Department of Applied Linguistics

Dear Applied Linguistics colleagues and friends,

After a long wait, I finally arrived in State College in January 2023. While it is always a bit scary to move to a new country and jump through so many bureaucratic hoops, the transition from Sweden has been surprisingly smooth. I can list many occasions on which I was generously helped out by my new colleagues to navigate complex tasks such as getting a social security number, opening a bank account, or finding a new home. I have been overwhelmed by the warmth, welcome and support I received from all of you. Bob, Celeste, Karen and Xiaofei have been very generous with their time, explaining the systems and processes. Sarah, Jennifer, Emily and Jaron have also been of invaluable help in my administrative induction into the Penn State world of policies and practices. Though I have yet to master them, "praxis makes perfect", as Karen, Deryn and Sharon so nicely put it in their hand-written dedication in my copy of their new book Praxis-oriented Pedagogy for Novice L2 Teachers.

On the subject of research outputs, this is the time of the year we all associated with annual reviews. While I approached this task with some trepidation, it turned out to be a very rewarding process, which gave me the opportunity to have an overview of your superb accomplishments in research, teaching, and service. I will not list here all the monographs, edited collections, journal articles and book chapters that appeared over the last year: you can find a comprehensive list elsewhere in this newsletter. Besides the large number of publications in top-tier fora, our department also attracted new funding. Among the many successful grant applications, I want to mention the four-year

Language Resource Center award of $750,000 which was made to the Center for Language Acquisition, under the directorship of Kevin McManus, in collaboration with Jialing Wang, Stephen Looney, and Olesya Kisselev (University of South Carolina). This investment will support research into less commonly taught languages, and the development of a new framework for language teaching informed by usage-based learning theory (based on Kevin's recent book). It also builds on the Center's track record in both grantmaking, and the conduct and dissemination of high-quality language learning and teaching resources.

It is not only our faculty that have put the department on the national and international map; our graduate students have done so too. Among the many achievements, I want to mention the project Meeting halfway, led by Merve Özçelik together with Julian Canjura, Mfundo Msimango, Pedro Bastos and Xiaozheng Dai. It is a graduate student-led project financed by the Graduate Alliance for Diversity and Inclusion (GADI), which aims at producing a video series teaching interactional and linguistic strategies that "native speakers" of English can use to share the responsibility of successful, equitable collaborative communication in interactions within our multilingual campus. Besides the many awards our PhD students have received within the College of the Liberal Arts, Eunhae Cho received a Doctoral Dissertation Grant from TIRF, the International Research Foundation for English Language Education. Yulia Khoruzhaya and Jingyuan Zhuang were awarded a Graduate Dissertation Writing Support award by the National Federation of Modern Language Teachers Associations. Tianfang (Sally) Wang was awarded a 2023 Graduate Student Award by the American Association for Applied Linguistics (AAAL). Yuanheng (Arthur) Wang received a Harold F. Martin Graduate Assistant Outstanding Teaching Award. This award

is given by the Graduate School, the Office of the Vice President and the Dean of Undergraduate Education. On behalf of the Department, the College and the University, I want to thank all of you for making our department a leading institution in the field.

I also want to take the opportunity to thank Gabi Appel for her twenty years' service, as she heads into retirement in June. As Associate Director of the Center for Advanced Language Proficiency Education and Research (CALPER), Gabi saw five funding cycles through over 20 years, establishing CALPER as a center of excellence in second language education and applied linguistics. I will miss both her intellectual energy and her enthusiasm, which she applied to a number of projects including the departmental website, and this newsletter, which serve as our window onto the broader applied linguistics community globally.

I am already looking forward to the new academic year in the Fall, when we will be joined by a new cohort of seven highly talented graduate students. In the meantime, I wish you all a restful and/or productive summer!

Tommaso M. Milani

The International TA Program

It has been another busy year for the International Teaching Assistant (ITA) Program. We provided a record number of AEOCPTs this year: 595! This number is up 87% since 2017. Accomplishing this task would be impossible if not for the much-appreciated commitment of the PhD students and several faculty. I'd especially like to thank Karen Johnson, Sharon Childs, and Deryn Verity for volunteering their time to administer tests in August.

In an effort to provide more opportunities for student involvement, we are currently recruiting undergraduates and incoming master's students to assist with future test rating. The ITA Program had stellar teachers again this year. Thanks to Sarah Jackson, Yulia Khoruzhaya, and Stacy Suhadolc for their pedagogical expertise and commitment to their students.

This year we completed our data collection and we began to present results as part of a collaborative team working on an NSF grant with colleagues at Northern Arizona University and the University of Texas-Dallas. We presented at several conferences including Pronunciation in Second Language Learning and Teaching, the Acoustical Society of America, and the American Association for Applied Linguistics. Thanks to Ruge Zhao, Da'Myah Butler, and Jay Reed for their contributions as research assistants on the project.

Stephen Looney

THE IECP PROGRAM

The most significant of recent events at the IECP has been the program's move from its off-campus Foster Avenue location to its new on-campus location in the Wagner Building. While Wagner has, at times, been described as "too out of the way" or even "outdated", the space is actually ideal for the IECP! In particular, for roughly the past five years, IECP classes have been held in the Wagner Building, so the new location allows us to more effectively and efficiently serve our student population– we've already noticed a dramatic increase in student walk-in appointments and office hours! The location is also flexible enough to support well-distributed faculty workspace, regular IECP tutoring, a prayer room for students, and more.

During the past fall semester, the IECP hired a new Administrative Assistant – or Education Program Coordinator – Emily Walter, a former TESOL minor student. In addition, the program has been able to bring on board another Administrative Support Assistant, Jenelle Bullock. These staff positions have been a critical part of maintaining IECP services as the program continues to experience student enrollment numbers above pre-pandemic levels.

Also in the fall of 2022, the IECP introduced an extensively revised curriculum influenced by decolonial perspectives. Structurally, the new curriculum formalizes the two 8-week terms that fit into the fall and spring semesters, and it adds clarity to student progression toward program completion and Certification. The content of the curriculum consists of a set of two core courses (Academic Literacies and Academic Interactions) that are based on the United Nations 17 Sustainability Goals as well as a set of two elective – or "enrichment" – courses from which students select one skills-based and one theme-based course. The UN sustainability goals are amenable to more decolonial and social justice-oriented pedagogies. A critical feature of these initial steps toward decolonizing the curriculum includes the elimination of textbooks; IECP courses are now developed around a dynamic set of Open Educational Resources (OER) materials. A huge "thank you" to Nikki

Mattson for all of her efforts on the curricular revisions – these changes place the IECP at the forefront of merging decolonial thought with practice.

In addition, the IECP is currently testing a new Language Advising component to its programming. Language Advising is based on the work of APLNG PhD graduate Bryan Buschner, who organized piloting of the program this spring with Chelsea Benton-Monahan and Pedro Bastos. Language Advising is designed to develop independent users of English who are able to assess their own growth and progress. Language Advising is unique in the wider intensive English program industry, and we hope to eventually be able to offer this service as a permanent part of the curriculum.

In the coming academic year, the IECP looks to continue its curricular innovations, develop special programming options, pursue CEA reaccreditation, and foster relationships with Penn State Global. These developments highlight the exciting, dynamic nature of ELT! For instance, the IECP and the Department are currently working with Global to establish more formal conditional admissions processes that would benefit student enrollment numbers not only for the program, but also for the institution as a whole. And, while reaccreditation is a rigorous and time-consuming process, it is also insightful and rewarding for the program and represents an important way of maintaining the hard-earned professionalism of ELT.

Jason Litzenberg

THE MA TESL PROGRAM

We are pleased to note that our first, fully in-person, post-pandemic cohort of MA TESL students is about to graduate and move on to their next adventure.

Ziyu Jiang, Yuan (Blair) Li, and Duk-In Choi are seeking teaching positions in the U.S. and will continue their professional development as English language teachers here for the next twelve months. Zhuoqun (Yuki) Yu is returning to her home city of Qingdao, China, where she will also be teaching English.

Our Spring 2023 graduates join former graduates who are pursuing their doctoral studies or are teaching across the globe in private corporations and language institutes, public schools, and university language programs. We are fortunate to stay connected with so many talented and caring people who provide networking opportunities for our newest graduates to help them get started on their own professional paths. We send our best wishes to each of you for your continued success!

Sharon Childs

THE ESL/EAP PROGRAM

This academic year brought a full return to in-person teaching. Our first-year writing classes for international and multilingual students welcomed over 700 students, most of them starting their studies at Penn State as first- or second-semester undergraduates. Enrollments in our graduate level classes were slightly lower than usual, but student feedback showed high levels of appreciation for the linguistic, cultural, and rhetorical insights our research writing and oral academic communication courses offer.

While no major curricular changes were introduced this year, late November brought the sudden and unexpected appearance of Artificial Intelligence-generated texts (ChatGPT and other online tools) into our writing lives. How to respond to the use of AI, and whether we should embrace it as just another technology or keep it at a distance from a class dedicated to teaching young writers how to think and write ethically continues to be our greatest, and most interesting, topic of debate and discovery. All of the instructors in ESL/EAP this year have taken extra care to work with their students on analyzing and understanding the kinds of texts that AI produces. We invited the head of the CLA Academic Integrity Committee, Dr. Andrew Peck, to speak to us about the university's developing response and policies. I predict ongoing and robust conversations on this topic to continue next year.

