Department of Applied Linguistics

Spring / Summer 2022
The Pennsylvania State University

DEAR MEMBERS AND FRIENDS OF APPLIED LINGUISTICS,

Despite the challenges that the pandemic has continued to bring to our everyday and academic lives this past year, we have achieved so much in what we do best. It feels great to be able to travel to and present at conferences again!

The Department is at a time of changing leadership. It has been an honor and pleasure to serve the Department as Interim Head this past year, and I am very pleased and excited that Dr. Karen Johnson will lead us in Fall 2022 as Interim Head and that Dr. Tommaso Milani will join us as our new Head in Spring 2023. There is much to look forward to!

Meanwhile, I invite you to take a moment to read through the newsletter and celebrate the many accomplishments of our students and faculty.

Xiaofei Lu

THE IECP PROGRAM

During the past academic year, the IECP welcomed the return of in-person classes, adapting at first to hybrid teaching and later exclusively in-person classes of energetic students excited at fulfilling their educational aspirations outside of their home countries. The return to in-person instruction also ushered in a return of tutoring and student activities as well as on-campus housing. Emily Walter, a TESOL minor student, joined the IECP as the Student Center Coordinator, providing students with a welcoming place to engage with language outside of class. Moreover, Global Engagement Community (GEC) reopened along with other student housing options. In the GEC, Nikki Mattson has again created a vibrant environment for international and domestic students to engage in cultural exchange.

Nikki has also initiated several grant-funded international partnerships in support of Experiential Digital Global Engagement (EDGE) and Penn State Global. Under Nikki's leadership, the American Councils for International Education and the Central Asia University Partnerships program has awarded EDGE grants to work with Moscow State University, Tashkent Institute of Irrigation and Agricultural Mechanization, Osh Technological University, Tajik Agrarian University, and Kazakh National Agrarian Research University. In addition, Nikki is leading the IECP's efforts to revise its curriculum. Curricular changes include two clearly delineated terms within each semester and a larger selection of rotating Special Topics (elective) courses. Portions of the current curriculum will carry-over, receiving updates that utilize UN's sustainability goals to incorporate more decolonial and social justice-oriented pedagogies.

The IECP is due to renew its 10-year accreditation with CEA in the spring of 2024. Accreditation is an important part of maintaining a healthy, vibrant program through continuous renewal, but it is also a lengthy, labor-intensive process. Ty Liu, a Penn State Applied Linguistics MA-TESL graduate who joined the IECP teaching faculty this past fall, is leading the 18-month reaccreditation process.

In the Fall of 2021, the IECP began hosting its inaugural class of students from the KAUST Gifted Student Program (KGSP) at King Abdullah University of Science and Technology (KAUST). This opportunity was the result of a collaborative effort between Global Programs and the IECP, with Global Programs providing support for the First Year Coordinator, Rachel Wortham. Rachel serves as student advisor and liaison between the IECP and KAUST, the program sponsor. The 14 students in this program have all been accepted to competitive universities around the country, and several individuals will be continuing their studies at Penn State. The IECP has applied to host the program for a second year.

Finally, after almost three years of development working with the Office of Undergraduate Education, Global Programs, Undergraduate Admissions, and the College of Engineering, the IECP is ready to launch the *Connections Program.* Chelsea Benton-Monahan is leading the development of this program, which functions as a sort of "pathways lite" or "Bridge" program. While there have been a few challenges with meeting enrollment requirements, we are nevertheless hopeful for a 2022 launch.

Jason Litzenberg

THE INTERNATIONAL TA PROGRAM

It has been a busy year for the ITA Program. From research to practice to service, we have been actively pushing the field and setting the pace for ITA programs nationwide. I want to begin by thanking our superb teachers, Stacy Suhadolc and Jacob Rieker, for their work this year. The mediation they have provided for Penn State graduate students has helped advance their development as multilingual professionals and enriched the quality of graduate and undergraduate education at Penn State.

It has been a big year on the research front as Stephen Looney is Co-PI on a team that received a National Science Foundation (NSF) exploratory grant to develop pronunciation software which provides users feedback based on models of highly intelligible speakers from their own L1. The project will also improve our understanding of L2 teachers' and learners' understanding of pronunciation and experiences with language learning software. Members of the team presented initial findings at AAAL 2022. Special thanks to Ruge Zhao and Heather Novak who worked as research assistants on the project and Stacy and Jacob who contributed materials and time. Members of the ITA team also published several papers and presented at AAAL and TESOL this year. Please see the publications and presentations list for those accomplishments.

Fall 2021 saw us move the AEOCPT back to a face-to-face context. We have conducted over 450 AEOCPTs to this point, which far exceeds our typical numbers. This is a major undertaking, and I am grateful as always to the graduate students who help administer the test, and to Seunghoon Choi and Jennifer Keyzer-Andre who help communicate with departments and process invoicing. In the fall, I worked with Liberal Arts-IT to revamp the AEOCPT app, and we expect to roll it out in the coming months.

We have run 10 sections of ITA courses from Summer 2021-Spring 2022, and by the end of this academic year will have given 73 IPTs. Our numbers are healthy, and we are looking forward to continuing to develop innovative assessment and instruction in the coming year!

