



2024-2025 NEWSLETTER

DEPARTMENT OF APPLIED LINGUISTICS
THE PENNSYLVANIA STATE UNIVERSITY





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Message from Department Head

**Dear Colleagues, Students,
Alumni, and Friends,**

As I reflect on another remarkable year in the Department of Applied Linguistics at Penn State, I am filled with immense pride and gratitude for the continued excellence, demonstrated by our faculty and graduate students, who continue to lead in advancing applied linguistic scholarship across areas including, but not limited to, sociocultural theory, critical discourse studies, southern and decolonial approaches, sociolinguistics, and language education.

I am especially proud to recognize several major accomplishments this year. Among these, our department continues to rank among the top in the field, both nationally and internationally. According to recently updated data compiled by Stanford University professor John P.A. Ioannidis and available through the Elsevier Data Repository, seven of our faculty members—Suresh Canagarajah, Karen E. Johnson, Celeste Kinginger, James Lantolf, Xiaofei Lu, Tommaso M. Milani, and Matthew E. Poehner—are listed among the world's top 2% most-cited researchers and among the top 400 linguists globally. This is a remarkable achievement, especially for a department of our size, that highlights the far-reaching impact of our faculty's research within applied linguistics and across related disciplines.

This year also brought well-deserved recognition to Dr. Karen E. Johnson, who received The Class of 1933: Distinction in the Humanities Award. This is a recognition given to a member of the faculty whose outstanding work in the field of humanities has proven to be an inspiration in that field. Moreover, we have recently received the news that Dr. Ariana J. Steele has selected to receive the College of the Liberal Arts' Gilbert R. Watz Early Career Professor in Language and Linguistics in recognition of the excellence and future promise they have exhibited as an emerging educator and scholar in our college. Congratulations, Karen and Ariana!

It is not just our faculty who have put the department on the national and international map—our graduate students have as well. They continue to excel, with numerous conference presentations, published papers, and successful job placements.



Message from Department Head

I will not enumerate faculty's and graduate students' publications and research initiatives organized by the department this year, but I would like to give a special acknowledgment to the Institute on "Trans" Linguistic Research and Publishing, spearheaded by Dr. Canagarajah, in collaboration with Dr. Jason Litzenberg and Dr. Stephen Looney. The institute aims to mentor graduate students and early career scholars in innovative research and publishing, encouraging new methods and writing styles that challenge traditional language study paradigms. I also want to give a shout-out to Dr. Meredith Doran and Dr. Jacob Rieker for their ground-breaking collaborative work on English-medium instruction (EMI) in Taiwan.

At the same time as we celebrate such outstanding accomplishments, we also mark important transitions. We celebrate the retirement of Dr. Karen E. Johnson after thirty-six years of unwavering commitment to Penn State. Her work grounded in Vygotskian sociocultural theory has had a profound influence on the field and on generations of students, and I cannot emphasize enough the pivotal role Dr. Johnson played in forging our department as we know it today. It is not an overstatement that without her our department would not exist. We also bid farewell to Dr. Kevin McManus, Associate Professor of Applied Linguistics and Director of the Center for Language Acquisition, and to Dr. Jialing Wang, Assistant Research Professor and Assistant Director of the Center for Language Acquisition.

We are grateful for their invaluable contributions to the department, and we wish them every success in the next chapter in their careers. Dr. Jason Litzenberg, Director of the IECF, is also leaving at the end of July, and I would like to acknowledge and thank him for the remarkable impact he has had on shaping the IECF at Penn State.

As we mark these transitions, we also look ahead with optimism and excitement. Dr. Matthew E. Poehner has been appointed the new Director of the Center for Language Acquisition, and I very much look forward to collaborating with him in this role. Additionally, we are in the process of beginning a search for a new Assistant Research Professor and Assistant Director for the Center. In the IECF, the current Assistant Director, Dr. Di Liang, will step in as Acting Director. Lastly, I am delighted to welcome Dr. David Hanks, who will be joining the department as a Visiting Assistant Professor this fall. Thank you for your continued support and engagement with our department. Whether you are a graduate student, alum, colleague, or friend, your involvement helps sustain a vibrant, forward-looking academic community.



Tommaso M. Milani
Department Head

Center for Language Acquisition (CLA)

The Center for Language Acquisition celebrated a year of accomplishments and contributions to scholarship in language learning, teaching and research.