Spring 2023 marked the return of ESL tutoring. This credit-bearing class provides individual tutoring support for undergraduate students enrolled in the ESL15 first-year writing program; tutoring is provided by current MA TESL graduate students. While the program remained relatively small this semester, it was enhanced by three special topics workshops offered by the tutors and organized by our Graduate Assistant in the MA TESL program, Yuan (Blair) Li. These workshops were attended by about 50 students altogether, and their popularity suggests that further extra-curricular academic support events should be considered for next year.

The ESL/EAP Program continued to be the primary location for hosting practicum students from the MA TESL program. This year's mentor (host) teachers included Amber Martin, Jingyuan Zhuang, and Yingliang Elvin He.

Deryn Verity

ENGLISH FOR PROFESSIONAL PURPOSES INTERCULTURAL CENTER (EPPIC)

In the past year, EPPIC has maintained its focus on providing advanced English language support services to diverse and multilingual students and scholars, while extending outreach to a range of university stakeholders across programs and campuses. Our menu of university-wide instructional services continues to include workshops, speaking groups and individual consultations that foreground a situated, usage-based approach to academic and professional communication in English. These sessions, offered both in-person and via Zoom, attract hundreds of clients each semester from a wide range of disciplines and with a wide variety of goals. EPPIC's services are also widely used by international visiting scholars.

Recent additions to EPPIC's programming include semester-long language advising to scaffold personal goal-setting and action plans for language learning, sessions for post-docs on 'finding your voice at a research university,' and a weekly 'Write-A-Thon' group that aims to offer a supportive space and writing community for translingual writers. A multi-year collaboration with the Department of Economics has also culminated in a newly-launched redesign of EPPIC's discipline-specific programming for the department's graduate students, based on insights from *in situ* research with faculty and students into writing and speaking across sub-fields in Economics.

Alongside this support for academic and professional English, EPPIC also works regularly with multiple university partners to share translingual perspectives on DEI and intercultural learning that can inform practices of inclusion in teaching and beyond. In addition to meeting with writing support program colleagues and university-wide DEI leaders, we host workshops for faculty, advisers, staff, and students on topics such as Global English (language accommodation), engaging diverse and multilingual perspectives in teaching, pronouncing international student names, and intercultural communication. Our center also contributes to the Intercultural Development Inventory (IDI) team in Penn State Global by leading intercultural assessment debriefs with undergraduate, faculty and staff groups at a variety of Penn State campuses. Relatedly, EPPIC has also partnered this year with both Penn State Global and the Schreyer Institute for Teaching Excellence (SITE) to create a Penn State faculty professional development program in Global Learning, which will begin in June 2023 with the inaugural "Global Learning Faculty Summer Institute," and which envisions building a university network of Global Learning mentors across disciplines and campuses.

We are also excited to share news of additional EPPIC collaborations in progress: first, with the Penn State College of Medicine and Yale Medical School, relating to name pronunciation for both patients and healthcare providers; and second, with the National Taipei University of Technology (NTUT) and with Fulbright Taiwan to develop professional support programs for faculty in English as a Medium of Instruction (EMI).

As always, EPPIC's work is made possible by the intelligence, energy, wisdom and talent of our team members, whom we thank and appreciate: Rebecca Zoshak, Bob Persiko, Ruth Sauder, Maddie Diller and Bryan Buschner.

Meredith Doran

CENTER FOR LANGUAGE ACQUISITION (CLA)

The Center for Language Acquisition has enjoyed an active year supporting and invigorating scholarship in language learning and teaching. In fall 2022, we held our third 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, five workshops were offered. Peter De Costa (Michigan State) gave a workshop titled "Ethics and Narrative Inquiry: Methodological Considerations", Kimberly Geeslin's (Indiana) workshop was titled "Sociolinguistics and Second Language Acquisition Research", Nicole Tracy-Ventura (West Virginia) offered a workshop titled "Longitudinal Research in Applied Linguistics", Shaofeng Li's (Florida State) workshop focused on "Research Methods for the Study of Language Aptitude", and Xiaofei Lu (Penn State) gave a workshop titled "Integrating Corpus- and Genre-Based Approaches to Academic Writing Research and Pedagogy". As we look forward to the coming fall, we are excited to offer workshops led by the following scholars: Kathryn Roulston (Georgia, Sept 15), Laura Gurzynski-Weiss (Indiana, Sept 29), Jesse Egbert (Northern Arizona, Oct 6), Ethan Kutlu (Iowa) and Rachel Hayes-Harb (Utah, Oct 20), and Becky Huang (Ohio State, Nov 3). 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 three invited speakers. Youjin Kim (Georgia State) gave a talk titled "Researchers and Teachers Working Together: Lessons Learned from a Four-Year Curriculum Development Project" and Francis Troyan (Ohio State) gave a talk titled "Developing Language Teachers' Critical Praxis: Unpacking Cultural and Linguistic Diversity via SFL". This year's Gorski Endowed Lecture was given by Jean-Marc Dewaele (Birkbeck, London) on the topic of "Communicating Emotions in a Foreign Language: The Ultimate Linguistic Challenge".

Lastly, we are very excited to report that our Title VI Language Resource Center proposal was selected for funding in fall 2022, allowing us to take CALPER in new directions with a new team of project leaders. The team of directors now includes Kevin McManus (Penn State, Director), Olesya Kisselev (South Carolina, Co-Director), and Jialing Wang (Penn State, Associate Director). We are pleased to be working with the following scholars who are leading exciting projects connecting usage-based learning with language pedagogy: Brody Bluemel (Delaware State), Becky Huang (Ohio State), Amanda Huensch (Pittsburgh), Akiko Imamura (Michigan), Stephen Looney (Penn State), Innhwa Park (West Chester), Jayoung Song (Penn State), and Zhaogfeng Tian (Rutgers).

For the 2023-24 academic year, Kevin McManus will be on sabbatical and during this time Jialing Wang will be the Acting Director of the Center.

Kevin McManus
Jialing Wang

CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)

In the past year, CALPER was granted the sixth cycle of funding, as one of the longest standing national Title VI Language Resource Centers (LRC) in the US. CALPER will continue to develop and disseminate instructional materials and practices for foreign language learning at the intermediate and advanced levels of proficiency.

In the cycle 2022-2026, CALPER will have an exciting line-up of new projects focusing exclusively on the less-commonly taught languages, including Arabic, Korean, Russian, Japanese, Chinese, Bambara, and Portuguese. In addition, we are pleased to work with APLNG alumna, Olesya Kisselev (University of South Carolina), who joins CALPER as Co-director.

The year 2022-2023 has been an invigorating year for CALPER. We were finally able to show our materials and resources at conferences again—both the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL) and the annual regional event of the Northeast Conference on the Teaching of Foreign Language (NECTFL) were held in-person in November and February, respectively. In addition, we successfully launched a new webinar series titled "Advances in World Language Pedagogy-The CALPER Professional Development Webinars". These webinars will be held every spring, led by specialists with expertise in a variety of pedagogical approaches that can be used to support and enhance the teaching and learning of world languages.

In closing, we would like to extend our congratulations to Gabriela Appel, the associate director of CALPER, on her upcoming retirement this summer! We are thankful for her legacy through 20 years' leadership of the center and decades of continuous contribution to our field. Thank you, Gabi!

Kevin McManus
Jialing Wang

Photo credits: J. Wang

RESEARCH, READING AND DISCUSSION GROUPS

The Corpus Linguistics Research Group reconvened starting in fall 2021. Directed by Dr. Xiaofei Lu and coordinated by doctoral candidates Yuanheng (Arthur) Wang (Fall 2021 to Fall 2022) and Xixin Qiu (Spring 2023 to Present), the Group includes doctoral students Minjin Kim, Genggeng Zhang, and Edwin Dartey as members. The Group meets biweekly via Zoom to discuss current literature, share research interests, and create and implement ideas for collaborative projects broadly related to corpus linguistics research. The student members also regularly update their own research progress and provide one another with professional development support, including data visualization tips and conference or roundtable presentation rehearsals.

The Group has been conducting several collaborative and individual projects, including:
1. Interactional metadiscourse in expert and student disciplinary writing: coding development, functional taxonomy, intrageneric variation (Led by Xixin Qiu);
2. Inter-rater reliability testing and protocol development for EAP genre research and analysis (Led by Minjin Kim);
3. Authorial stance in research writing: An intertextual perspective (Led by Genggeng Zhang);
4. Demystifying academic self-promotional genres: The cases of Teaching Philosophy Statements, graduate school Statements of Purpose, & Diversity Statements (Led by Arthur Wang)
Despite their diverse research foci, the above projects showcase the immense power of corpus linguistics for us to investigate and understand a variety of real-world issues related to language use and analysis across conceptual, methodological, and practical dimensions.