Service is the third branch of our mission, and we had a strong presence in TESOL International and department communities this year. Congratulations to Stacy for completing her term as Chair of TESOL's ITA-IS. She did an especially noteworthy job at the conference by keeping virtual attendees in the loop and actively communicating with the community. Additionally, she brought the off-TESOL ITA listerv to Penn State. This is an ongoing service she will now provide and which will help maintain the department's high profile in ITA. Stephen served on TESOL International's Nominating Committee as well as serving as faculty advisor to the Travel Committee in our department. Stacy was a member of the Social Committee during the year.

Stephen D. Looney

The College IT Department changed our departmental website from Plone to Wordpress. Some pages will look a bit different to you.

The MA TESL Program

Another year has passed! Our MA TESL students have returned to in-person learning and teaching and continue to thrive.

Our Spring 2022 graduates join former MA TESL graduates who are teaching across the globe in private institutions or companies and in university language programs. Some of our students also decided to continue their graduate studies.

We are fortunate to stay connected with so many talented and caring people, and we would like to extend a sincere thank you to all who so willingly share their journeys with our current Mas and provide networking opportunities to help them get started on their own paths.

We send our best wishes to all of you for your continued success!

Sharon Childs

The ESL/EAP Programs

This year, we welcomed a smaller group of ESL15 students to our first-year writing classes than we did before the pandemic—perhaps fewer than 550 total—but in a greater variety of formats.

First, in Fall 2021, we offered ESL15 in fully asynchronous mode through World Campus, a first for University Park. I'd like to gratefully acknowledge the curriculum that we adapted for this pilot effort: it was originally an online version of our basic ESL15 course as adapted by Aaron Furgiuele, a graduate of our MA TESL program and currently an English/ESL writing instructor at Altoona campus. Three sections of the World Campus course filled up quickly last Fall, and were relatively successful at engaging students. However, it was clear from this experiment that fully asynchronous writing instruction is not ideal for young, novice, L2 writers.

So this Spring, even though remote instruction was mostly off the table at PSU, we received special permission to offer one remote synchronous (Zoom-based) class, making further adjustments to the online curriculum and making a weekly class meeting mandatory. Our initial motivation was to serve students who could not, due to lingering travel restrictions and unpredictable health conditions, make it to campus in time. Ultimately, the class filled with a mix of late-arriving students and regular residential students.

The challenges of teaching and supporting students who are—like all of us—coping with the vagaries of mid/late-pandemic life, but are also, somewhat uniquely, facing really tough challenges in traveling to and from their home countries, were highlighted this year. Just like I try to do every year, I want to express my deep gratitude to the skilled and versatile instructors (full-time Teaching Faculty and Graduate Teaching Assistants) who patiently and adeptly support our international undergraduate students (and each other, in our weekly professional development meetings) so well.

The graduate-level ESL classes, which have consolidated over the past few semesters into truly impressive curricular shape, thanks to the combined efforts of the various instructors to improve them, continue to serve a small but dedicated group of international research students. I continue to seek new ways to support L2 researchers in oral and written academic English and look forward to a productive academic year ahead.

Deryn Verity

English For Professional Purposes Intercultural Center (EPPIC)

In the past year, EPPIC has continued to offer a range of support services related to academic and professional English for multilingual students and scholars, in both remote and in-person formats. These services have included language assessments, workshops on interaction, writing, and speaking in EAP, and individual consultations focusing on language skills and genres in a wide variety of disciplines. In response to student interests and requests, the center piloted three new services in 2021-22: EPPIC Conversations and EPPIC Write-A-Thon writing groups, led by Rebecca Zoshak, and long-term Language Advising, led by Bryan Buschner and drawing inspiration from his recent doctoral research.

EPPIC maintained its outreach to the larger university community with customized services and programming that promote translingual awareness and global engagement for faculty, staff, advisers and students. Programs in this vein included collaborations with the Schreyer Institute for Teaching Excellence, Penn State Global, Penn State Scranton, the Air Force ROTC program, Career Services, the College of Agriculture, and the Sokolov-Miller Center for Financial Literacy and Life Skills.

Session topics have included Global English, inclusive teaching, translingual Diversity, Equity, Inclusion, and Accessibility (DEIA), and supporting multilingual writers. EPPIC's external outreach has included consultations with universities in Turkey and Hawaii, development of a faculty EMI program for the National Taipei University of Technology, and collaboration with Humphrey Fellow Sasiporn Phongploenpis from Thailand.

On the research front, EPPIC has conducted analysis of discipline-specific academic writing and speaking, reviewed literature on Global Learning and Virtual Global Exchange for a faculty fellows program, hosted the ESP-EAP Reading Group, and invited Dr. Anna Mauranen (University of Helsinki) to present a lecture in spring 2022.

EPPIC thanks its team members – Rebecca Zoshak, Maddie Diller, Bob Persiko, Ruth Parrish Sauder, and Bryan Buschner – for their many contributions to this year's service and research activities.