In Fall 2024, our renowned Penn State Workshops in [Research Methods for Applied Linguists](#) marked its fifth successful year with four engaging workshops led by esteemed experts. Kristen Kennedy Terry (Arizona State) presented “Using social network analysis in second language research”; Kevin McManus (Penn State) conducted a workshop on “replication studies in applied linguistics: Design, analysis, and comparison”; Joseph Casillas (Rutgers) led a workshop on “Data visualization for linguists”; and Debra Friedman (Indiana) focused on “Taking a socially-oriented approach to analyzing classroom interaction”. These workshops drew the participation of over two thousand attendees from all over the world.

In addition to the research methods workshops, we hosted the 8th Language Teaching Forum, featuring a hybrid-mode, hands-on workshop led by Natalie Amgott (Carnegie Mellon). The Language Teaching Forum centered on “Building a multimodal language curriculum to enhance student agency and motivation”, with participation from language teachers across PA and the Northeast coast, as well as online attendees.

Furthermore, CLA welcomed five distinguished invited speakers, including Jonathan Reinhardt (Arizona), Amanda Kibler (Oregon State), Galina Bolden (Rutgers), and Martin East (Auckland). This year’s Gorski Endowed Lecture was delivered by Aneta Pavlenko (University of York).

As we come to the end of the current academic year, Kevin McManus will step down as Center director. Matt Poehner will take over, effect July 1, 2025. At the same time, Jialing Wang, assistant director of CLA, started a new position in a different unit at Penn State.

Kevin McManus

Director of the Center for Language Acquisition



Intensive English Communication Program (IECP)

This past year at the IECP was full of growth and change. The IECP received its official 10-year reaccreditation from the Commission on English Language Program Accreditation (CEA) in August 2024. Around the same time, the program welcomed a new Administrative Assistant, Abby Johnson, who graduated with a B.A. in Linguistics from Baylor University. With a background in second language acquisition and global cultures, Abby has already made valuable contributions to program operations and community engagement. Also of note for the program, Dr. Jason Litzenberg will be moving on from the IECP at the end of July 2025, after having served as the Director for 7 years. We wish him all the best in his next adventure!

The IECP remains dedicated to supporting the professional development of its faculty. This year we hosted a series of professional development workshops, including a session on teaching gender-related topics in the language classroom, offered by Dr. Tommaso Milani and Hannah Lukow; a workshop on culturally-responsive teaching (CRT) by Dr. Beate Brunow and Alfredo Reyes from the Schreyer Institute for Teaching Excellence; and a session on decoloniality in the IECP curriculum by Dr. Jason Litzenberg.

Additionally, Daniel Murcia Quintero, a current APLNG GA at IECP, led a workshop on using Khanmigo's AI writing coach and also launched the Ai+ Club, aiming to promote ethical and effective use of technology-enhanced language learning tools. These events also drew participation from APLNG students, visiting scholars, and faculty.

The IECP faculty (re)developed several courses and student engagement opportunities throughout the past year. Nikki Mattson paired IECP students with undergraduates from CAS 471 to explore aspects of college life in "Launchpad for College Success." In another course, "Advanced Critical Thinking," she connected IECP students with Air Force ROTC cadets for intercultural dialogue, which was featured in a local news publication, *The Daily Collegian*. Chelsea Benton-Monahan's "Myth-Busting History" class examined U.S. history from Native American perspectives and featured a guest visit by Jacinta Garcia, Penn State's Native/Indigenous Community Coordinator. Elanur Sönmez developed and taught "AP Migration Studies," an advanced course focused on global migration through critical thinking, media analysis, and transcultural communication. John Romero Mora organized experiential field trips to the Dairy Barn Amphitheater as part of his "Academic Interactions 140" class on sustainable cities and communities.

Intensive English Communication Program (IECP)

To highlight the program's ongoing curricular (re)development, the IECP faculty presented at regional and national conferences this year. Dr. Jason Litzenberg, Chelsea Benton-Monahan, and Dr. Di Liang showcased the "Myth-Busting History" class as a case of decolonizing IEP curriculum at the AERA Annual Meeting in April 2024. Nikki Mattson and Dr. Di Liang presented the IECP's sustainability-focused curriculum at the NYS TESOL Conference in November 2024. In March 2025, Dr. Jason Litzenberg, Chelsea Benton-Monahan, and Pedro de Lima Bastos shared their insights into the program's overall approach to decolonize its curriculum and operation at the AAAL Conference and the TESOL 2025 conference respectively.