The Discourse Analysis Reading and Research group (DARR) was established Fall '22 by Dr. Susan Strauss and doctoral candidate Sarah Jackson. It is a project-based working group, with the goal of collaboratively designing a DA-based study and carrying that study out through full completion in the form of a co-authored journal manuscript and/ or conference presentation. The group discusses topics including but not limited to: data collection,

transcription decisions, IRB requirements, approaches to data analysis, applications to theory both within and outside of applied linguistics research (e.g., sociology, psychology, anthropology, communications), solid understandings and accurate applications of linguistic concepts (aspect, evidentiality, modality etc.) and their relationships to stance, expectation, cognition, etc.

With a strong focus on multidisciplinary approaches to DA, the group is made up of a diverse membership, including a multitude of research and departmental backgrounds. This year, the group created two subgroups which work on digital data related to language learning and acquisition (LLA) and social media interactions respectively. The LLA-focused group has investigated Quora posts which involve netizens requesting and giving language learning advice. The social media group explored Twitter, Reddit, and meme reactions to the death of Queen Elizabeth II, drawing on approaches to multimodality, narrative theory, and post-coloniality. This paper was presented as a roundtable in the Language Attitudes and Popular Linguistics strand of the Popular Culture Association's 50th conference held in San Antonio, TX.

Over the summer, the groups will continue to meet, create, work, and exchange ideas related to the developing manuscripts and approaches to DA in digital contexts. Both research subgroups will be submitting abstracts to AAAL 2024.

RESEARCH, READING AND DISCUSSION GROUPS

The SCT Reading Group, led by Dr. James P. Lantolf, has held regular bi-weekly meetings throughout the 2022-2023 academic year. We have been discussing topics including using literature to foster empathy among teacher candidates, the role of dialectics in Vygotsky's theory of mind, using cultural-historical theory to make sense of the careers of study-abroad alumni, the relations between drama and *perezhivanie*, and Piotr Gal'perin's systemic theoretical instruction and its application as concept-based language instruction in second language studies. Members of the group also had the opportunity to present their own publications and works-in-progress to the reading group. The group hosted a meeting with Dr. Nikolay Veresov in March to further discuss *perezhivanie* after he gave the Kirby-Greer lecture on that topic. Our group is both local and international in composition, with several members from the Penn State community as well as scholars from China, Italy, and Finland.

The SLA Reading Group is a student-led group with members primarily from the departments of Applied Linguistics, Germanic and Slavic Languages and Literatures, and Spanish, Italian, and Portuguese. This academic year we met bi-weekly to read, discuss, and critique current empirical and theoretical literature connected to SLA, psycholinguistics, and usage-based accounts of learning. Group members also shared their ongoing research and received constructive feedback. The group is working on several replication projects on learned attention and blocking effects in second language learning and the comparability of face-to-face and remote data collection methods. We have presented preliminary findings of this work at AAAL and SLRF and are currently preparing a manuscript for publication.

EXAMS

Qualifying Exams

Edwin Appah Dartey
Grace Benner Kim
Minghui Sun
Sei Yu Po
Ying Xiong

Comprehensive Exams

Kimberly Hansen
Minjin Kim
Minghui Sun

Dissertation Proposal

Kimberly Hansen
Minjin Kim

Welcome to the
UNIVERSITY LIBRARIES

DOCTORAL DEFENSES

Shuyuan Liu "Navigating Linguacultural Diversity in Online and Offline Global Higher Education: International Students' Employment and Development of English as a Lingua Franca Pragmatic Strategies During Study Abroad (January 2023; Director: Celeste Kinginger)

Su Yin Khor "Immigrant women's second language specialization in a community-based English literacy program" (February 2023; Director: Suresh Canagarajah)

MASTER DEGREES

Yuan (Blair) Li   Ziyu (Jenny) Jiang   Zhuoqun (Yuki) Yu   Duk-In Choi

Congratulations!

PUBLICATIONS

Abdelhay, A., Severo, C. G., & **Makoni, S. B.** (2023). Postcolonial language policy and planning and the limits of the notion of the modern state. *Annual Review of Linguistics, 9*, 483-496.

Abdelhay, A., Severo, C. G., & **Makoni, S. B**. (2023). Regimes of literacy as regimes of truth about Africa: Language ideologies and southern voices. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International encyclopedia of education* (4th Edition) (pp. 723-735). Elsevier Science.

Abdi Tabari, M., **Lu, X.**, & Wang, Y. (2023). The effects of task complexity on lexical complexity in L2 writing: An exploratory study. *System, 114*, 103021.

Antia, B. E., & **Makoni, S. B.** (Eds.). (2023). *Southernizing sociolinguistics: Colonialism, racism, and patriarchy in language in the global south.* Routledge.

Awayed-Bishara, M., Netz, H., & **Milani, T. M.** (2022). Translanguaging in a context of colonized education: The case of EFL classrooms for Arabic speakers in Israel. *Applied Linguistics, 43*(6), 1051-1072.

Canagarajah, S. (2022). Challenges in decolonizing linguistics: The politics of enregisterment and the divergent uptakes of translingualism. *Educational Linguistics, 1*(1), 25-55. https://doi.org/10.1515/eduling-2021-0005

Canagarajah, S. (2022). Language diversity in academic writing: Toward decolonizing scholarly publishing. *Journal of Multicultural Discourses, 17*(2), 107-128. https://doi.org/10.1080/17447143.2022.2063873

Canagarajah, S. (2022). *Language incompetence: Learning to communicate through cancer, disability, and anomalous embodiment.* Routledge.

Canagarajah, S. (2023). A decolonial crip linguistics. *Applied Linguistics, 44*(1), 1-21. https://doi.org/10.1093/applin/amac042

Cho, E. (2023). Rethinking the role of emotional dissonance in catalyzing professional identity development. In B. Yazan, E. Trinh, & L. J. Pentón Herrera (Eds.), *Doctoral students' identities and emotional wellbeing in applied linguistics: Autoethnographic accounts* (pp. 133-147). Routledge. https://doi.org/10.4324/9781003305934-12

Cho, E., &. Kinginger, C. (2022). Language learning in transition: Narrative case studies of two provincial Korean high school students. *Journal of Multilingual and Multicultural Development*. http://doi.org/10.1080/01434632.2022.2112585

Dellagnelo, A. K., Agnoletto, M. A., & **Johnson, K. E.** (2022). Reverberation as a window into the process of internalization: Mentor/mentee interactions around a Brazilian EFL teacher's manual. *The European Journal of Applied Linguistics and TEFL, 11*(1) 45-58.

Diaz, B., & **Schrauf, R. W.** (Eds). (2023). *Applying linguistics in health research, education, and policy: From bench to bedside and back again*. De Gruyter Mouton.

Diaz, B., **Rieker, J.**, & Ng, S. (2023). Teaching critical reflection in health professions education with Transformative-Vygotskian Praxis. *Advances in Health Sciences Education*. https://doi.org/10.1007/s10459-023-10209-y

Ericsson, S., Bitar, D., & **Milani, T. M.** (2022). Knowledge negotiation and interactional power: Epistemic stances in Arabic–Swedish antenatal care consultations. *Multilingua, 41*(4), 465-487.

Gonçalves, K., & **Milani, T. M.** (2022). Street art/art in the street – semiotics, politics, economy. *Social Semiotics*, 32(4), 425-443.

Hall, J. K. (2023). Comments on assessing interactional competence: Exploring ratability challenges. *Applied Pragmatics.*

Hall, J. K. (2022). L2 classroom input and L2 positionally sensitive grammars: The role of information-seeking question sequences. *The Modern Language Journal, 106*, SI, 113-131.

Hansen, K. S., Sun Han Chang, L., & **Canagarajah, S.** (2023). Entextualizing affective meanings: Translingual practices in Cape Verdean Music Video reception. *Discourse, Context & Media, 52*. https://doi.org/10.1016/j.dcm.2023.100685

Hu, R., Wu, J., & **Lu, X.** (2022) Word-combination-based measures of phraseological diversity, sophistication and complexity and their relationship to L2 Chinese proficiency and writing quality. *Language Learning, 72*(4),

PUBLICATIONS

1128-1169.

Huang, W., & **Lu, X.** (2023). The difficulty of oral speech act production tasks in second language pragmatics testing. *Frontiers in Psychology, 14*, 1096399.

Johnson, K. E. (2022). Mentoring as mediation: Shifting novice teacher instructional stance. *The European Journal of Applied Linguistics and TEFL, 11(*1) 3-21.

Johnson, K. E., Verity, D. P., & **Childs, S. S.** (2023). *Praxis-oriented pedagogy for novice L2 teachers: Developing teacher reasoning.* Routledge.

Kang, O., Hirschi, K, Hansen, J. H. L, & **Looney, S.** (2022). Characterization and normalization of second language speech intelligibility through lexical stress, speech rate, rhythm, and pauses. *The Journal of the Acoustical Society of America, 152* (A265). https://doi.org/10.1121/10.0016224

Kim, M., & **Cho, E**. (2022). Lost in transition: A two-year collaborative autoethnography of South Korean doctoral students' development and identity negotiation. *Journal of International Students, 12(*S2), 50-67. http://doi.org/10.32674/jis.v13i1.4338

Kinginger, C. S., & **Schrauf, R. W**. (2023). Mixed methods research on language abroad. In C. Pérez-Vidal, C. & C. Sanz (Eds.), Methods in study abroad research: Past, present, and future (pp. 85-106). John Benjamins.