Meredith Doran

Center for Language Acquisition (CLA)

The Center for Language Acquisition has enjoyed an active year as we have all started to navigate back to our offices and the campus. In fall 2021, we held our second series of online workshops focused on research methods, titled the "Penn State Workshops in Research Methods for Applied Linguists". This initiative responds to recent developments in the field about how we carry out research projects, called the "methodological turn" (see Heidi Byrnes editorial in the Modern Language Journal, 2013). CLA is contributing to this turning point in the field by providing hands-on training in cutting-edge research methods. In fall, hour workshops were offered. Aline Godfroid (Michigan State) gave a workshop titled "Eye Tracking as a Tool for Language Researchers", Joan Kelly Hall's (Penn State) workshop was titled "Introduction to

Conversation Analysis as a Research Method for the Study of L2 Classroom Interaction", Luke Plonsky (Northern Arizona) offered a workshop on "Research Synthesis and Meta-analysis in Applied Linguistics", and Camilla Vásquez (South Florida) gave a workshop titled "Research Methods for Digital Discourse Analysis".

As we look forward to the coming fall, we are excited to offer workshops led by the following scholars: Peter de Costa (Michigan State, Sept 9), Kimberly Geeslin (Indiana, Sept 23), Shaofeng Li (Florida State, Oct 28), Xiaofei Lu (Penn State, Nov 11), and Nicole Tracy-Ventura (West Virginia, Oct 7). Registration for these workshops will open over the summer. Watch out for announcements to attend these free events and keep up to date on

the website: https://sites.psu.edu/researchmethods/

In addition to our fall workshops, we hosted four invited speakers. Paul Toth (Temple) gave a talk titled "A Multi-site Study of L2 Spanish Grammatical Consciousness-raising Tasks in Three US High Schools", Julie Sykes (Oregon) gave a talk titled "Expanding Our Approach to Proficiency: Interlanguage Pragmatic Learning in a Digital World", and Ryuko Kubota (British Columbia) gave a talk titled "Critical Race Research and Teaching for Language Studies". This year's Gorski Endowed Lecture was given by Jeannette Littlemore (Birmingham) on the topic of "Metaphor As a Lens Through Which to Examine Deep, Personal, Emotional Experiences". We are very grateful to these scholars for sharing their research with us!

The CLA invited speaker series is already confirmed for 2021-22 and we look forward to welcoming Jean-Marc Dewaele (London), YouJin Kim (Georgia State), Carsten Roever (Melbourne), Francis Troyan (Ohio State), Nikolay Veresov (Monash). All talks will take place virtually.

Julie Sykes, director of the Center for Applied Second Language Studies at the University of Oregon, gave a webinar for our Language Teaching Forum titled "Integrating Digital and Analog Tools in the Language Classroom: A look at the design and implementation of mixed-reality experiences for language learning". We look forward to welcoming Francis Troyan (Ohio State) in November, who will give a one-day workshop for Penn State language educators.

Kevin McManus

CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)

This year marks CALPER's 20th year as a Title VI national Language Resource Center (LRC). That makes CALPER one of the longest continually funded LRCs in the U.S. In 2022, CALPER will complete its fifth funding cycle and thus end the 2018-2022 grant award. The no-cost extension year (2022-2023), for which we applied, and which was approved, will help project coordinators finish up classroom-based projects that had to be interrupted because of the pandemic. In the fall, teaching materials will be prepared for production and subsequently made available to language educators as free resources.

After a two-year hiatus, national conferences are finally held in-person again and in November CALPER will participate in the joint exhibit that the LRCs organize at the convention of the American Council on the Teaching of Foreign Languages (ACTFL). The LRC group will travel to Boston and show their materials and resources to the community of language educators. The sub-text of the conference is "World Language Educators Re-connect" - quite appropriate!

Boston ACTFL 2016

Photo credit: G. Appel

2022 was also a year for CALPER to apply for another cycle to continue with its work as an LRC. Kevin MacManus (PI) and Jialing Wang wrote a new proposal, which was awarded just a few weeks ago. Under new leadership, with new projects, and also mostly new project coordinators, CALPER is going for its "silver anniversary". Huge, huge congratulations to both of them and their new team!

Right now updates of our website are being made, but in a short while you will be able to read about project development and new resources. We invite you to visit calper.la.psu.edu

Gabriela Appel

EXAMS—SUMMER/FALL 2021—SPRING/EARLY SUMMER 2022

Qualifying Exams	Comprehensive Exams	Dissertation Proposals
Madelyn Diller	Alba Garcia Alonso	Alba Garcia Alonso
Kimberly Hansen	Eun Hae Cho	Eun Hae Cho
Minjin Kim	Sarah Jackson	Lyana Sun Han Chang
Visnja Milojicic	Jacob Rieker	Sarah Jackson
	Xixin (Steve) Qiu	Xixin (Steve) Qiu
	Yuanheng (Arthur) Wang	Yuanheng (Arthur) Wang
	Genggeng Zhang	Genggeng Zhang
		Jingyuan Zhuang

DOCTORAL DEFENSES

Bryan Buschner "ALL in the dialogue: A discourse analytic approach to advising in language learning" (June 2021; Director: Susan Strauss)

Yingying Liu "Multiword constructions in published student mechanical engineering research articles" (July 2021; Director Xiaofei Lu)

Guadalupe Rincon "Graduate student academic socialization through mentored writing interactions: Between empowerment and marginalization" (June 2022; Director: Suresh Canagarajah)

MASTER DEGREES

Whenhui Gao   Emily Kao   Yue Wang   Yanqiang Yang   Ruanan Zhao   Ruge Zhao

AWARDS RECOGNITIONS GRANTS

Lyana Sun Han Chang was named a Rock Ethics Institute Fellow and reveived a dissertation release during Fall 2021 and a monetary award.

