon, J., & Casal, J. E., "P-frames and rhetorical moves in Applied Linguistics conference proposals"

Asia Pacific Corpus Linguistics Conference, Kagawa, Japan.

Xu, H., Lu, X., & Vaclav, B., "Acquisition of the Chinese particle *le* by L2 learners: A corpus-based approach"

Cornell University Language Resource Center, Ithaca, NY.

Kinginger, C., "Language learning in intercultural encounters abroad"

attitudes study of the linguistic landscape"

Conference on Individual Differences, Konin University, Poland.

Lantolf, J. P., "Collectivoids and the emotional ~ cognitive dialectic"

Korea-American Scientists and Engineers Association, University Park, PA.

Kim, M., "Demystifying academic English writing: Essential concepts and tools for effective writing"

Language and Social Interaction Working Group (LANSI), Teachers College, Columbia University, New York City, NY.

Looney, S. D. & He, Y., "Third turn laughter: Managing delayed and disaligning responses"

Migration Studies Project, Department of Applied Linguistics, University Park, PA.

Kim, M., "The interfaces of neoliberalism and English in the South Korean job market: Tales of two jobseekers"

Second Language Research Forum, Université du Québec à Montréal, Canada.

Liu, Y. & McManus, K., "An investigation of constructions in L2 grammatical development: Focusing in on the Noun Phrase"

Three Rivers TESOL, Pittsburgh, PA.

Gianico, J.M., "Using improv in the IEP classroom"

Writing Program Mini-Conference, Illinois State University, Normal, IL.

Khor, S., "CHAT-ifying a non-CHAT composition course in a non-CHAT program: My experience teaching first year ESL composition."

Independent Learning Association Conference.

Konan Women's University.

Kobe, Japan.

Lantolf, J. P., "Hearing voices: Collectivoids and agency in language classrooms"



2018 September

American Association for Corpus Linguistics Conference (AACL), Atlanta, GA.

Liu, S., "Inter-group variations of discourse markers use among non-native English speakers: A

2018 October

Applied Linguistics Roundtable, The Pennsylvania State University, State College, PA.

Litzenberg, J., "A story, tool, and proposal: Developing a guise-based

PRESENTATIONS, LECTURES, SEMINARS

2018 November

American Council on the Teaching of Foreign Languages, New Orleans, LA.

Kinginger, C. & Carnine, J., "Learning language, culture, and global civic responsibility in French host family dinner conversations"

New York TESOL, Albany, New York. Kafle, M., "Broadening Academic Literacy Support for Students with Refugee Backgrounds."

Minkoya, V., & Mattson, N. (2018, November). Blogging together with different motivations: Exploring IEP classroom activity systems.

Symposium on Foreign Language Learning and the "Languages Connect" Strategy: Perspectives in and for Higher Education. National University of Ireland/ University College Cork, Cork, Ireland. Kinginger, C., "Thoughts on advocacy for modern languages and international education"

The Sociocultural Theory and Second Language Learning Conference (SCT-L2), Pittsburg, PA. Amory, M. D., Lantolf J. P. & Johnson, K. E., "Uncertainty and wariness: Exploring *perezhivanie* and L2 teacher development". Liu, S., & Hsieh, C-Y. C., "Developing metaphorical awareness and competence in a foreign language: Teaching Chinese animal metaphors to L2 learners through concept-based instruction" Masters, K. A., & Amory, M. D., "Dialectic dialogue as mediation for academic writing development: A case study of student migration and lingua franca English" Wang, T. & He, Y. "Teaching conceptualization of morality and more: Integration of sociocultural theory and conceptual metaphor theory"

2018 December

Center for Teacher Development, Sun Yat-sen University, Guangzhou, China.

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

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

Lu, X., "Data-driven text adaptation for academic English reading"

School of Foreign Studies, South China Normal University, Guangzhou, China.

Lu, X., "L2 syntactic complexity analyzer and its applications in L2 writing research"

Lu, X., "Sociocultural theory-informed research in second language acquisition, pedagogy and assessment"

Zhongshan School of Medicine, Sun Yat-sen University, Guangzhou, China.