Kinginger, C. S., & **Zhuang, J.** (2023). *The professional lives of language study abroad alumni: A mixed methods investigation.* Multilingual Matters.

Kinginger, C. & Espy, J. (2022) *Exploring the world, developing careers: Language study abroad*. [Video]. WPSU Public Television. https://forumea.org/resources/data-collection/careers-of-language-study-abroad-alumni-a-comprehensive-investigation/

Lantolf, J. P., & Xi, J. (2023). Digital language learning: A sociocultural theory perspective. *TESOL Quarterly*. http://doi.org/10.1002/tesq.3218.

Lantolf, J. P., & **Poehner, M. E**. (2023). Sociocultural theory and classroom second language learning in the East Asian context: Introduction to the special issue. *The Modern Language Journal, 107* (S1). https://doi-org.ezaccess.libraries.psu.edu/10.1111/modl.12816.

Li, Y., Lin, S., Liu, Y., & **Lu, X.** (2023). The predictive powers of fine-grained syntactic complexity indices for letter writing proficiency and their relationship to pragmatic appropriateness. *Assessing Writing, 56,* 100707.

Litzenberg, J. (2023). Intensive English program ecology: Decolonizing 'from within the cracks'. *ELT Journal, 77*(3), (pp. forthcoming). https://doi.org/10.1093/elt/ccad005

Löfdahl, M., Järlehed, J., **Milani, T. M**., Rosendal, T., & Nielsen, H. L. (2022). Språkliga hierarkier i Göteborg – en intersektionell och jämförande analys av finskans och somaliskans (o)synlighet och status [Language hierarchies in Gothenburg – An intersectional and comparative analysis of Finnish and Somali]. *ASLA Review, 28*, 131-154.

Looney, S. D. (2022). Ideology, policy, and potentials for dialogue. *The Modern Language Journal, 106*(2), 494-498.

Lu, X. (2023). *Corpus linguistics and second language acquisition: Perspectives, issues, and finding*s. Routledge.

Lu, X., & Hu, R. (2022). Sense-aware lexical sophistication indices and their relationship to second language writing quality. *Behavior Research Methods, 54*(3), 1444-1460.

Lu, X., & Wu, J. (2022). Noun phrase complexity measures in Chinese and their relationship to L2 Chinese writing quality: A comparison with topic-comment-unit-based measures. *The Modern Language Journal, 106*(1), 267-283.

Lu, X., Casal, J. E., & **Liu, Y**. (2022). Automated syntactic analysis for ELT. In R. R. Jablonkai & E. Csomay (Eds.), *The Routledge handbook of corpora in English language teaching and learning* (pp. 495-508). Routledge.

Lu, X., Hu, R., Yang, L., **Ai, H.,** & Chen, X. (Eds.) (2022). Research topic on computational linguistics and second language acquisition. *Frontiers in Psychology*. (special issue)

Makoni, S. B., & Severo, C. G. (2022). Southern perspectives of language and the construction of the

common. *Language and Communication, 87*, 1-15.

Makoni, S. B., Kaiper-Marquez, A., & Mokwena, L. (Eds.). (2022). *Language and the global south/s*. Routledge

Makoni, S. B., Madany-Saa, M., Antia, B. E., & Gomes, R. L. (Eds.). (2022). *Decolonial voices, language and race*. Multilingual Matters

Makoni, S. B., Severo, C. G., Abdelhay, A., & Kaiper-Marquez, A. (Eds.). (2022). *The languaging of higher education in the global south: De-colonizing the language of scholarship and pedagogy.* Routledge.

McManus, K., & **Bluemel, B**. (2022). Instructional practices in English-Chinese and English-Spanish kindergarten dual language immersion classrooms. In K. McManus & M. S. Schmid (Eds.). *How special are early birds? Foreign language teaching and learning* (pp 145-164). Language Science Press. https://doi.org/10.5281/zenodo.6811427

McManus, K., & Schmid, M. S. (Eds.). (2022). *How special are early birds? Foreign language teaching and learning*. Language Science Press. https://doi.org/10.5281/zenodo.6811427

McManus, K. (2022). [Review of the book Learner Corpus Research Meets Second Language Acquisition. Eds. B. LeBruyn & M. Paquot]. *International Journal of Learner Corpus Research, 8(*1), 150-155. https://doi.org/10.1075/ijlcr.00027.mcm

McManus, K. (2022). Are replication studies infrequent because of negative attitudes? Insights from a survey of attitudes and practices in second language research. *Studies in Second Language Acquisition, 44*(5), 1410-1423. https://doi.org/10.1017/S0272263121000838

McManus, K. (2022). Crosslinguistic influence and L2 grammar learning: Proposed replications of Ellis & Sagarra (2011) and Tolentino & Tokowicz (2014). *Language Teaching, 55*(4), 565-573. https://doi.org/10.1017/S0261444820000270

McManus, K. (2022). Replication research in instructed SLA. In L. Gurzynski-Weiss & Y. Kim (Eds.). *Research methods in instructed second language acquisition* (pp.103-122). John Benjamins. https://doi.org/10.1075/rmal.3

Milani, T. M. (2022). Banksy's Walled Off Hotel and the mediatization of street art. *Social Semiotics, 32*(4), 545-562.

Milani, T. M., & Borba, R. (2022). Queer(ing) methodologies. In U. Fick (Ed.), *The Sage handbook of qualitative research design* Vol. 1 (pp. 194-209). Sage.

Milani, T. M., & Richardson, J. E. (2022). Discourses of collective remembering: contestation, politics, affect. *Critical Discourse Studies*, 1-18. https://10.1080/17405904.2022.2090979

Milani, T. M., & Richardson, J. E. (2022). Responsibility for justice in action: Commemoration, affect and politics at Il Memoriale della Shoah in Milan. *Critical Discourse Studies.* https://doi.org/10.1080/17405904.2022.2092164

Milojičić, V. (2022). Deconstructing the myth of Standard German: Navigating language ideologies in the L2 German university classroom. *Foreign Language Annals*. https://doi.org/10.1111/flan.12665

Nielsen, H. L., Löfdahl, M., Rosendal, T., Järlehed, J., & **Milani, T. M.** (2022). Moskéer i Göteborg: Självpositionering i det urbana rummet [Mosques in Gothenburg: Selfpositioning in urban space]. *Nordic Journal of Socio-Onomastics, 2*, 89-119.

Pan, R., & **Lu, X.** (2023). The design and cognitive validity verification of reading-to-write tasks in L2 Chinese writing assessment. *Assessing Writing, 56*, 100699.

Poehner, M. E., & **Lantolf, J. P.** (2023). Advancing L2 dynamic assessment: New directions and contexts. *Language Assessment Quarterly, 20* (1), 1-19. https://doi.org/10.1080/15434303.2022.2158465.

Richardson, J. E., & **Milani, T. M.** (2022). Politics of commemoration and memory. In C. W. Chun (Ed.), *Applied linguistics and politics* (pp. 211-232). Bloomsbury.

Rieker, J. (2022). Escaping the "Mimicking circle" in the teaching practicum: The role of imitation in promoting language teacher identity development. *Language and Sociocultural Theory, 9*(1) 69–90. https://doi.org/10.1558/lst.21966

PUBLICATIONS

Rieker, J. (2022). Making microteaching matter: A playful Vygotskian reconceptualization. *Second Language Teacher Education, 1*(1), 3–23. https://doi.org/10.1558/slte.20306

Rosendal, T., Nielsen, H. L., Järlehed, J., **Milani, T. M.,** & Löfdahl, M. (2022). Language, translocality and urban change: Online and offline signage in four Gothenburg neighbourhoods. *Linguistic Landscape, 9*(2), 181-210.

Sandbulte, J. & **Canagarajah, S**. (2022). Sojourner experiences and spatial repertoires: Space and positioning in the English proficiency of an academic spouse. *Australian Review of Applied Linguistics, 45*(2), 198-218.

Schrauf, R. W. (2023) Research translation as situated practice. In B. Diaz & R. W. Schrauf (Eds.), *Applying linguistics in health research, education, and policy* (pp. 1198-139). De Gruyter Mouton.

Severo, C. G., & **Makoni, S. B.** (2023). The relevance of experience: Decolonial and Southern indigenous perspectives of language. In A. Deumert & S. B. Makoni (Eds.), *From Southern theory to decolonizing sociolinguistics: Voices, questions and alternatives* (pp. 109-126). Multilingual Matters.

Severo, C. G., Eltermann, A. C., & **Makoni, S. B**. (2022). Language practices in Afro- Brazilian religions on legitimacy, oral tradition, and racial issues. In S. B. Makoni, A. Kaiper-Marquez, & L. Mokwena. (Eds.), *The Routledge handbook of language and the global South/s* (pp. 202-212). Routledge.