Shuyuan Liu won Second Prize in the "Arts and Humanities" category at the 37th Graduate School Exhibition, The Pennsylvania State University. **Tianfang (Sally) Wang** won Second Prize in the "Social and Behavioral Sciences" category at the 37th Graduate School Exhibition, The Pennsylvania State University

Ying Xiong received a stipend from the European Second Language Association to present her research at EUROSLA 31, which will be held in Fribourg (Switzerland) in August.

Both **Minghui Sun** and **Genggeng Zhang** were awarded Digital Humanities Graduate Study Grants from the Liberal Arts Center for Humanities and Information.

Kelly Bayas, **Shuyuan Liu** and **Jingyuan Zhuang** received RGSO Grants from the College of the Liberal Arts.

Dr. Sinfree Makoni was named Honorary professor in the School of Language, Media, and Culture, Nelson Mandela University and Extraordinary professor in African Language Studies at the University of the Western Cape, South Africa.

Jacob Rieker was elected co-chair of the Graduate Student Council of the American Association for Applied Linguistics (AAAL) for 2022-2023.

In 2021, **Jacob Rieker**, **Tianfang (Sally) Wang** and **Yuangheng (Arthur) Wang** were awarded the "Jiyuan Kim Sociocultural Theory Graduate Student Travel Grant". Dr. Jiyuan Kim, who sponsors this award, received her doctoral degree in our department in 2013.

At the end of each academic year, the graduate faculty of our department decides on the recipients of its internal awards.
The "CLA Outstanding Graduate Student Award" is given to an individual for their overall research and service to the department. In 2020-2021, **Yingliang**

(Elvin) He was named "outstanding graduate student". In 2021-2022, **Genggeng Zhang** was named "outstanding graduate student".
The "Gil Watz Graduate Student Dissertation Fellowship in Languages and Linguistics" was presented to **Yulia Khoruzhaya** and **Valeriya Minakova** for 2021-2022.
The Center for Language Acquisition (CLA) also awards students with a monetary award in the amount of $1,000 to support their research. In 2021 the "Gil Watz Dissertation Fellows with the CLA" were **Kelly Bayas**, Valerie Keppenne (German), **Yulia Khoruzhaya**, and **Jingyuan Zhuang**. In 2022 the "Gil Watz Dissertation Fellows with the CLA" are **Jacob Rieker** and **Eunhae Cho.**

AWARDS RECOGNITIONS GRANTS

Xixin (Steve) Qui has been selected by the editors of *English for Specific Purposes* to join the journal's "Student Editorial Board". He will serve on the board for one year.

Dr. Robert Schrauf is the Co-PI on a grant funded by the National Institute of Child Health and Human Development. The PI is Kate Yun, MD (Children's Hospital of Philadelphia) and the second Co-PI is **Dr. Priscilla Ortiz** (also CHOP), an alumna of our department. The research team will create *"The Commonwealth Short Course on Research Methods"*. The grant period is 2021-2026 and the amount awarded is just under $800,000.

Dr. Stephen Looney is the Co-PI on a grant funded by the National Science Foundation. The title of the project is *"EAGER: Collaborative research: Second language speech production: Formulation of objective speech intelligibility measures and learner-specific feedback.* PI is Okim Kang (Northern Arizona University) and John Hansen is Co-PI (University of Texas at Dallas). The grant award is $300,000 for 18 months.

Dr. Kevin McManus (PI) and **Dr. Jialing Wang** submitted a successful application to the U.S. Department of Education to continue CALPER as a national Title VI Language Resource Center. The new grant cycle will be from 2022-2026. The amount awarded is just under $800,000 for the four years.

Nikki Matteson and colleague were awarded three short-term grants (January—September 2022) by American Councils for International Education and their partners to develop curricular solutions for the U.S.-Russia University Virtual Partnership and the Central Asia University and Penn State Partnership Program.

At the end of April, **Jialing Wang** successfully defended her dissertation in the College of Education at Penn State. The title of her work is "Employability of international Master's returnees: A case study of MA TESOL graduates' employment experience in China."

Valeria Minakova received the 2022 Indigenous Language Scholarship Fund from the American Association for Applied Linguistics (AAAL). She was recognized at this year's annual conference in Pittsburgh.