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

2019 January

Diversity in Education Conference, State College, PA. Doyle, N., Lynch, M., Sweeney, E., "How valuing linguistic diversity benefits ALL students"

English USA Professional Development Conference, San Francisco, CA. Gianico, J.M., "Assessment and feedback in oral communication classes: Using Adobe Spark videos" Gianico, J.M., "Yes, and: Using improv in the IEP classroom"

Modern Language Association of America. Chicago, IL. Canagarajah, S. "Weaving the text: Changing disciplinary orientations"

Canagarajah, S. "Language contact in textual transaction."



2019 February

ITA Professionals Symposium, Carnegie Mellon University, Pittsburgh, PA.

Looney, S. D., "Addressing student questions in the science lab: A module for ITAs"

2019 March

The American Association of Applied Linguistics, Atlanta, GA.

Buschner, B., Casal, J. E. & Kurtz, L. M., "Researching metaphors in legal education: A conceptual metaphor and corpus-aided study of legal writing"

Canagarajah, S. "Assessing lingua franca interactions as performative."

Canagarajah, S. "Disciplinary socialization of international STEM scholars: From linguistic proficiency to spatial repertoire"

Diaz, B.A., "Applying conceptual metaphor theory in the analysis of non-metaphorical medical discourse"

Doyle, N., "MA TESL students as volunteer adult ESL instructors: An activity theoretical investigation"

PRESENTATIONS, LECTURES, SEMINARS



Hall, J. K. and Looney, S. D., "The role of self-talk in displaying an L2 teacher's epistemic stance toward English grammar"

He, Y. & Wang, T., "Oh yeah, I HAVE heard of them - Practices to claim higher epistemic stance with absolute K- epistemic status"

Kafle, M., "Broadening undergraduate academic literacy support across the curriculum for multilingual students"

Kim, J., "What makes students talk: Mobilizing student responses in classroom interaction"

Lantolf, J. P., "Sociocultural theory. Colloquium: The conceptual architecture of SLA research: Deeping the discussion"

Liu, S., "Translanguaging as productive practice in growing foreign language learners' multilingual metaphorical awareness and competence"

Lu, X., "Towards a functional turn in L2 writing syntactic complexity research"

McManus, K. & Liu, Y., "Using elicited imitation to assess second language oral proficiency: A partial replication"

Minakova, V & S. Canagarajah., "Managing space in the communicative competence of STEM scholars: The door and the RGM"

Nasrollahi Shahri, M. N., "Research article writing and second language student identities"

Rincon, G. & Canagarajah, S. "The Role of spatial repertoires in negotiating stance in a research group meeting"

Applied Linguistics Roundtable,

University Park, PA

Kafle, M., "Negotiating academic literacy in mobility: Undergraduate refugee students' challenges in US higher education"

Department of English, Chinese

University of Hong Kong, Hong Kong.

Kim, M. "World Englishes in Asian contexts: Neoliberalism, socio-political influences, and expansions"

Conference on College Composition

and Communication, Pittsburgh, PA

Canagarajah, S. "Assembling translingual performances: Redefining agency"

Kafle, M., "Recently resettled refugee students' challenges and negotiations of academic literacy across the curriculum"

Nasrollahi Shahri, M. N., "Heteroglossic texts and translanguaging in the second language classroom"

Verity, D. P., "Research activities for multilingual writers: Space for rhetoric, space for culture"

Yoon, J., Khor, S., Doyle, N., Sandbulte, J., & Canagarajah, S.,

"Exploring the ENG/ESL divide within composition programs: Developing creative teaching practices"

Forum on Education Abroad, Denver, CO.

Kinginger, C. & Carnine, J., "The voices at the table: Language and culture in study abroad homestay mealtime interactions"

TESOL 2019 Annual Conference,

Atlanta, GA.

Childs, S., Golombek, P., Johnson, K. E., & Verity, D. P., "Tracing the developmental trajectory of L2 novice teacher/teaching expertise"

Doyle, N., "Traversing activity systems: MA TESL students as volunteer adult ESL teachers"

Freeman, D., Ball, D., Epperson, M. & Johnson, K.E., "How is language teaching different? Conversing about the knowledge base"

George, J., "A word-study approach to teaching spelling"

George, J., "Helping IEP students communicate openness to future US classroom diversity"

Johnson, K. E, Golombek, P., Verity, D & Childs, S., "Tracing the developmental trajectory of L2 novice teacher/teaching expertise".

