

# CURRICULUM VITAE

## JACOB RIEKER

ASSISTANT RESEARCH PROFESSOR  
RESEARCHER IN ENGLISH FOR SPECIFIC PURPOSES AND ENGLISH AS A MEDIUM OF INSTRUCTION

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[Google Scholar](#) | [ResearchGate](#)

### EDUCATION

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<b>PhD</b>	Applied Linguistics   The Pennsylvania State University	2023
	Dissertation: "Provoking the genesis of a teaching as dialogic mediation instructional stance: A Vygotskian concept-based language instructional intervention"	
<b>MA</b>	Teaching English as a Second Language   University of Central Florida	2019
<b>BA</b>	Linguistics; East Asian Languages, Chinese   University of Florida Certificate in Teaching English as a Second Language	2016

### RESEARCH INTERESTS

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My research interests include Vygotskian sociocultural theory, second language teacher education, second language pedagogy, and English for Specific Purposes, with an emphasis on faculty development in higher education English-Medium Instruction contexts.

### PUBLICATIONS

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- Doran, M., & Rieker, J. (2024). Supporting faculty development in English as a Medium of Instruction (EMI): Insights from a faculty certificate program in Taiwan. *INTED2024 Proceedings*, 2289–2296. [10.21125/inted.2024.0632](https://doi.org/10.21125/inted.2024.0632)
- Rieker, J., & Johnson, K. E. (2023). Dialogic restorying: A novel methodology for provoking second language teacher development across the career span. *Teaching English as a Second Language Electronic Journal (TESL-EJ)*, 27(2). <https://doi.org/10.55593/ej.27106s5>

- Diaz, B., **Rieker, J.**, & Ng, S. (2023). Teaching critical reflection in health professions education with Transformative-Vygotskian Praxis. *Advances in Health Sciences Education, 28*, 1191–1204. <https://doi.org/10.1007/s10459-023-10209-y>
- **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>
- **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>
- **Rieker, J.** (2020). Moving toward embodiment in language teacher education: A Vygotskian sociocultural perspective. *The European Journal of Applied Linguistics and TEFL, 9*(2), 173–188.

#### Under Contract

- *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory.* Routledge. K. E. Johnson, P. G. Golombek, and **J. Rieker** (Eds.). Routledge.

#### In Press

- **Rieker, J.** Examining the role of language teacher educator intentionality in leveraging novice teacher emotions as sites for professional development: A Vygotskian sociocultural theoretic perspective. In M. N. Karimi, L. Herrera, and B. Mansouri (Eds.), *Teacher emotions as personal and professional development in applied linguistics.*
- **Rieker, J.** Provoking shifts in novice language teacher instructional stance with concept-based language instruction. In K. E. Johnson, P. G. Golombek, and **J. Rieker** (Eds.), *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory.* Routledge.
- Doran, M., & **Rieker, J.** What can L2 teacher educators offer English-Medium Instruction faculty?: The role of imagination in creating faculty development. In K. E. Johnson, P. G. Golombek, and **J. Rieker** (Eds.), *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory.* Routledge.

## Under Review

- Doran, M., **Rieker, J.**, & Yang, Y. Redefining teacher 'preparedness' in English-Medium Instruction: Impact from an innovative faculty development initiative in Taiwan. *Journal of English-Medium Instruction*.
- **Rieker J.** Becoming a Vygotskian language educator/researcher through interventionist inquiry. In G. Park, S. Henderson Lee, O. Moroz, and B. Yazan (Eds.), *Qualitative research designs in language teacher education: Methodological challenges and reflexivity narratives*.
- Diaz, B., **Rieker, J.**, Baker, L., & Ng, S. Embodied emotion and teacher history in HPE: Fostering affective adaptability through faculty development.

## Book Reviews

- **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(2), 263–267. <https://doi.org/10.1558/lst.21361>
- **Rieker, J.** (2021). [Review of the book *Interaction, feedback and task research in second language learning: Methods and design*, by A. Mackey]. *Applied Linguistics*, 43(6), 1222–1231. <https://doi.org/10.1093/applin/amab016>
- **Rieker, J.** (2020). [Review of the book *Qualitative research topics in language teacher education*, Ed. G. Bakhuizen]. *Applied Linguistics*, 44(2), 373–376. <https://doi.org/10.1093/applin/amaa039>

## KEYNOTE ADDRESSES AND INVITED TALKS

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- Doran, M., & **Rieker, J.** (2023, May 23). *EMI at Taipei Tech: Opportunities, Challenges, and Guiding Concepts for Faculty & Student Success* [Presidential Keynote Address]. National Taipei University of Technology, Taipei, Taiwan.
- Doran, M., & **Rieker, J.** (2023, November 13). *Taipei Tech - Penn State Certificate of Excellence in EMI Teaching: Supporting Faculty Development and Building Networks of Practice* [Invited Address]. 2023 Fulbright Taiwan EMI Higher Education Consortium Delegation, National Taipei University of Technology, Taipei, Taiwan.