AAAL INDIGENOUS LANGUAGE SCHOLARSHIP FUND

Valeriya Minakova
The Pennsylvania State University
From a sympathetic observer to an imperfect ally: A non - indigenous research in heritage language maintenance
Monday, March 21 at 8:00 am

AAAL
PITTSBURGH 2022

Congratulations on Your Accomplishments

2022 AAAL Annual Conference

PUBLICATIONS

Agnoletto, M. A., Dellagnello, A. K., & **Johnson, K. E.** (2021). Perezhivanie in action: A novice teacher's refraction of mediated dramatic events. *Language and Sociocultural Theory, 8,* 153-179.

Canagarajah, S. (2022). Challenges in decolonizing linguistics: The politics of enregisterment and the divergent uptakes of translingualism. *Educational Linguistics*, 1 (1), 1-31. https://doi.org/10.1515/eduling-2021-0005

Canagarajah, S. (2022). Trajectories in decolonizing language: A conversation with Ngugi wa Thiong'o. *Applied Linguistics*, 43 (1), 2022, 203–211, https://doi.org/10.1093/applin/amaa057

Canagarajah, S. (2022). The shifting significance of creative writing in composition pedagogy." In B. Chamcharatsri & A. Iida (eds.), *International perspectives on creative writing in second language education* (pp. 13-32). London: Routledge.

Canagarajah, S., & **Minakova, V.** (2022). Objects in embodied sociolinguistics: Mind the door in research group meetings." *Language in Society*, Early View, 2022, 1-32. doi:10.1017/S0047404522000082

Canagarajah, S. (2021). Addressing language statuses in the writing of multilingual students. In T. Silva & Z. Wang (eds), *Reconciling translingualism and second language writing* (pp.41-54). New York: Routledge.

Canagarajah S. (2021). "Diversifying academic communication in anti-racist scholarship: The value of a translingual orientation. *Ethnicities*. Early View. December 2021. doi:10.1177/14687968211061586

Canagarajah, S. (2021). Materializing narratives: The story behind the story." *System*, 102 (2), 102610. Early view. https://doi.org/10.1016/j.system.2021.102610.

Canagarajah, S. (2021). Materialising semiotic repertoires: Challenges in the interactional analysis of multilingual communication. *International Journal of Multilingualism*, 18(2), 206-225. DOI: 10.1080/14790718.2021.1877293

Canagarajah, S. (2021). Rethinking mobility and language: From the Global South. *Modern Language Journal*, 105 (2), 570-582.

Casal, J. E., **Lu, X.**, **Qiu, X.,** Wang, Y., & **Zhang, G.** (2021) . Syntactic complexity across academic research articles part-genres: A cross-disciplinary perspective. *Journal of English for Academic Purposes, 52,* 1-12.

Casal, J. E., Shirai, Y., & **Lu, X.** (2022). English verb-argument construction profiles in a specialized academic corpus; Variations by genre and discipline. *English for Specific Purposes, 66*, 94-107.

Golombek, P. R., & **Johnson, K. E**. (2021). Recurrent restorying through language teacher narrative inquiry. *V 102 System* doi: https://doi.org/10.1016/j.system.2021.102601

Hall, J. K., & **Looney, S. D.** (2021). The role of self-talk in downgrading an L2 teacher's certainty about grammar matters. *TESOL Quarterly* 55, 185-218.

Jain, R., Yazan, B., **Canagarajah, S.** (Eds). (2021). *Transnational identities and practices in English language teaching*. Clevedon: Multilingual Matters.

Jin, T., Duan, H., **Lu, X.**, Ni, J., & Guo, K. (2021). Do research articles with more readable abstracts receive higher online attention? Evidence from Science. *Scientometrics, 126*, 8471-8490.

Jin, T., **Lu, X.**, Shi, Z., & Su, Y. (2021). *Evidence use in oral argumentation: Features and development*. Beijing: Science Press.

Kim, M., & **Canagarajah, S.** (2021). Student artifacts as language learning materials: A New Materialist analysis of South Korean job seekers' student-generated materials use. *The Modern Language Journal*, 105(S1), 21-38. https://doi.org/10.1111/modl.12686

Kinginger, C. (2021). Eureka!, or how I learned to stop worrying and love the survey. *Language Teaching, 54*, 38-46.

Lantolf, J. P. (2021). A cultural-historical perspective on digital language learning. *Bilingualism: Language and Cognition*. 1-2.

Lantolf, J. P. (2021). Motivational dialogue in the second language setting. *International Journal of TESOL Studies, 3* (3), 1-21.

Liao, J., **Lu, X.**, Master, K., Dudek, J., & Zhou, Z. (2022). Telepresence-place-based foreign language learning and its design principles. *Computer Assisted Language Learning, 35*, 319-344.

Liu, S. & **Kinginger, C**. (2021). The sociocultural ontogenesis of international students' use of English as a lingua franca pragmatic strategies in ELF academic communication: Two contrasting case studies. *Journal of Pragmatics, 186,* 364-381.

PUBLICATIONS

Looney, S. D., & He, Y. (2021). Laughter and smiling: Sequential resources for managing delayed and disaligning responses. *Classroom Discourse 12*, 319-343.

Looney, S. D. (2021). Classroom teasing: Institutional contingencies and embodied action. *Discourse Studies 23*, 519-538.