Shiver, R., Madany-Saá, M., Sweeney, E., **Smolcic, E., Childs, S.,** Loja Criollo, A., & Loja Criollo, Y. (2022). Re-imagining immersion for teachers: Exploring the seedlings of decolonial roots within Ecuadorian/United States partnerships. In G. Barkhuizen & R. Wette (Eds.), *Language teachers studying abroad: Identities, emotions and disruptions* (pp. 83-96). Multilingual Matters.

Stam, G., **Urbanski, K**., **Lantolf, J. P.,** & **Smotrova, T**. (2023). How concept-based instruction works in teaching thinking for speaking in an L2. *IRAL, 61* (1), 111-153. https://doi-org.ezaccess.libraries.psu.edu/10.1515/iral-2022-0073.

Strauss, S., & **Eun, J**. (2022). The intersection of discourse, grammar, register, pragmatics, and culture: Using Trip Advisor and Mango Plate as pedagogical materials for high level teaching practices (HTLPs) in intermediate-to-advanced Korean teaching and learning. In A. Byon & D. (Eds.), *The handbook for Korean as a second language* (pp. 298-318). Routledge.

Su, H., & **Lu, X**. (2022). Assessing pragmatic performance in advanced L2 academic writing through the lens of local grammars: A case study of 'exemplification.' *Assessing Writing, 54*, 100668.

Suhadolc, S. (2022). Making 360 virtual reality videos for ITA practice. *International Teaching Assistant Interest Section Newsletter*, December issue. TESOL International Association.

Sun, K., & **Lu, X**. (2022). Predicting native Chinese readers' perception of sentence boundaries in written Chinese texts. *Reading and Writing, 35*, 1889-1910.

Sun, M. (2022). [Review of the book Language Incompetence: Learning to Communicate through Cancer, Disability, and Anomalous Embodiment. Canagarajah, A. S.]. *Journal of Linguistic Anthropology.* https://doi.org/10.1111/jola.12382

Sun, M. (2022). [Review of the book Millennials talking media: Creating intertextual identities in everyday conversation. Sierra, S]. *Language in Society, 51*(5), 875-876.

von Brömssen, K., **Milani, T. M.,** Bauer, S., & Spehar, A. (2022). "Swedes' relations to their government are based on trust": Banal nationalism in civic orientation classes for newly arrived adult migrants in Sweden. *Futures of Education, Culture and Nature, 1*(1), 71-88.

Whitney, A., & **Canagarajah, S**. (2022). Breaking spiritual silences as literacy education scholars. *English Teaching Practice and Critique, 21*(3), 320-329.

Williams, Q. E., Deumert, A., & **Milani, T. M**. (2022). Introduction. In Q. E. Williams, A. Deumert, & T. M. Milani (Eds.). *Struggles for multilingualism and citizenship* (pp. 11–15). Multilingual Matters.

Williams, Q. E., Deumert, A., & **Milani, T. M.** (Eds.) (2022). *Struggles for multilingualism and citizenship*. Multilingual Matters.

Wu, J., Hu, R. & **Lu, X.** (2022). Effects of production modalities on syntactic complexity in intermediate level CSL learners. *Chinese Teaching in the World, (3)*, 399-415. [in Chinese]

Yang, M., Hirschi, K., **Looney, S. D**., Kang, O., & Hansen, J. H. L. (2022) Improving mispronunciation detection with Wav2vec2-based momentum pseudo labeling for accentedness and intelligibility assessment. *Proceedings of Interspeech 2022*, 4481-4485. https://doi.org/10.21437/Interspeech.2022-11039.

Yin, S., Gao, Y., & **Lu, X.** (2023). Diachronic changes in the syntactic complexity of emerging Chinese international publication writers' research article introductions: A rhetorical strategic perspective. *Journal of English for Academic Purposes, 61*, 101205.

Zhang, G. (2023). Authorial stance in citations: Variation by writer expertise and research article part-genres. *English for Specific Purposes, 70*, 131-147.

Zhang, Y., **Lantolf, J. P.,** & Meng, Y. (2022). A study of tensions in an EFL teacher's research identity development through perezhivanie: A sociocultural perspective. *System, 111*, https://doi.org/10.1016/j.system.2022.102954.

Zhang, J., & **Looney, S. D**. (2023). Monolingual or Translingual?: Chinese-English Bilinguals Shifting Orientations to English in the Workplace. *Asian Englishes*.

Zhou, W., Li, Z., & **Lu, X**. (2023). Syntactic complexity features of science research article introductions: Rhetorical-functional and disciplinary variation perspectives. *Journal of English for Academic Purposes, 61*, 101212.
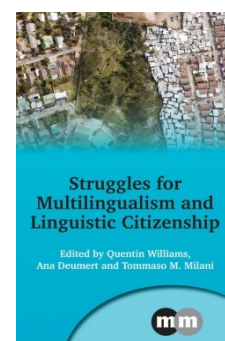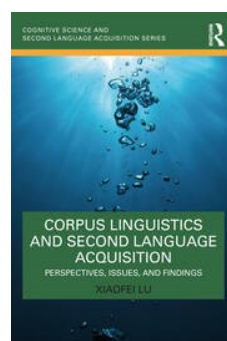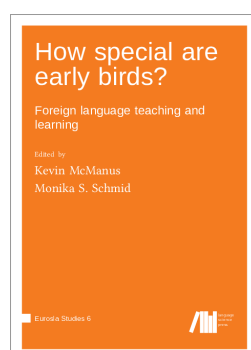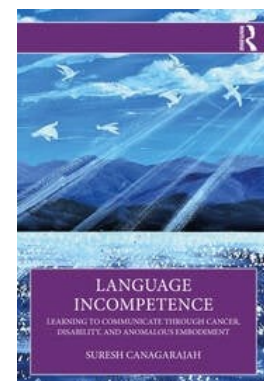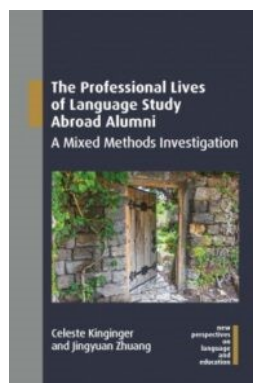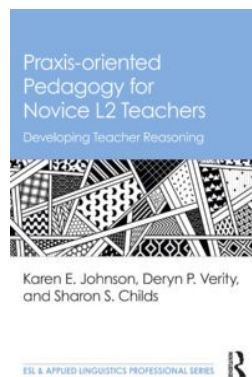
PRESENTATIONS LECTURES SEMINARS

April 2022

WPA-GO (Writing Program Administration—Graduate Organization)
Canagarajah, S. Decolonizing writing pedagogy for multilingual students. (invited lecture)

SONE, Universitetet i Tromsø
Milani, T. M. Multilingualism and sexuality: Checkpoints of desire in (inter)action. (keynote)

May 2022

Chicago Tamil Forum, Committee on Southern Asian Studies, University of Chicago
Canagarajah, S. Decolonizing Linguistics from South Asia: Practices in Search of a Theory." (keynote)

INALCO and CNRS (French National Centre for Scientific Research), Paris
Canagarajah, S. Enregisterment as Infrapolitics: The Hidden Transcripts of Heritage Language Change." Workshop on Resistance in Family Language Practices. (workshop)

Workshop on Neutrality and Language, Lausanne, Switzerland
Canagarajah, S. Standard Written English as the Neutral Publishing Norm: Possibilities for Diversifying Academic Writing and Publishing. (workshop)

Computer Assisted Language Instruction Consortium (CALICO), Seattle, WA
Kim. M. Rhetorical Move Annotation Tool Use for Academic Writing Class.

School of Foreign Studies, South China Normal University, Guangzhou, China.
Lu, X. Corpus linguistics and second language acquisition: Perspectives, issues, and findings. (invited lecture)

School of Law and Humanities, China University of Mining and Technology, Beijing, China
Lu, X. Corpus methods in academic writing and second language acquisition research. (invited lecture)
Lu, X. Research topic selection and publishing in international journals. (invited lecture)

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

Lavender Languages and Linguistics 28, University of Catania
Milani, T. M. Queer stasis. (keynote)

The 28th Conference of the International Association of Chinese Linguistics. The Chinese University of Hong Kong
Yu, N. How Chinese conceptualizes and expresses interactivity in terms of solidity.

Eötvös Loránd University, Budapest, Hungary
Yu, N. Linguistic and cultural experiences in metaphorical conceptualization. (invited lecture).

June 2022

Korea Association of Teachers of English (KATE) International Conference
Cho, E., & Choi, D.-I. A critical discourse analysis on the advertisement of British accent teaching in South Korea.

Brock University, St. Catharines, Ontario, Canada
Hirschi, K., Kang, O., Hansen, J. and Looney, S. D. (2022, June). Effects of technology-based pronunciation feedback on ITA's intelligibility and accentedness. Pronunciation in Second Language Learning and Teaching (PSLLT).