The IECP has also provided professional services to the APLNG community. In partnership with the APLNG 500 course (Practice Teaching in ESL), the IECP hosted MA TESL students, Zhiwen Xiao and Maryam Alhawkash, for their supervised teaching practicum under the mentorship of Chelsea Benton-Monahan and Nikki Mattson. In addition, the program hosted a visiting Bolashak Scholar, Balzhan Bektemirova, offering structured mentorship for her research on critical thinking in the language classroom.



*(IECP and ROTC students collaborate on a group assignment
Photo Credit: Nikki Mattson)*



*(IECP faculty presenting at AERA
Annual Meeting, April 2024
Photo Credit: Di Liang)*

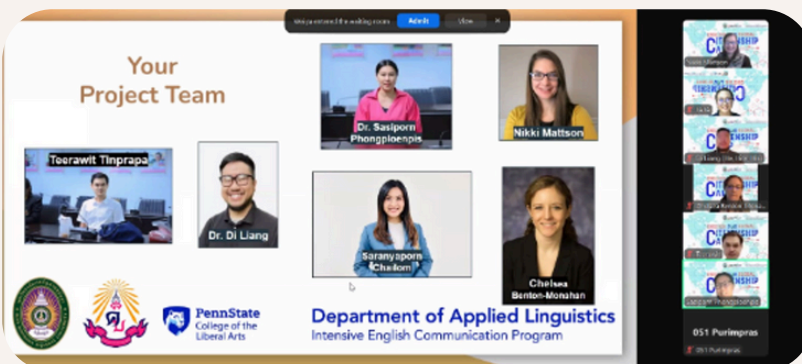
Intensive English Communication Program (IECP)



*(ExCEL Scholar Welcome Dinner, attended by IECP Visiting Scholar, Balzhan Bektemirova, and her Academic Host, Nikki Mattson
Photo Credit: PSU ExCEL Program)*

Finally, the IECP has actively engaged with members from communities within and beyond Penn State. In Fall 2024, nine mid-career professionals from Penn State's Experiential Collaborative Engagement Leadership (ExCEL) Program enrolled in IECP courses. The IECP continued to collaborate with Penn State's Global Engagement Community (GEC), a student organization and living-learning community founded by IECP faculty member Nikki Mattson.

Moreover, from August 2024 to February 2025, the IECP collaborated on a grant-funded project with faculty from Suan Sunandha Rajabhat University (SSRU) in Thailand on the Transcultural Scholars Project. Through this project, Nikki Mattson, Chelsea Benton-Monahan, and Dr. Di Liang co-developed and delivered 25 hours of synchronous workshops focused on Content and Language Integrated Learning (CLIL) for 60 pre-service English language teachers at SSRU.



Di Liang

Assistant Director of the IECP

(IECP faculty delivering a workshop for pre-Service English teachers at SSRU | Photo Credit: Nikki Mattson)

English for Professional Purposes Intercultural Center (EPPIC)

In 2024-2025, the English for Professional Purposes Intercultural Center (EPPIC) continued to provide research-based support for advanced academic communication to multilingual students and scholars across disciplines at Penn State, while also promoting transcultural awareness and inclusive communication practices in our global university community.

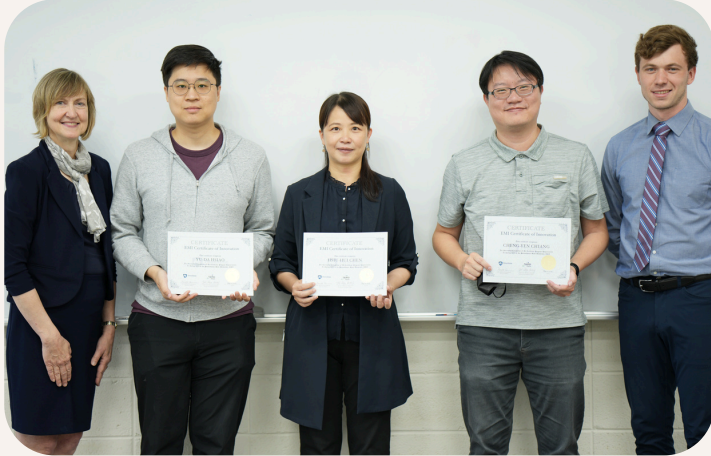
Along with our core workshop series focusing on research writing, job applications, and foundational academic skills, we have continued the collaborative initiatives developed with Penn State Libraries last year—including a weekly multilingual writing group (Write-A-Thon) and in-person tutoring in the Libraries' Search Bar—that further enhance the visibility and accessibility of EPPIC's services while fostering community among multilingual academic writers at Penn State. New services this year have included a workshop series entitled "Building Connections for Career Development," covering the language of networking and LinkedIn, as well as student support for the new Three Minute Thesis (3MT) competition in the Fox Graduate School, and development of workshops related to AI as a research writing assistant and negotiating conflict as a graduate student.