Lu, X. (2022). Directions for future automated analyses of L2 written texts. In R. M. Manchón & C. Polio (Eds.), *The Routledge handbook of second language acquisition and writing* (pp. 370-382). New York: Routledge.

Lu, X. (2022). What can corpus software reveal about language development?. In A. O'Keeffe & M. McCarthy (Eds.), *The Routledge handbook of corpus linguistics* (2nd ed.) (pp. 155-167). London: Routledge.

Lu, X., Casal, J. E., & Liu, Y. (2021). Corpus-based genre analysis. In H. Mohebbi & C. Coombe (Eds.), *Research questions in language education and applied linguistics: A reference guide* (pp. 811-816). Berlin: Springer.

Lu, X., Casal, J. E., Liu, Y., Kisselev, O., & Yoon, J. (2021). The relationship between syntactic complexity and rhetorical move-steps in research article introductions: Variation among four social science and engineering disciplines. *Journal of English for Academic Purposes, 52*, 1-13.

Lu, X., Yoon, J., & Kisselev, O., Casal, J. E., Liu, Y., Deng, J, & Nie, R. (2021). Rhetorical and phraseological features of research article introductions: Variation among five social science disciplines. *System, 100*, 1-14.

McManus, K. (2022). *Crosslinguistic influence and second language learning*. New York: Routledge. https://doi.org/10.4324/9780429341663

McManus, K. & Liu, Y. (2022). Using elicited imitation to measure global oral proficiency in SLA research: A close replication. *Language Teaching, 55*, 116-165. https://doi.org/10.1017/S026144482000021X

McManus, K. (2021). Examining the effectiveness of language-switching practice for reducing cross-language competition in L2 grammatical processing. *Bilingualism: Language and Cognition*, 24, 167-184. https://doi.org/10.1017/S1366728920000218

McManus, K., Mitchell, R., & Tracy-Ventura, N. (2021). A longitudinal study of advanced learners' linguistic development before, during, and after study abroad. *Applied Linguistics, 42*(1), 136-163. https://doi.org/10.1093/applin/amaa003

Poehner, M. E., & Lantolf, J. P. (2021). The ZPD, second language learning, and the reproduction ~ transformation dialectic. *Cultural Historical Psychology*, 17 (3), 31-41.

Rieker, J. (2022). Making microteaching matter: A playful Vygotskian reconceptualization. *Second Language Teacher Education, 1.*

Rieker, J. (2021). [Review of the book *Language in action: Vygotsky and Leontievian legacy today*. Eds. R. Alanen & S. Pöyhönen]. *Language and Sociocultural Theory, 8.*

Su, H., Zhang, Y., & Lu, X. (2021). Applying local grammars to the diachronic investigation of discourse acts in academic writing: The case of exemplification in Linguistics research articles. *English for Specific Purposes, 63,* 120-133.

Sun, K., & Lu, X. (2021). Assessing lexical psychological properties in second language production: A dynamic semantic similarity approach. *Frontiers in Psychology, 12,* 672243.

Wang, T., & He, Y. (2021). Teaching domain-based figurative expressions: Designing and implementing CL-informed SCOBAs. *Language and Sociocultural Theory, 8, 120-151.*

Wu, J., & Lu, X. (2021). The relationship between syntactic complexity and L2 Chinese writing quality: Large-grained vs. fine-grained indices. *Yuyan Wenzi Yingyong* [Applied Linguistics], 1, 121-131.

Xu, Q., Chen, S., Wang, J., & Suhaldolc, S. (2021). Characteristics and effectiveness of teacher feedback on online business English oral presentations. *The Asia-Pacific Education Researcher, 30, 631-641.*

Yang, M., & Lu, X. (2021). From Xu to the development of L2 interactional competence: A conversation analytic case study. *Chinese Journal of Applied Linguistics, 44,* 273-291.

Yazan, B., Canagarajah, S., & Jain, R (Eds). (2021). *Autoethnographies in ELT: Transnational identities, pedagogies, and practices.* Abingdon: Routledge,

Yu, N. (2022). *The moral metaphor system: A conceptual metaphor approach.* Oxford: Oxford University Press.

Zhang, G. (2021). The citational practice of social science research articles: An analysis by part-genres. *Journal of English for Academic Purposes*, 101076.

Zhang, X., & **Lu, X**. (2022) Revisiting the predictive power of traditional vs. fine-grained syntactic complexity indices for L2 writing quality: The case of two genres. *Assessing Writing, 51,* 1-14.

Zhang, X., **Lu, X**., & Li, W. (2021). Beyond differences: Assessing effects of shared linguistic features on L2 writing quality of two genres. *Applied Linguistics, 43,* 168-195.

PRESENTATIONS LECTURES SEMINARS

May 2021
City University of Hong Kong
Lu, X. Exploring the relationship between syntactic complexity and readability: Perspectives, tools, and findings. (workshop)

College of Foreign Languages, Ocean University of China, Qingdao, China
Lu, X. Impacts of concept-, corpus- and genre-based writing pedagogy on graduate students' genre knowledge development. (invited lecture)

June 2021
Department of Foreign Languages - University of Chinese Academy of Sciences
Lu, X. The phraseological dimension in L2 Chinese writing complexity research. (invited lecture)

NAFSA Annual Conference and Expo
Mattson, M., & Mattson, N. Working toward campus internationalization through inter-departmental collaboration.