Symposium, University of Cambridge, UK
McManus, K. Replication research in applied linguistics: What, why, and how? Open Scholarship in Applied Linguistics: What, Why, and How? (invited lecture)

American Association of Teachers of Korean (AATK), Cornell University
Song J. Integrating augmented reality for teaching reading and culture in a Korean classroom.

The School of Foreign Languages, Huazhong University of Science and Technology, Wuhan, China
Yu, N. The moral metaphor system and beyond (invited lecture).

July 2022

National Institute of Education and South Asian Center for Teacher Development, Sri Lanka
Canagarajah, S. Decolonizing Language Education: A South Asian Perspective. (invited lecture)

PRESENTATIONS LECTURES SEMINARS

Summer School in Research Methods in Language Education, Education University of Hong Kong
Canagarajah, S. The Unit and Focus of Analysis in Translingual Interactions. (invited lecture and workshop)

Department of Foreign Languages, University of Chinese Academy of Sciences, Beijing
Lu, X. Graduate student academic skills development. (invited lecture)

Sociolinguistics Symposium 24, Ghent, Belgium
Özçelik, M. 'I'm second-hand but he's brand-new': Linguistic construction of symbolic violence in divorced women's narratives.

20th International and Interdisciplinary Conference on Communication, Medicine and Ethics (COMET) - Hong Kong
Sun, M. 'Caring for my grandma is killing me': Stacetaking, agency, and (re)construction of self on an online caregiver forum.

August 2022
Department of English, California State University, Northridge
Canagarajah, S. Diversifying Language Norms in Writing." Orientation to Composition Faculty. (invited lecture)

Episode 53 of Pedagogue.
https://www.pedagoguepodcast.com/blog/episode-53-suresh-canagarajah
Canagarajah, S. Translingualism and writing. (podcast).

School of Foreign Studies, South China Normal University, Guangzhou
Lu, X. Complex sentences in text adaptation. (workshop)

Unipus, Foreign Language Teaching and Research Press, Beijing
Lu, X. Publishing in international journals. Workshop on Research Article Writing and Publication. (invited lecture)

EUROSLA 31, University of Freiburg, Switzerland
McManus, K. Methodology and design in corpus-based SLA research. (invited lecture)

Xiong, Y. Read on your own but not alone: The impact of collaborative strategic reading on reading comprehension of reading anxiety of EFL lower attainers.

September 2022
Department of English, Temple University, Philadelphia
Canagarajah, S. Resisting Language Norms: Teachers Learning from Students. (invited lecture)

Interactional Competences and Practices in Second Languages (ICOP-L2). Universitat Autònoma de Barcelona, Spain
Hall, J. K., Looney, S. D., and He, Y. Digital tools for assisting access to and analysis of shared L2 classroom interaction data: Methodological challenges.

University of Vienna, Austria
Johnson, K. E. Second language teacher education: Challenges and new horizons (invited lecture)

Interactional Competences and Practices in Second Languages (ICOP-L2). Universitat Autònoma de Barcelona, Spain
Looney, S. D. Breaking character: Implications of footing shifts for assessing interactional competence.

School of Foreign Languages, South China University of Technology, Guangzhou
Lu, X. Corpus methods in academic writing and second language acquisition research. (invited lecture)

GeRoSLA, University of Salzburg, Austria
McManus, K. (2022). Crosslinguistic influence and the second language learning of tense-aspect systems. L2 acquisition of non-equivalent linguistic and cognitive categories in Romance and Germanic languages: Transfer revisited. (plenary)

Kunming City-level Secondary Chinese Teacher Professional Development Program, Kunming, Yunnan, China
Wang, Y. Pedagogical content knowledge development of secondary Chinese teachers. (workshop).

The Languages Matter
Xiong, Y. Translanguaging in Chinese character teaching: Making meaning matter.

PRESENTATIONS LECTURES SEMINARS

October 2022
Third International Conference on Literacy, Culture, and Language Education (ICLCLE) of Curriculum and Instruction (C&I), School of Education, Indiana University Bloomington
Canagarajah, S. Traversing Contact Zones: Mobilities from the Global South and North. (keynote)

10th Meeting of the Language and Social Interaction Working Group (LANSI). Teachers College, Columbia University, New York City
Looney, S. D. From grammatical complexity to action, sequence, and design: Constructs for assessing interactional competence.

Finnish Applied Linguistics Association (AFinLA), University of Helsinki
Milani T. M. Participation on whose terms? (keynote)

AAC&U Global Learning Conference (virtual)
Cruz, L., MacQuarrie, T.L., and **Mattson, N.** (2022, October). The EDGE Umbrella: Fostering Convergent Research on Global Exchanges.

November 2022
AAAL Graduate Students' Council Speaker Series
Canagarajah, S. Multilingualisms and Translingual Practices of the Global South. (invited lecture)

Department of English, Iowa State University, Ames
Lu, X. Technology in teaching ESP. (invited lecture)

The 2022 Penn State Workshops in Research Methods for Applied Linguists, Center for Language Acquisition, Penn State University
Lu, X. Integrating corpus- and genre-based approaches in academic writing research and pedagogy. (workshop)

International Conference on Second Language Acquisition Research, Qingdao, China
Lu, X. Effects of proficiency, L1 background, and topic on the syntactic complexity of EFL learners' spoken production. (keynote)

December 2022
International Conference On South Asian Perspectives On The Teaching Of English Language And Literature, Shiv Nadar University, India
Canagarajah, S. Rediscovering our heritage

linguistics. (invited lecture)

Japan Association for Asian Englishes (JAFAE)
Canagarajah, S. Developing an Asian Orientation to Linguistics and Pedagogy. (keynote)

Cultures and Languages Across the Curriculum (CLAC) Consortium, Central New York CLAC Working Group
Kinginger, C., Zhuang, J. & Dietrich, A. Careers of language study abroad alumni: Results and applications from a mixed-methods study.

School of Foreign Language Education, Jilin University, Changchun, China
Lu, X. Corpus methods in academic writing and second language acquisition research. (invited lecture)

The Six International Symposium on Chinese Language and Discourse, Macau, China
Lu, X. Phrasal and phraseological complexity measures in Chinese and their relationship to L2 Chinese writing quality. (keynote)

College of Foreign Languages, Ocean University of China, Qingdao, China
Lu, X. The relationship between task complexity, textual emotionality, and linguistic complexity in L2 writing. (invited lecture)

Learning Research and Development Center, University of Pittsburgh
McManus, K. Can explicit instruction about L1 reduce the negative effects of crosslinguistic influence in SLA? (invited lecture)

January 2023
Modern Language Association of America, Annual Conference, San Francisco
Canagarajah, S. Decolonizing Literacies through Imaginative Writing.

February 2023
UCIEP Annual Conference. Bandera, Texas
Burke, M., Lamour, L., Litzenberg, J., McCormick, D., & Paradise, E. What we wish we knew before becoming an IEP director.

Annual Convention of College Composition and Communication, Chicago, Illinois
Canagarajah, S. Hopeful Resources from

PRESENTATIONS LECTURES SEMINARS

Vulnerable Contexts of Writing.

Canagarajah, S. Vulnerability as Resource: Doing Hope through Translingual Literacies. (panel)

Language, Culture, Matters seminar series at the University of Warwick, UK
Johnson, K. E., Verity, D., & Childs, S. Pedagogical concepts: Tools for developing 'reasoned teaching' (colloquium)

Multilingual perspectives on teaching and learning tense and aspect in Romance languages. University of Stockholm, Sweden
McManus, K. Using instruction to address the negative effects of crosslinguistic influence in adult L2 learning. (invited lecture)

March 2023
The American Association for Applied Linguistics, Portland, Oregon
Alonso, A. G. Strategic interaction and dramatic performance in English for specific purposes.

Bastos, P. A. L. Decolonizing English language teaching: A teacher education perspective

Canagarajah, S., & Valente, J. Disrupting translingualism with the ruptures of disability difference: Animating the creativity of deaf-nondeaf communication.

Canagarajah, S. Disability studies questions applied linguistics. (colloquium)

Chang, L. S. H. Undocumented status stories: Recontextualizing the "Immigrant as criminal" narrative.

Cho, E. Searching for better opportunities in Seoul: Two contrasting case studies on language learning.

Lee, H., Cho, E., & Looney, S. Using repetition to provide negative feedback to students in Korean as a foreign language classrooms.

Choi, D.-I., & Cho, E. Motivation and demotivation among Korean high schoolers: Flipped Learning as a pathway to post-COVID education.

Hirschi, K., Kang, O., Hansen, J. H. L., & Looney, S. D. Exploring the threshold of intelligibility through suprasegmental features: Employing nonlinear regression for optimal modeling of intelligibility

Johnson, K. E., & Rieker, J. Dialogic (re)storying: A novel methodology for provoking second language teacher development across the career span.

Khoruzhaya, Y. The use of motion constructions in L2 Spanish: Tracing effects of input- and learner-related factors

Khoruzhaya, Y. & McManus, K. The use of motion constructions in L2 Spanish: Tracing effects of input- and learner-related factors.

Kim, M., Qiu, X., & Wang, Y. Interrater reliability testing in genre analysis: Insights from three measures.