EPPIC's partnerships across the university included customized support to job market candidates in the Department of Economics, sessions on networking at the Global Careers Institute, customized workshops for specialty MA students in the Smeal College of Business, and professional development events for the Graduate & Professional Student Association, all of which have expanded the scope of our services while deepening our understanding of the needs and interests shared by broad student audiences. In Spring 2025, we also developed a new and innovative language course for the ExCEL Scholars group from Kazakhstan, culminating in scholar presentations at a year-end banquet in May.

EPPIC also developed follow-up sessions to our foundational "Pronouncing International Names" workshops for the College of Liberal Arts, Smeal, and Engineering. We continue to collaborate with Penn State Global and the Schreyer Institute for Teaching Excellence on the Global Learning Faculty Fellows program, which supports faculty from multiple Penn State campuses to integrate global learning in their undergraduate courses.



English for Professional Purposes Intercultural Center (EPPIC)



*(Meredith Doran and Jacob Rieker with National Taipei University of Technology faculty members at Certificate of Innovation in EMI award ceremony, Taipei, Taiwan
Photo Credit: Taipei Tech, Center for Bilingual Learning)*

EPPIC has also grown its service and research partnerships with institutions in Taiwan this year in support of English Medium Instruction (EMI). Since 2023, Dr. Meredith Doran and Dr. Jacob Rieker have been collaborating with the National Taipei University of Technology (NTUT) to develop and implement a professional development certificate program for EMI faculty. The positive impact of this program on faculty teaching practices has now been analyzed and documented in multiple publications co-authored by Doran and Rieker, including recent articles in the [*Journal of English-Medium Instruction*](#) and [*Research Methods in Applied Linguistics*](#), as well as publications co-authored with NTUT faculty. Rieker & Doran are now co-editing a volume for Springer Nature that will showcase innovative and impactful approaches to EMI faculty professional development worldwide.

They have also expanded their Taiwanese partnerships to include English for Specific Purposes (ESP) faculty development across multiple Taiwanese universities, and have been partnering with Fulbright Taiwan to offer a year-long professional development series for Fulbright's EMI Advisor grantees. These initiatives represent EPPIC's growing influence in global EMI faculty development and its commitment to building international research communities.

We thank all the members of the EPPIC team for their intelligence, commitment, and care, which make our collective work possible: Rebecca Zoshak, Hannah Simon, Ruth Parrish Sauder, Jacob Rieker, Robert Persiko, Merve Özçelik, Madelyn Diller, and Pedro Bastos.

Meredith Doran
Director of EPPIC



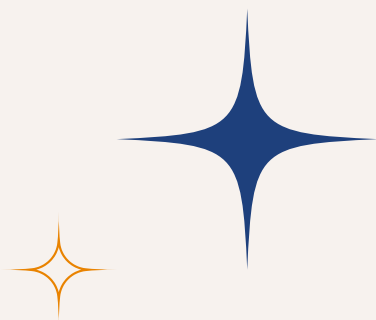
*(Meredith Doran presenting at 2025 Fulbright Taiwan International & Bilingual Education Forum in Taipei
Photo Credit: Fulbright Taiwan)*

MA TESL

Our MA TESL Program continues to attract talented students from the US and across the globe. This year, we have students from Indonesia, Saudi Arabia, China, Kuwait, Russia, and the US. Some students are new to English language teaching and others are seasoned professionals.

Each spring is bittersweet as we have to say goodbye to some of our students, and this year, we bid farewell to three. Abudulrahman (Rahman) Nasser A Abu Dujayn will be returning to his medical university in Saudi Arabia where he had been a teaching assistant for two years prior to coming to Penn State. Now with his MA TESL degree in hand, Rahman will be promoted to English lecturer and will have his own classroom.