## PRESENTATIONS

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- **Rieker, J.** (2024) *Provoking language teacher development of dialogic instructional practices with Vygotskian concept-based language instruction*. [Individual Paper Presentation]. AAAL 2024.
- Doran, M., & **Rieker, J.** (2024) *Developing teacher reasoning in EMI: Reconceptualizing the role of English for student learning and engagement*. [Individual Paper Presentation]. AAAL 2024.
- Doran, M., & **Rieker, J.** (2024) *Supporting faculty development in English as a Medium of Instruction (EMI): Insights from a faculty certificate program in Taiwan*. [Individual Paper Presentation]. INTED (International Technology, Education, and Development) Conference 2024.
- **Rieker, J.** (2023). *Escaping the “Mimicking circle” in the teaching practicum: The role of imitation in promoting language teacher identity development*. [Individual Paper Presentation]. AAAL 2023.
- Johnson, K. E., & **Rieker, J.** (2023). *Dialogic restorying: A novel methodology for provoking second language teacher development across the career span*. [Individual Paper Presentation]. AAAL 2023.
- **Rieker, J.** (2022). *Making microteaching matter in second language teacher education*. [Individual Paper Presentation]. TESOL International 2022.
- **Rieker, J.** (2022). *Making microteaching matter in second language teacher education: A playful reconceptualization* [Individual Paper Presentation]. AAAL 2022.
- Johnson, K. E., Verity, D., Childs, S. & **Rieker, J.** (2022) *Pedagogical concepts: Tools for developing ‘reasoned teaching’* [Colloquium]. AAAL 2022.
- **Rieker, J.,** & Diller, M. (2021). *Task design in the hospitality English curriculum: Practical considerations* [Individual Paper Presentation]. TESOL International 2021, Online.
- **Rieker, J.,** & Johnson, K. E. (2021). *The role of embodied pedagogical resources in the development of language teacher expertise* [Individual Paper Presentation]. AAAL 2021, Online.

- **Rieker, J.** (2020). *Moving toward embodiment in language teacher education: A Vygotskian sociocultural perspective* [Individual Paper Presentation]. SLRF 2020, Online.

## PROFESSIONAL SERVICE

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<b>Co-Chair</b>   AAAL, Graduate Student Council	2022-2023
<b>Member</b>   AAAL, Public Affairs & Engagement Committee	2022-2023
<b>Member</b>   AAAL, DSERG Committee Award Committee	2022-2023
<b>Ad-hoc Reviewer</b>   <i>Language and Sociocultural Theory</i>	2021-Present
<b>Ad-hoc Reviewer</b>   TASK	2023-Present
<b>Organizer</b>   Sociocultural Theory Reading Group The Pennsylvania State University	2021-Present
<b>Chair</b>   Applied Linguistics Roundtable Committee The Pennsylvania State University	2020-2022
<b>Chair</b>   Applied Linguistics Joint Invited Speakers Committee The Pennsylvania State University	2019-2022

## PROFESSIONAL AFFILIATIONS

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<b>American Association for Applied Linguistics (AAAL)</b>	2020-Present
<b>TESOL</b>	2019-Present
<ul style="list-style-type: none"> <li>▪ TESOL International Conference Proposal Reviewer</li> <li>▪ Doctoral Student Forum Proposal Reviewer</li> </ul>	

## GRANTS AND AWARDS

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- [Gil Watz Graduate Dissertation Fellowship in Languages & Linguistics](#) 2023
- [Gil Watz Dissertation Fellow](#) (\$1,000) 2022
- [Dr. Kim Sociocultural Theory Travel Grant](#) (\$1,000) 2022

## UNIVERSITY TEACHING EXPERIENCE

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<b>Co-teacher</b>   APLNG 587; Theory & Research in L2 Teacher Education The Pennsylvania State University	2023
<b>Co-teacher</b>   APLNG 493; Teaching English as a Second Language The Pennsylvania State University	2022
<b>Co-teacher</b>   APLNG 592; Qualitative Research in APLNG The Pennsylvania State University	2022
<b>Graduate Teaching Assistant</b>   ESL 118G; American Oral English for ITAs III The Pennsylvania State University	2021-2022
<b>Language Specialist</b>   English for Professional Purposes Intercultural Center The Pennsylvania State University	2019-2021
<b>Instructor of Record</b>   TSL 4240; Issues in Second Language Acquisition University of Central Florida	2018-2019
<b>Graduate Teaching Assistant</b>   TSL 3346; Introduction to TEFL University of Central Florida	2017-2018

## OTHER TEACHING EXPERIENCE

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<b>Hospitality ESP Program Course Developer and Instructor</b> The Four Seasons Resort; DoubleTree by Hilton   Orlando, Florida	2018-2019
<b>ESL/EAP Teacher</b> Open Hearts Language Academy   Orlando, Florida	2016-2018

## LANGUAGES

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**English** – First Language  
**Mandarin Chinese** – HSK IV Professional Working Proficiency Certificate  
**German** – Level B2 Professional Working Proficiency Certificate  
**Spanish, French, Italian** – Basic Proficiency