Looney, S. D., Kang, O., Hansen, J. H. L., & Hirschi, K. Challenges for integrating intelligibility-based pronunciation feedback into instruction: Teacher experiences and perceptions.

Ai, H., & Lu, X. A data-driven and graduated approach to providing corrective feedback on verb-noun collocation in college-level second language writing. (colloquium)

Kang, O., Hirschi, K., Looney, S. D., & Hansen, J. Effects of technology-based learner-specific feedback on international students' speech intelligibility.

Hirschi, K., Kang, O., Hansen, J., & Looney, S. D. Exploring the threshold of intelligibility through suprasegmental features: Employing nonlinear regression for optimal modeling of intelligibility

Makoni, S. B. The global forum on Southern epistemologies: Technology and insurgent scholarship: Negotiating identity in an unequal digital world (colloquium)

McManus, K. Why do we replicate? A systematic review of justifications for what to replicate and how in L2 research.

Özçelik, M. Discursive negotiation of power in the realm of patriarchy: Women's stories of survival from violence.

PRESENTATIONS LECTURES SEMINARS

Po, B. "Mr. Billion Combinations": Meme usage and enregisterment.

Poehner, M. E. Perezhivanie and empathic framing: A sociocultural theory perspective on communicative competence.

Leontjev, D., Poehner, M. E., & Huhta, A. Dynamic diagnostic language assessment: Toward an integrated assessment framework in support of L2 learning.

Yu, L., & Poehner, M. E. "I think of writing as an art": Exploring *perezhivanie* in dynamic assessment of L2 writing.

Rieker, J. Escaping the "Mimicking circle" in the teaching practicum: The role of imitation in promoting language teacher identity development.

Sun, M. 'I will not lie down and take this without a fight': Socialization as an ecological process in the narratives of people with younger-onset dementia.

Wang, T. Teaching the concept of conceptual metaphors for L2 Learners' development in academic English communication.

Wang, Y. How can academic self-promotion be accomplished? A step-driven move analysis on successful U.S. graduate school application statements of purpose.

Xiong, Y. & McManus, K. Investigating language teachers' practices and perceptions toward multilingualism in the classroom: A comparative study.

Xiong, Y. Investigating language teachers' perceptions and practices toward multilingualism: A comparative study.

Zhang, G. "I'm just a middleman here": Emerging engineering scholars' stance in citations.

Zhao, R., & Gao, W. "I should do first!": Unpacking identity development of two novice transnational ESL teachers in MA TESL practicums.

Zhuang, J., & Kinginger, C. S. Learning L2 English modality through online concept-based language instruction: A mixed methods investigation

Graduate Student Council panel, AAAL, Portland, Oregon
Johnson, K. E. Cultivating positive mentorship relationships in graduate school and beyond.

Language and Trauma Workshop, Essen, Germany
Özçelik, M., & Erduyan, I. Linguistic manifestation of trauma within the narratives of violence survivor women.

NTNU Forum on Internationalization in Higher Education, National Taiwan Normal University, Taipei, Taiwan
Doran, M. CORE Concepts in EMI: Promoting Faculty and Student Success in Global English.

Johnson, K. E., & Rieker, J. Dialogic (re)storying: A novel methodology for provoking second language teacher development across the career span.

TESOL International Association Convention, Portland, Oregon
Suhadolc, S. ITA's individual pronunciation needs: Supplementing with guided online modules.

Suhadolc, S. Virtual reality activities and materials: Insights for ITA practice.

April 2023
School of Foreign Languages, Beijing Forestry University, Beijing
Lu, X. The predictive powers of fine-grained syntactic complexity indices for letter writing proficiency and their relationship to pragmatic appropriateness. (invited lecture)

School of Foreign Languages and Literature, Shandong University, Jinan, China
Lu, X. The predictive powers of fine-grained syntactic complexity indices for letter writing proficiency and their relationship to pragmatic appropriateness. (invited lecture)

PRESENTATIONS LECTURES SEMINARS

AWARDS AND RECOGNITIONS

Grace Benner Kim was awarded the "Best Graduate Student Paper" at the 1st Korean Applied Linguistics Conference , which was held at Penn State in 2022.

Eunhae Cho received one of this year's Liberal Arts External Funding Incentive Awards. She also received a Doctoral Dissertation Grant from TIRF, the International Research Foundation for English Language Education.

Yulia Khoruzhaya and **Jingyuan Zhuang** were presented with an NFMLTA-MLJ Graduate Dissertation Writing Support award in Fall 2022. The NFMLTA is the National Federation of Modern Language Teachers Associations and publishes *The Modern Language Journal.*

Minjin Kim was awarded a Graduate Student Travel grant through Penn State Global. The funds support travel related to internationalizing education and research opportunities.

Dr. Kevin McManus was appointed Associate Editor of the journal *Studies in Second Language Acquisition (SSLA),* which is published by Cambridge University Press.

Tianfang (Sally) Wang was awarded a 2023 AAAL Graduate Student Award from the American Association for Applied Linguistics. The title of her special presentation at AAAL was "Teaching the concept of conceptual metaphor for L2 learners' development in academic English communication".

Yuanheng (Arthur) Wang received a Harold F. Martin Graduate Assistant Outstanding Teaching Award. The Martin Award is given by the Graduate School, the Office of the Vice President and the Dean of Undergraduate Education.

Jingyuan Zhuang was awarded second place in the Arts and Humanities category of the 2023 Graduate Research Exhibition.

Tianfang (Sally) Wang and **Yuanheng (Arthur) Wang** received Superior Teaching and Research (STAR) Awards from the College of the Liberal Arts in Fall 2022. **Lyana Sun Hang Chang** and **Jingyuan Zhuang** received a STAR (Superior Teaching and Research) award in Spring 2023. The STAR award recognizes graduate students who have excelled in all aspects of their graduate program.

Ying Xiong has been awarded a Digital Humanities Graduate Study Grant from the Center for Humanities and Information at Penn State to support her research.

Genggeng Zhang, Xixin Qiu and **Yuanheng (Arthur) Wang** received RGSO grants from the College of the Liberal Arts to support their dissertation research.

Our first-year doctoral students' application for a Graduate Voices in Diversity & Inclusion (GVDI) Grant from the College of the Liberal Arts was successful. **Merve Özçelik**, **Pedro de Lima Bastos**, Julian Canjura, **Xiaozheng Dai**, and **Mfundo Jabulani Msimango** submitted a proposal titled: "Meeting halfway: An instructional video series developing communicative strategies for native English speakers to foster linguistic equity."

Lyana Sun Han Chang received the 2022 research award from the Graduate Alliance for Diversity and Inclusion (GADI) in the College of the Liberal Arts for her research on "Narrativizing undocumented immigrant status: Translanguaging precarity"

WELCOME NEW DOCTORAL STUDENTS 2023

Özge Deniz was born into a family of Macedonian heritage speakers in Izmir, and raised in Marisa, a small town in Western turkey. In 2013, she moved to Istanbul to pursue her undergraduate and graduate studies in English Language Education at Boğaziçi University, earning her B.A. in 2017 and M.A. in 2021. During her time at Boğaziçi University, she developed a strong interest in Hispanic languages and cultures, which led her to study at the Faculty of Education at the University of Zaragoza for a semester in 2016.

For over five years, Özge has worked as an English language instructor at the tertiary level, teaching general English, EAP, and ESP lessons to students from diverse backgrounds. She has also worked as a member of the Testing and Curriculum Offices. Currently, Özge is teaching various TOEFL prep courses and working as a Dual Diploma Program level coordinator at Istanbul Technical University – School of Foreign Languages. Additionally, she has recently taken the initiative to teach Turkish to various immigrant communities in Istanbul.

As a novice researcher, Özge participated in a multi-sited linguistic ethnographic project titled *Contemporary Linguistic Diversity in Istanbul* during her master's studies. Her research involved working with multilingual Ugandans in the city. In her master's thesis, she specifically focused on the translocal identity construction of two multilingual Ugandan women by drawing on the notions of *chronotope* and *capital.* Therefore, her current research interests lie at the intersection of multilingualism, migration, and identity in urban contexts, which she would like to further in her PhD studies by improving her qualitative research skills. Özge's first-year advisor is Dr. Sinfree Makoni.

Hannah Lukow (she/they) grew up in Syracuse, New York. After graduating from Davidson College with a B.A. in English and Francophone Studies, Hannah worked as a language teacher for 3 years in central Japan, first at a French-English bilingual kindergarten, and then in a public elementary and junior high school. These experiences motivated Hannah to pursue an M.S.Ed. in Educational Linguistics with an emphasis in TESOL from the University of Pennsylvania Graduate School of Education. At Penn GSE, Hannah teaches critical literacy to adult learners who are new to Philadelphia. In addition to teaching,

Hannah is a Research Fellow at ACTFL (American Council on the Teaching of Foreign Languages), where she researches issues of diversity, equity, and inclusion in language education and assessment.

At Penn State, Hannah hopes to develop transdisciplinary methods to explore the political, social, and affective dimensions of second language learning and communication. Their research interests include race, gender, the semiotics of second language writing, informal and online writing, activist discourses, and critical discourse analysis. Hannah's first-year advisor is Dr. Tommaso Milani.