Lantolf, J. P., "Concept-based language instruction: SCT and visible mediation"

Sweeney, E., Doyle, N., & Toker, S., "Teaching academic citation practice as meaning-making activity"

The Annual Meeting of the Eastern Psychological Association, New York City.

Martin, D. & Smolicic, E., "Critical perspectives on study abroad: Educating for social change"

Canagarajah, S. (2018). The unit and focus of analysis in Lingua Franca English interactions: In search of a method. *International Journal of Bilingual Education and Bilingualism*, 21, 805-824. DOI: 10.1080/13670050.2018.1474850

Canagarajah, S. (2018). English as a spatial resource: Explaining the claimed competence of Chinese STEM professionals. *World Englishes*, 37, 34-50.

Canagarajah, S. (2018). "Reconfiguring learner identities in writing pedagogy." In S. W. Logan & W. H. Slater (Eds.), *Academic and professional writing in an age of accountability* (pp. 146-167). Carbondale: SIU Press.

Canagarajah, S. (2018). "Transnationalism and translanguaging: How they are connected." In X. You (Ed.), *Transnational writing education: Theory, history, and practice* (pp. 41-60). New York: Routledge.

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Giampapa, F., & **Canagarajah, S.** (2018). (Eds.). *Skilled migration and Global English*. London: Routledge.

Canagarajah, S., & Gao, X. (2019). (Eds.). Translingual practice in higher education. *English Teaching and Learning*. 43(1).

Hall, J. K. (2019). *Essentials of SLA for L2 teachers: A transdisciplinary framework*. New York: Routledge.

Hall, J. K. (2019). The contributions of conversation analysis and interactional linguistics to a usage-based understanding of language: Expanding the transdisciplinary framework. *The Modern Language Journal*. 103(S1), 80-94. DOI: 10.1111/modl.12535.

Hall, J. K. (2019). An EMCA approach to capturing the specialized work of L2 teaching: A research proposal. In M. Haneda & H. Nassaji (Eds.), *Perspectives on language as action: Essays in honor of Merrill Swain* (pp. 228-246). Bristol, UK: Multilingual Matters.

Hall, J. K. (2018). A transdisciplinary framework for SLA: Essential understandings for L2 researchers and teachers. 3L: *Language, Linguistics, Literature*, 24, 1-12. DOI: 10.17576/3L-2018-2404-01.

Kimura, D., Malabarba, T., & **Hall, J. K.** (2018). Theoretical considerations for producing video data for pedagogical research: A conversation analytic perspective. *Classroom Discourse*, 9, 185-204. DOI: 10.1080/19463014.2018.1485589.

Blair, A., **Haneda, M.**, & Bose, F. (2018). Reimagining English-medium instruction settings as sites of multilingual and multimodal meaning-making. *TESOL Quarterly*, 52, 516-539. DOI: 10.1002/tesq.449.

Haneda, M., & Nassaji, H. (2019). (Eds.). *Perspectives on language as action*. Bristol, UK: Multilingual Matters.