3rd Cultural Linguistics International Conference—University of Györ, Budapest
Yu, N. Moral-physical metaphors in Chinese

July 2021
National Summer School and Graduate Forum on the Interdisciplinary Studies of Second Language Acquisition - Qingdao, China.
Lu, X. Understanding factors affecting second language processing: A synergy between corpus linguistic and psycholinguistic methods. (invited lecture)

Chongqing University, China
McManus, K. Replication in the field of L2 research. What it is and why we need more of it.

(invited lecture)

Summer School, University of Leuven, Belgium
McManus, K. Replication research in Applied Linguistics. (invited workshop)

August 2021
American Councils for International Education
Doran, M., MacQuarrie, T. L., & Mattson, N. Virtual exchanges: Bridging student cultures and promoting peer connection. (invited workshop series)

World Congress of Applied Linguistics—Groningen The Netherlands
He, Y., & Wang, T. "Ratemyprofessors.com" – Embodiment of neoliberal education.

Looney, S. D. & Hall, J. K. Teacher responses to questions about grammaticality in an ESL classroom: Complex multimodal gestalts and the moral order of classroom Interaction.

Wang, T, He, Y, Khor, S. Y., Liu, S.,Hall, J. K., & Wang, Y. Side sequences in L2 classrooms: Students' interactional competence and interactional repertoires.

September 2021
Comissão Organizadora VIII CLAFPL Congress Latino- American Association of Professors of Linguistics – Brazil
Dellagnelo, K.A., Agnoletto, M.A., & Johnson, K.E. Mentor-mentee interactions around an EFL teacher's manual: The potential of responsive mediation

Global Engagement in the Liberal Arts—Wesleyan University, Middletown, CT

PRESENTATIONS LECTURES SEMINARS

Kinginger, C. The careers of language study abroad alumni: A mixed-methods investigation. (keynote)

School of Foreign Languages, Shanghai University - Shanghai
Lu, X. Promoting academic genre competence using corpus-based genre analysis activities. (invited lecture)

November 2021
9th Annual Conference on Teacher Education, Huazhong Normal University
Johnson, K. E. Praxis-oriented pedagogy and the development of L2 novice teacher expertise. (keynote)

30th Conference on English Language Education - Taipei
Lantolf, J. P. The social ~ cognitive crisis in SLA and what to do about it. (keynote)

Academic Forum, College of English, Beijing Foreign Studies University– Beijing
Looney, S. D. Classroom interaction: Multimodality, laughter, and teasing. (invited lecture)

3rd Colloquium on the Xu-based Approach to Second Language Learning – Qingdao
Lu, X. Effect of the linguistic complexity of the input text on alignment and writing performance in the continuation task.

U.S.-Russia University Virtual Partner Program
MacQuarrie, T., & Mattson, N. Virtual exchange: Bridging student cultures and promoting peer-based learning. (invited lecture)

American Anthropological Association - Baltimore
Schrauf, R.W. & López de Victoria, P., Disaster reconstruction as an ethical project: Hurricane María in Puerto Rico .

5th National Forum on Discourses of People with Special Needs—Shanghai
Sun, M. Analyzing aging policies from the perspective of Discourse Historical Approach: A case study of three international Plans of Action on aging over forty years (1982 - 2020).

International Society of Chinese Language Teaching—University of Wisconsin-Madison
Yu, N. Systematicity of conceptual metaphor theory

December 2021
Australian Association for French Studies—Brisbane
Kinginger, C. "At home" abroad: Cultural historical approaches to the homestay as a site for learning. Un.sited: "Sites" in French Studies. (keynote)

9th Symposium on Second Language Acquisition - Beijing
Lantolf, J. P. Motivational dialogue: An alternative approach to L2 motivation. (keynote)

Centre for Language and Literature Education, Karlstad University—Karlstadt, Sweden
Looney, S. D. CEAPP as a resource for investigating the assessment of interactional competence. (invited workshop) .

College of Foreign Languages, Ocean University of China
Lu, X. Replication research in second language acquisition. (invited lecture)

March 2022
American Association for Applied Linguistics - Pittsburgh
Amory, M., & Johnson, K. E. Provoking pre-service teacher development: Cognition-and-emotion in learning-to-teach

Johnson, K. E., Verity, D. P., & Childs, S. S. Pedagogical Concepts: Tools for Developing Reasoned Teaching" (with J. Rieker as Discussant)

Kang, O., Hirschi, K., Looney, S. D., & Hansen, J. The effects and attitudes towards mobile-assisted pronunciation and communication training on international teaching assistants' oral performance.

Khor, S. Y. Developing solidarity through the research interview: Making marginalized voices visible.

PRESENTATIONS LECTURES SEMINARS

Khoruzhaya, Y., & McManus, K. Constructional processing in L2 Spanish learners: Effects of proficiency and verb-construction association strength.