Elizaveta (Liza) Verzhbitskaya came to the US in 2020 and taught Russian for three years at Kenyon College (Ohio) as a Fulbright Foreign Language Teaching Assistant. For the past two years, Liza has been a graduate teaching assistant in our ESL15 academic writing program as she completed her MA TESL degree. Liza will return to her home country of Russia.



Our third MA TESL graduate, Mohammad Alhusaini, started his educational journey at Penn State in our Intensive English Communication Program (IECP) after which he completed his Bachelor of Arts in English, also at Penn State. Mohammad's journey came full circle with the completion of his master's degree in our MA TESL program, and he plans to return to his home country of Kuwait this spring.

We thought we would share the accomplishments of several other MA TESL students, one currently in our program and three who are recent graduates.

Alumni Updates

Felicity Sarnoff

Felicity Sarnoff joined our MA TESL program Spring 2025 after completing their bachelor's degree at Penn State with a double major in linguistics and German and a minor in French and Francophone studies. Felicity has applied for a Fulbright English Teaching Assistant Award in Belgium for the 2025-26 academic year and for the Austria US Teaching Assistant (USTA) program which is administered by the Fulbright Austria commission. Felicity has been accepted to the Austria USTA program and is waiting to receive the final word from Fulbright Belgium. Either way, Felicity will be spending the upcoming academic year in Europe.

MA TESL

Ziwan Zhang (December 2024)

Ziwan Zhang, our most recent MA TESL graduate, is completing her 12-month Optional Practical Training (OPT) right here in State College teaching and tutoring adult learners at Mid-State Literacy Council, a community-based literacy council. She is also teaching and managing an English conversation group for speakers of Chinese for Penn State's College of Education, Family and Career Pathways, a grant-funded center that offers free individualized educational and workforce preparation for adult learners.



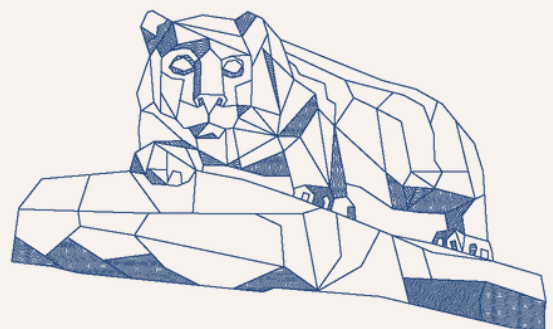
Ziwan Zhang



Ke Sun

Ke Sun (May 2020)

After graduating from our MA TESL program May 2020, Ke taught at a private school near Philadelphia, PA, and then returned to her home in Handan, Hebei Province, China. Shortly after returning home, Ke was hired to teach English at Suzhou Centennial College and has been teaching there for over three years. At this point, Ke continues to inspire and be inspired by her students and enjoys living in Suzhou. She shared that she just might stay in Suzhou “for the rest of my life!”.



MA TESL

Yichen Shang (December 2018)

Yichen is currently in Year 4 of her PhD program in Language, Literacy and Culture in the College of Education, University of Massachusetts Amherst. Using digital ethnography, Yichen's research focuses on the colonial legacies in Chinese K-12 international schools to understand how these institutions portray themselves online and how the Chinese public perceives them. In addition to her doctoral work, Yichen teaches Chinese as another language and academic writing at UMass Amherst, volunteers at their ESL tutoring center, and expects to graduate May 2026. On a personal note, Yichen recently got married and will relocate to Purdue University this summer where her husband has accepted a postdoc position. Congratulations, Yichen!



Yichen Shang

As you can see, our graduates pursue different career and educational paths. Some continue with doctoral studies, others find positions in government and private industry, and most of our graduates teach English in public schools, universities, and private and/or community-based language programs. We would like to extend wishes for continued success to all our MA TESL students.

Sharon Childs

Chair MA TESL Program



TESOL Minor

In addition to our new Applied Linguistics undergraduate major, our department continues to offer the TESOL Minor, an academic program for undergraduates interested in teaching English with adult learners in the United States and abroad.

This year, we have 21 undergraduate students in our TESOL Minor, and they come from a broad range of academic disciplines including arts and architecture, linguistics, foreign languages, criminology, political science, journalism, public relations, global and international studies, and economics.

Below we share the stories of three TESOL Minors, each with a unique educational background but a shared passion for English language teaching.