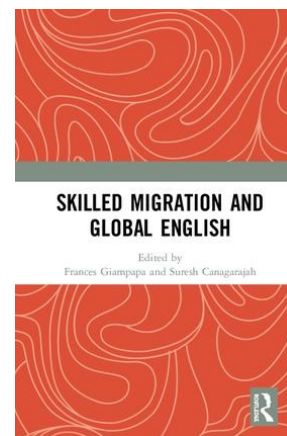
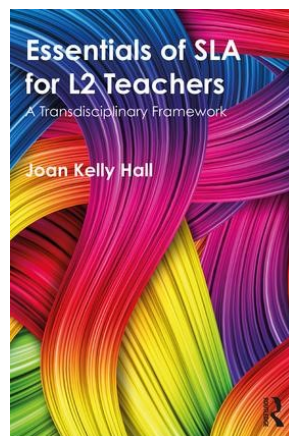
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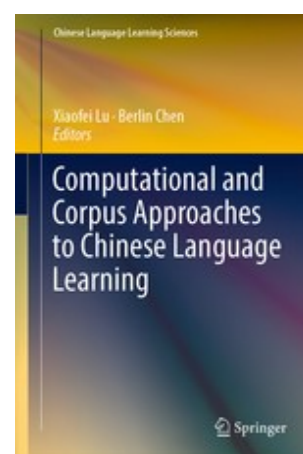
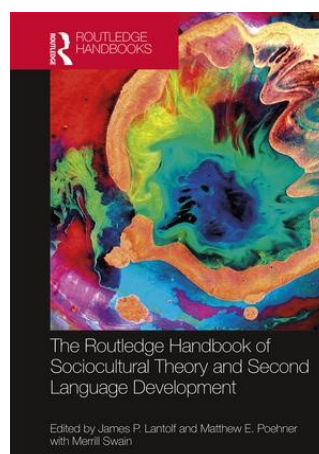
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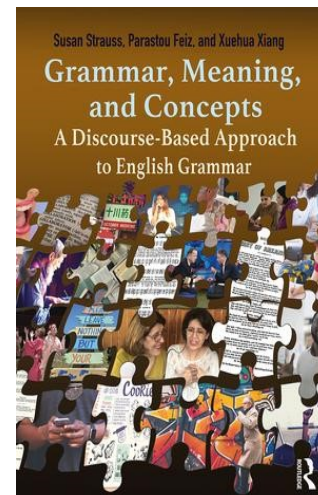
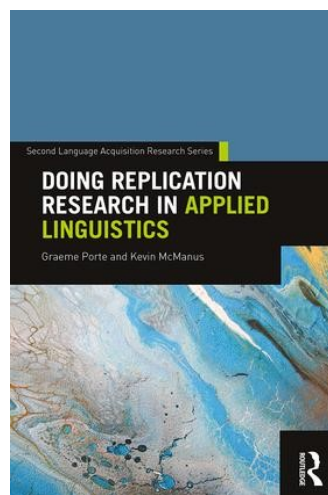
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FROM RECENT GRADUATES

Sheng-Hsun Lee, Ph.D. '18

I left Penn State at the end of 2017 and shortly after that started to work as a lecturer (assistant professor) at The University of Queensland (UQ) in Australia. At UQ, I am coordinating advanced-level Chinese courses and teaching Chinese-English translation. I continue to work on research about study abroad and classroom interaction, and I am now at the stage of planning to work on projects that look into Australian students' mobility experience and classroom interaction. After moving to Brisbane, I no longer cook as much as I used to in State College, because there are many nice restaurants here! Seafood is also very fresh here because Brisbane is right next to the Sunshine and Gold coasts of Australia. Seafood and coasts are my stress relievers.



Eunjeong Lee, Ph.D. '18

Last Fall, I started as an Assistant Professor at Queens College, part of the City University of New York system. Located in the heart of Queens, New York, Queens College serves students who bring rich linguistic and cultural backgrounds, and I've been having the pleasure of working with students in their First-Year and advanced composition courses. I'm engaged in two writing-related initiatives on campus: I serve on the Writing Minor committee, the English department's new initiative, and I have been working with faculty in Composition as well as Creative Writing. I've been also working with other colleagues in the department to bring the insights from translanguaging to our curriculum and teaching practices in the First-Year Writing program and the Writing Center. Working with multilingual students here at Queens so far has opened my eyes to the complexity in language and literacy practices and relationships students form with different languages, and I hope to contribute back to my community through my scholarship.



FROM RECENT GRADUATES

Daisuke Kimura, Ph.D. '18



Just three weeks after my dissertation defense, I started my job as a Project Assistant Professor in Center for Global Communication Strategies at the University of Tokyo in April, 2018. While this sudden life transition was nothing but a pain, my first year in Tokyo has been absolutely amazing. Our program, Active Learning of English for Science Students (ALESS), offers innovative first-year writing courses wherein students experience the process of academic writing firsthand, from literature review to experimentation to composition of IMRD-styled papers. The program is premised on the understanding of academic writing as a social practice involving not just grammatical knowledge but a network of people, material resources, and disciplinary knowledge. Embodying this perspective, we offer a thorough support system consisting of a science lab staffed by science graduate students and writing center staffed by humanities graduate students, as well as classes taught by faculty members representing diverse academic disciplines and cultural backgrounds. The faculty are quite collegial and receptive of each other's ideas, and there are plenty of opportunities for me to contribute my knowledge of applied linguistics to improve the program. I am really happy to be part of the university's cutting-edge educational efforts and excited to embark on a new academic year in several weeks!