Kinginger, C., & Zhuang, J. Conceptual metaphors about language and language learning in life history interviews with study abroad alumni.

Litzenberg, J., & Miller, M. How do we get there?: Decolonizing ELT.

Lu, X., & Hu, R. Sense-aware lexical sophistication indices and their relationship to second language writing quality.

Poehner, M. E., & Lantolf, J. P. A moving target or moving the target? Dynamic assessment and creativity in L2 use.

Wang, T. The concept of conceptual metaphor as a psychological tool for learners' L2 development.

Zhang, G., & Casal, J. E. 'These results are inconsistent': 'This/these + shell noun' patterns in Engineering theses and research articles.

Zhuang, J., & Kinginger, C. Study abroad program features as predictors of long-term language use among U.S.-based learners.

Second Language Acquisition Program - University of Arizona - Tucson
Lantolf, J. P. Crisis in second language studies: the cognitive and social divide and what to do about it. (invited lecture)

TESOL International Convention and Expo—Pittsburgh
Bayas, K., & McManus, K. Investigating spacing effects during L2 grammar practice

Burke, M., DiLucente, J. Litzenberg, J., McKeever, S., & Syrotiak, M. Empowering post-pandemic ELT in Pennsylvania: A regional perspective.

Litzenberg, J., & Fraser, A. ELT professionals on the precipice of precarity.

Looney, S. D., & Ren, S. Developing data-driven rating criteria for an in-house oral assessment.

Looney, S. D. From gate keepers to advocates – paradigm shifts in ITA programs.

University of York—UK
McManus, K. Revisiting blocking and learned attention in SLA. (invited lecture)

April 2022
Foreign Language University – Dalian, China
Lantolf, J. P. (2022). The zone of proximal develment and its implications for a pedagogy of language development.

School of Foreign Studies, Nanchang University
Lu, X. Interdisciplinary collaboration and publishing in international journals. (invited lecture)

School of Foreign Languages, Shanghai Jiao Tong University
Lu, X. Corpus-based genre analysis and academic genre competence: Research and pedagogical perspectives. (invited lecture)

Popular Culture Association—Seattle
Sun, M. From "OK, Boomer" to "Boomer Remover": Heteroglossia and the cross-generational construction of identities on Twitter.

Welcome New Doctoral Students 2022

Pedro Augusto de Lima Bastos comes to us from Brazil. He has an undergraduate degree in English (Letras: Inglês) and a Master's degree in Linguistic Studies from the Universidade Federal de Goiás. He has been teaching EFL for nine years and recently taught a teacher education course to undergraduate students that focuses on exploring "language " from a decolonial perspective. His current research interests lie in Critical Applied Linguistics, decoloniality, language ideologies, and identity. His first year advisor is Dr. Suresh Canagarajah.

Julian Canjura completed a B.A. in Linguistics at the University of California at Santa Cruz and is finishing his M.A. TESL (with a concentration in Applied Linguistics) at Northern Arizona University. His current research interests center around (L2) pragmatics, SLA, and sociolinguistics, particularly English online and in social media, and the use of corpus and discourse analysis approaches to inform pedagogy. He is also interested in the role of metalinguistic development in SLA, CALL, online register variation, and identity performance through language. His first year advisor is Dr. Celeste Kinginger.

Photo credit: G. Appel

Xiaozheng Dai holds a B.A. in English Language and Literature from the University of Electronic Science and Technology of China and a Master's degree in Linguistics (with a concentration in sociolinguistics) from Georgetown University. After graduating from Georgetown, she taught TOEFL/IELTS writing as well as other test prep courses to adult and adolescent learners in Shenzhen, China for about three years. Her primary research interests include discourse analysis in various social, cultural, or educational settings and second language writing. She is planning to pursue a dual-title Ph.D in Asian Studies. Her first-year advisor is Dr. Susan Strauss.

Merve Özçelik completed her B.A degree in Foreign Language Education at Boğaziçi University in 2016. After graduation she received a scholarship from the Korean government to study Korean at Chonnam National University, Gwangju. When she returned to Turkey in 2018, she started teaching English at the post-secondary level. Since then, she has taught mostly academic reading and writing skills in English to preparatory school students at university. Currently, she is teaching at Boğaziçi University and is completing her M.A degree in Foreign Language Education. Her research interests are in discourse analysis, narrative research, multilingualism, and interactional sociolinguistics. Her first year advisor is Dr. Suresh Canagarajah.

Mfundo Jabulani Msimango obtained his B.Ed. degree at the University of Zululand, with a focus on language education and life orientation. He taught Life Orientation and isiZulu (one of 11 official South African languages) at three state-run high schools throughout his teaching practicum. Subsequently, he earned an honors degree in Education from the University of Cape Town (UCT) and an M.Ed. in applied linguistics and literacy. While studying towards his masters, Mfundo taught at a multilingual reading club, KwaFaku-Vulindlela reading club. Mfundo's interests are in working towards change of the South African education system through language education policy. His first year advisor is Dr. Sinfree Makoni.

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The 2021-2022 Newsletter Committee:

Gabriela Appel