Tenaye Strauss (December 2022)

Tenaye graduated from Penn State in December 2022 with a degree in criminology, a minor in TESOL, and a dream to teach English in Korea. She has been living her dream since August 2023 as an English teacher with EPIK, the prestigious English Program in Korea which is affiliated with the Korean Ministry of Education. Tenaye is living in the southern part of Korea in Yeosu where she is teaching children in grades 3-5 at the Dowon Elementary School and hopes to stay for another two years.



Tenaye Strauss

Program Updates

TESOL Minor

Kaylee De La O (Spring 2024)

A Spring 2024 graduate, Kaylee majored in political science with a minor in TESOL. After graduation, Kaylee moved home to Chautauqua County, New York, and quickly found herself teaching and tutoring in her hometown's literacy council. Kaylee's executive director noticed the level of commitment Kaylee had with her students and her enthusiasm for teaching, and in less than a year, Kaylee was promoted to Program Coordinator at the council. Kaylee's new responsibilities are varied and numerous and include everything from teaching, curriculum design and assisting with grant writing, to managing the literacy council's bookstore and community events.



Kaylee De La O



Connor Tone

Connor Tone (Spring 2025)

Connor Tone is graduating from Penn State this spring with a major in Asian Studies and minors in Japanese and TESOL. In April, Connor received the offer letter he had been hoping for; an Assistant Language Teacher position with the very competitive Japan Exchange and Teaching (JET) Program. Connor is looking forward to his new adventure and will leave for Japan this July.

We extend our congratulations and best wishes to Tenaye, Kaylee, and Connor, and all of our TESOL Minors as they continue to make a positive impact in the field of language education. We also encourage our alumni to reach out and share updates about their professional journeys. Please send your stories to Sharon Childs at ssc5@psu.edu.

Sharon Childs

Coordinator

New Doctoral Student Statements

Richard Damilare Akano

Richard Damilare Akano grew up in Lagos, one of Nigeria's notable metropolitan states known for vibrant economic and industrial activities. He obtained his Bachelor's degree in English and International Studies at Osun State University, Nigeria, and then, proceeded to earn his master's degree in English (with specialization in linguistics) at the University of Ibadan, Nigeria in 2023. His master's thesis explored stance taking and the discursive representations of the Yoruba nation agitation in Nigerian digital communities.

In the last five years, Richard has taught courses in English and linguistics in two Nigerian tertiary institutions. He served as Teaching Assistant at Adeseun Ogundoyin Polytechnic, Eruwa, Oyo State, and currently works as an Assistant Lecturer at Osun State University, where he completed his first degree.

In 2022, he served as a research assistant in a federal government-funded research project on the promotion of inclusive education for dyslexics in selected primary and secondary schools in southwest, Nigeria. His current research interests lie in sociolinguistics, language and identity, critical discourse analysis, social semiotics, and popular culture. Richard's first-year advisor is Dr. Tommaso Milani.

Zhiye Ding

Zhiye Ding was born in Taizhou, a coastal city famous for its seafood and sticky rice dishes in Southeast China. He earned a dual BA in Sociology from Duke University and Duke Kunshan University, and an MA in Anthropology from University of Chicago. Prior to joining Penn State, he took a gap year teaching Mandarin Chinese and English (ELA) at different schools in Chicago, including University of Chicago, Chicago Public Schools (CPS), Catholic schools, and charter schools.

His research interests include sociolinguistics, discourse analysis, language and ideology, and the role of language in constructing gender and sexuality. Drawing on both qualitative and ethnographic methods, Zhiye is particularly interested in how language mediates power relations in institutional and everyday contexts.

At Penn State, Zhiye looks forward to working with faculty and peers who share a commitment to critical and interdisciplinary approaches to applied linguistics. His first-year advisor is Dr. Tommaso Milani. Outside of academia, he enjoys playing musical instruments and learning new languages.

New Doctoral Student Statements

Andiswa Bukula

Andiswa Bukula is currently a Digital Humanities researcher with a special focus on isiXhosa, one of South Africa's official languages. Born and raised in Makhanda (formerly Grahamstown), home to [Rhodes University](#).