Ying Luo was born in Lanzhou, a city of rich history and diverse culture on the ancient Road in northwest China. Inspired by her linguistically and culturally diverse environment, she has always been curious about different language phenomena. Later, she studied and held a bachelor's degree in English language and literature. Continuing to pursue her research passions, she studied 'language education' and 'language, culture, and society' in the United States and received two master's degrees from Indiana University Bloomington and Penn State University. Due to the experience of teaching the English language to both EFL and ESL learners and training pre-service ELL teachers, Ying developed an immense interest in academic writing and has researched it from diverse theoretical and methodological approaches, including genre approach, language socialization approach, and most recently corpus approach. Her current research project concerns ESL students' instructed development in syntactic complexity in academic writing. She is also interested in students' reflections on their diachronic changes (if any) in producing syntactically complex sentences. Her first-year advisor is Dr. Xiaofei Lu.

John Romero-Mora was born in Bogotá, Colombia where he also obtained his B.A. in Modern Languages at Universidad Javeriana. Then, he worked as an English and French instructor for seven years at various schools in Colombia. During this time, he became interested in learning other languages (including Japanese and Korean) and different methodologies in the classroom that could foster autonomous learning. In 2020, he completed his first MA in Teaching English in Autonomous Learning

WELCOME NEW DOCTORAL STUDENTS 2023

Environments at Universidad de la Sabana. His MA thesis in Decision Making in Language Learning was awarded an honorary mention. He also holds an ICELT certificate from Cambridge University. He is currently working as a Spanish Instructor at West Virginia University, where he is also finishing his second MA in TESOL with a certificate in Linguistics. In this experience, he has become fond of different topics including Corpus Linguistics and Language Assessment. His main research interests are Autonomous language learning, Language, gender and Identity, Corpus linguistics, and sociolinguistics. John's first-year advisor is Dr. Kevin McManus.

Ian Schneider was born in Sacramento, California, and earned a BA in Linguistics at the University of Kentucky in 2016. Since then, he has worked as an educator for 7 years. After working for one semester as a substitute teacher in local California schools, he moved to Jeonnam Province in South Korea. He worked for two years as a conversational English instructor in a local public high school and focused on methodologies inspired by improvisational comedy and embodied performance. In 2019, he moved to the city of Yeosu to serve as a teacher-educator and coordinator at the Jeollanamdo International Education Institute. He focused on helping local Korean English teachers develop greater confidence in their listening and speaking skills through flipped learning methodologies. Drawing from his experiences living and working in Korea, Ian returned to the University of Kentucky to complete an MA in Linguistic Theory and Typology. He wrote a thesis that compares the English language ideological perspectives of expatriate and local English teachers within a rural Korean context. His current research interests include language ideologies, ELT instructor identity, mixed methods approaches in K-Pop studies, and language use in stylized performance and improvisational comedy. He is very excited to join the Applied Linguistics and Asian Studies communities at Penn State in Fall 2023 as a dual-title PhD student. Ian's first-year advisor is Dr. Susan Strauss.

Zimeng Shao was born in Qufu, the birthplace of the ancient Chinese educator Confucius, and completed his BEng in Civil Engineering, BA in English linguistics, and MEng in Bridge and Tunnel Engineering at Southwest Jiaotong University. With his educational background and research experience in both engineering and language science, Zimeng is particularly interested in the academic language literacy development of college students, especially STEM students, and how such development can be demonstrated in their writing. After graduation, Zimeng took one year off to try new things he always desired, such as taking piano lessons, cooking, teaching grammar and writing courses to college students and seeing what it is like to be a teacher. Zimeng's first-year advisor is Dr. Xiaofei Lu.

Elanur Sönmez was born in Turkey in 1996. She graduated with BA and MA degrees in Foreign Language Education from Boğaziçi University in Turkey, in 2018 and 2021 respectively. She also studied in the Bilingual Education Department of Fontys University of Applied Sciences in the Netherlands for a brief period of time during an Erasmus+ Program in 2017. She speaks Turkish and English and knows only a little bit of Persian, which she hopes to improve. She has been working as an instructor of English for 5 years at an English Preparatory Program of a university in Turkey, where she teaches general, academic, and vocational English to young adults. She specifically focuses on teaching academic reading-writing and listening-speaking skills. She is also a part of the Testing Team of the same program and is responsible for organizing the Program's large-scale placement, proficiency, and midterm exams.

For her Master's thesis, Elanur conducted a linguistic-ethnographic study examining the multilingual agency construction of 3 Iranian immigrant women living in Istanbul. For PhD, while knowing that her research interests may change, she hopes to continue her work in the field of agency construction in transnational and translingual contexts, and she is mostly interested in minoritized communities. Elanu's first-year advisor is Dr. Suresh Canagarajah.

NEWS FROM OUR ALUMNI

Selim Ben Said (Ph.D. '10) was promoted to Associate Professor at National Sun Yat-Sen University in Kaohsiung City, Taiwan.

Maria Pia Gomez Laich (M.A. '13), who is an Assistant Teaching Professor at Carnegie Mellon University Qatar signed a contract with the University of Michigan Press for a volume with the working title *Analysis and Argument in First-year Writing and Beyond: Expectations, challenges, and solutions* (with S. Pessoa and T. D. Mitchell). After her M.A. degree from APLNG, Pia went on to Carnegie Mellon University, where she earned her Ph.D. in 2017.

Olesya Kisselev (Ph.D. '18) received a "Research Achievement Award", which is a President's distinguished faculty award at the University of Texas at San Antonio.

Cassie Leymarie (M.A. '09), who went on to Georgia State University to earn her Ph.D. in 2014, writes to us: "In October of 2022, I joined the leadership team of Atlanta Neighborhood Charter School as Diversity, Equity, & Inclusion Co-director. Prior to that I served as Director of Education and Impact for 5 years at the Global Village Project, a special purpose middle school for refugee girls."

Katherine Masters (Ph.D. '20), who holds a position at the University of Texas at San Antonio, received one of the 2022 Council on Anthropology and Education (CAE) **Concha Delgado-Gaitan Presidential Fellow** award. The award supports research of early career scholars.

Yumi Matsumoto (Ph.D. '15) received tenure at the Penn Graduate School of Education and was promoted to the rank of Associate Professor.

Brooke Ricker Schreiber (Ph.D. '16), who is an Assistant Professor in the Department of English at Baruch College, CUNY, published an edited volume (with David Martins and Xiaoye You). The collection is called *Writing on the Wall: Writing Education and Resistance to Isolationism*. The book serves as a metaphor for the creative, direct action writing education can provide and invokes border spaces as sites of identity expression, belonging, and resistance. It connects transnational writing education with the fight for racial justice in the US and around the world. Brooke's book is published by

Utah State University Press. More information is available from the publisher's website.

In December 2021, Brooke and **Eunjeong Lee** (Ph.D. '17, who is now Assistant Professor at the University of Houston) also edited a volume on *Linguistic Justice on Campus: Pedagogy and Advocacy for Multilingual Students*" (with Jennifer T. Johnson and Norah Fahim). The volume was published by Multilingual Matters. See the publisher's site for more information.

Jade Sandbulte (Ph.D. '20) writes to us: "After graduating from the PhD program in Spring 2020, I moved to Duluth, MN with my wife, where I spent a year taking care of our newborn son and waiting for the pandemic hiring freezes to end. In Fall 2021, I joined the Academic Writing and Learning Center department at the University of Minnesota Duluth as an Assistant Professor. My primary duties in this role are to coordinate the university's tutoring program, teach a tutor training course, and support ESL students through writing consultations and workshops. I also assist with other initiatives in my department aimed at supporting student success at the university."

Kimberly Buescher Urbanski (Ph.D. '15), Assistant Professor at the University of Massachusetts-Boston, published *Second Language Literacy Pedagogy: A sociocultural perspective*. The book provides a detailed and comprehensive design of a new second language literacy pedagogy and the results of implementing this pedagogy in different contexts in order to demonstrate that it is possible to address some long-standing second language (L2) curriculum and literacy development challenges. Kimberly's book is published by Multilingual Matters. More information is available at the publisher's website.

Jie Zhang (Ph.D. '11), Associate Professor at the University of Oklahoma, has been elected to serve as the executive director of the US Chinese Language Teachers Association (CLTA-USA). Jie will start her new role in June 2023 and serve for a period of four years.

As always, we would like to hear from you.

Go to http://aplng.la.psu.edu/alumni/send-an-update

and write us a note anytime during the year

Wishing current students, faculty, and staff and all of our alumni a great summer

Keep in touch with APLNG on FB:
http://www.facebook.com/AppliedLinguisticsPSU

Visit us on the Web:
http://aplng.la.psu.edu

The 2022-2023 Newsletter Committee

Gabriela Appel, Duk-In Choi, Sarah Jackson, Xixin Qiu, Jialing Wang

Photo credits to the members of the NL committee and Sungwoo Kim (tulips on the front), who was our "resident photographer" for many years. I could not resist using that image in my last APLNG NL.