Jingjing Lai, MA TESL '14

After graduating from the M.A program in December 2014, I started my teaching career at The Knox School, a co-ed boarding and day school for grades 6-12 in Long Island, New York. I taught various levels of ESL classes and started the Mandarin program there. During my time at Knox, I wore many hats: middle school coordinator, academic advisor, club advisor, and head house parent. It was a challenging job that comes with many responsibilities, but it also helped me see a lot of potentials in myself. In 2017, I transitioned to St. Luke's School, a first-rate independent day school in New Canaan, CT. Working as a full-time Upper School Mandarin teacher, I teach four levels of Mandarin classes and promote the Chinese program. Although I do not teach ESL any more, I know the MA TESL program has laid a solid foundation for me to grow as a better language educator.

Kexin Liu, MA TESL '17

Since graduating from the MA TESL program, I returned to China and worked at an English Institution teaching young children. With teaching and working experience accumulated, last year I set up an English Center called *ELITE* for children ages 2-12 in Guiyang. At the beginning, things were quite tough, but now, I think the situation is better and things are on the right track. In our English center, we have designed courses based on the student's age and English level. For 2-5 years old students, we offer English picture book classes. For students from 6-12, we have Phonics and Wonders lessons. Many students and parents deeply agree with our teaching philosophy, love our lessons as well as the teaching methods that we use in class. I really appreciate what I have learned in our TESL program. Penn State APLNG is the place where my dreams sprouted, grew and finally became true.

FROM OUR ALUMNI

Brody Bluemel (Ph.D. '15) has been granted early tenure and was promoted to Associate Professor at Delaware State University. Brody is also co-ordinating the project "Language Immersion Curriculum Design" in CALPER's new grant cycle.

Meghan Cavanaugh (MA TESL '13) is in her second year as the English Language Department Chair at Marianapolis Preparatory School (CT). She is currently working on redesigning the program to better fit the needs of the school and the international students, and she is teaching English I and English II classes.

Edie Furniss (Ph.D. '15) relocated to Finland with her husband and is working at AAC Global (a company providing translation and language training) as a Digital Learning Content Developer. She also leads the project "Corpus-based Vocabulary Units" in CALPER's new grant cycle.

Gretchen Ketner (MA TESL '05) was granted a sabbatical from her position as the English Language Institute Director at LCC International University in Klaipeda, Lithuania. She spent the Spring 2019 semester working with Global Partners for Education, an organization that focuses on building capacity in educational initiatives in under-resourced communities. She helped to provide training for pre-service and in-service teachers who are interested in teaching cross-culturally and also traveled as part of a team of consultants to several countries where Global Partners is exploring partnerships, including Kenya, Ethiopia, and Jordan.

R. Adam van Compernelle (Ph.D. '12) was awarded the William S. Dietrich II Associate Professor of Second Language Acquisition and French and Francophone Studies at Carnegie Mellon University.

Jonathon Reinhardt (Ph.D. '07) published the book *"Gameful Second and Foreign Language Teaching and Learning: Theory, Research, and Practice"* with Palgrave-Macmillan. Jon is Associate Professor and Director of EAL at the University of Arizona.

Nina Vyatkina (Ph.D. '07 German, Applied Linguistics option) was promoted to Full Professor in August 2018. She has been chairing the department of German Studies at the University of Kansas since 2016. In October 2018, Nina visited Penn State as one of the six invited speakers at the international symposium on Multidisciplinary Approaches to Child and Adult Language Acquisition, jointly hosted by the Center for Language Acquisition and the Center for Language Sciences.

Jie Zhang (Ph.D. '11) has been granted tenure and was promoted to Associate Professor at the University of Oklahoma.

We would like to hear from you.

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and write us a note any time during the year



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Wishing everyone a great summer

The 2018-2019 Newsletter Committee:

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

ALBUM 2018-2019