After matriculating, she began her higher education in 2013 at Nelson Mandela Metropolitan University (now Nelson Mandela University), where she majored in Public Relations and languages (isiXhosa and English). Initially drawn to the arts, Andiswa's academic path was shaped by a confluence of opportunity and necessity: significant government investment into the development of indigenous languages prompted her to pursue postgraduate studies in isiXhosa. She went on to complete her Honours degree in 2014 and her Master's degree in 2016—both fully funded and written entirely in isiXhosa, making her one of the few scholars in South Africa to do so at the time.

In 2017, she served as an assistant lecturer, teaching isiXhosa to non-mother tongue speakers at Nelson Mandela Metropolitan University and Alliance Française of Port Elizabeth. In 2018, she was appointed as the isiXhosa Digital Humanities Researcher at the South African Centre for Digital Language Resources (SADiLaR), a national research infrastructure dedicated to the digitization and preservation of South Africa's languages.

Andiswa has led and collaborated on numerous projects. She co-pioneered a multilingual text data creation initiative covering 16 African languages and coordinated isiXhosa-specific contributions for Masakhane's Named Entity Recognition (NER) and Part-of-Speech (POS) tagging projects. These initiatives placed her at the forefront of computational linguistics for African languages and helped build essential resources for natural language processing (NLP) applications. Her role extends beyond research, she organizes workshops, mentors emerging scholars, and advocates for linguistic inclusivity within the digital space.

Andiswa is an active member of the [Masakhane community](#), a pan-African grassroots initiative focused on open-source NLP for African languages. In addition to her research, Andiswa is passionate about bridging the gap between linguistics and NLP. She is part of the organizing committee for the [Hundzula NLP-Linguistics Retreat](#), a pioneering initiative that fosters collaboration between linguists and technologists to co-create meaningful and context-aware language technologies.

Andiswa is interested in deepening her research on how language technologies can be designed to serve the structural and sociocultural realities of African languages and how these digital tools can better support the linguistic diversity of the African continent.

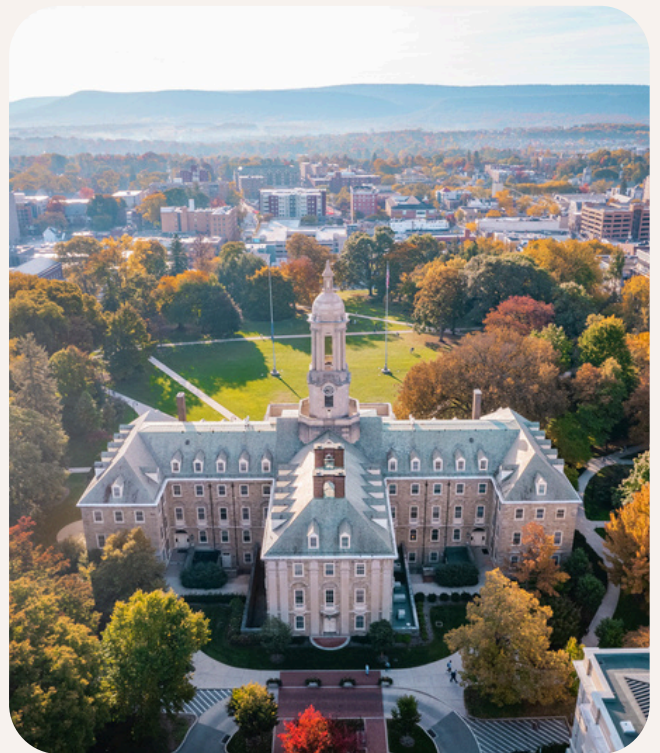
New Doctoral Student Statements

Brenard Malcom

Brenard Malcolm was born and grew up in Grenada, an island in the Caribbean. He speaks English and Grenadian Creole, the main languages spoken in Grenada, and is also fluent in Spanish. Brenard obtained an ASc in modern languages and taught English, literature, and Spanish at the high school level for 7 years. He discovered his interest in linguistics while working with 11- and 12-year-olds who read below grade level. Brenard pursued a BSc in accounting and finance and continued to tutor students in Spanish and English. He was also a Spanish teaching assistant.

Shortly after graduating, he was offered a job at the university in Grenada as an assistant instructor in communication and language skills, delivering communication courses to undergraduates and working with ESL students to improve their English language skills. Brenard engaged in creating and revamping language modules for these students and creating modules on academic reading and writing and Creole use in the classroom for the school's M.Ed. program. While a faculty at the university, Brenard completed his M.Ed. in ESL and bilingual education and, for his capstone project, explored attitudes and perceptions surrounding Creole in the Caribbean. Upon graduating, he became an instructor at the university and continued curriculum development and ESL teaching.

Brenard was subsequently promoted to Co-Director of the university's English language support unit and has been instrumental in discussions around the school's language policy. He also coordinated a program focused on developing ESL students' language skills where he revamped and streamlined processes to improve the program's robustness, efficiency, and satisfaction. Brenard is a budding researcher with interest in the reciprocal relationship between language and society and related language ideologies and policies. At PSU, he is looking forward to continuing his work in these areas focused on the Caribbean.



Research, Reading, and Discussion Groups

The Applied Linguistics and Politics Reading Group (ApPol)

ApPol enjoyed 10 highly engaging meetings this year with graduate students and faculty from Political Science, Curriculum & Instruction, WGSS, African Studies, and, of course, Applied Linguistics. We explored intersections of politics, social theory, and applied linguistics through collaboratively digesting theoretical and applied papers on topics ranging from affect, performativity, governmentality, chronotopes, and more. We have big plans for next year, so please contact us if you're interested! Open to all!

Hannah Lukow, Julian Canjura, Tommaso Milani
Co-Organizers

Migration Studies Project

In Fall 2024 and Spring 2025, the Migration Studies Project has continued its regular meetings, exploring diverse research topics at the intersection of migration and language. Highlights from Fall 2024 included discussions on race- and gender-based dynamics, as well as new materialist perspectives on language practices within transnational contexts. In Spring 2025, we have continued our conversations, focusing on teacher experiences, English-medium instruction (EMI), and cosmopolitanism.

Our sessions have been led by participating faculty and students, along with guest speakers. Highlights include talks by Dr. Michelle Gu from the Education University of Hong Kong and Dr. Kellie Gonçalves from the University of Bern, Switzerland, in addition to those by faculty members and visiting scholars at Penn State. Our interdisciplinary research group has fostered critical reflection on ongoing research projects, encouraged collaborative dialogue, and supported the development of new research directions. Through our regular meetings and invited talks, we have created a dynamic space for sharing ideas, offering constructive feedback, and exploring emerging questions in the field. The diversity of perspectives among our members has enriched our discussions and deepened our understanding of migration, language, and transnational interactions.



Research, Reading, and Discussion Groups

Migration Studies Project



We also co-sponsored a full-day event titled *Writing in Displacement*, which presented diaspora writers from Sri Lanka. It was held in the Foster Auditorium on the 4th of April 2025, featuring readings from the works of writers C. Rudramoorthy, V. Ganeshananthan, I. Amirthanayagam, and Leah Piepzna-Samarasinha, moderated by Elizabeth Kadetsky of Creative Writing. The writers also participated in a panel discussion facilitated by Tina Chen of the English Department. An essay competition responding to the readings garnered good participation from undergraduate students.

The activities of the group were ably organized and run by Elanur Sonmez this academic year. As we move forward, we are excited to continue building connections across departments and to support innovative research that addresses the complex realities of migratory and transnational experiences.

Suresh Canagarajah

Director, Migration Studies Project

Elanur Sonmez

Student Organizer

Sociocultural Theory Discussion Group

The SCT Reading Group held fourteen meetings throughout the 2024-2025 academic year. In our online, Zoom-mediated format, the group engaged in substantive discussions of issues relevant to SCT and L2 teaching/learning as well as the particular research interests of our membership. The group had the unique opportunity to host prominent scholars including Dr. Carl Ratner and Cesar Requena-Ramos to discuss their recent scholarship in a dialogic, conversational format. Our discussions covered a range of topics including the multiple interpretations of *perezhivanie*, inner speech, philosophy of science in psychology and applied linguistics, and the opportunities and challenges of progressive education, among others.

Special thanks go to group members Dr. Matthew Poehner, Dr. Karen Johnson, Dr. Jialing Wang, and Dr. Jacob Rieker for their part in organizing and hosting the 29th annual Sociocultural Theory and Second Language Learning Research Working Group Meeting at Penn State University Park in October 2024.

If you are SCT-curious and would like to join our mailing list, please feel free to contact Jacob Rieker (jrr5915@psu.edu), and he will add you.

Jacob Rieker

Organizer

Research, Reading, and Discussion Groups



(29th Annual Sociocultural Theory and Second Language Learning Research Working Group Meeting at Penn State University Park, October 2024)

Awards and Recognitions

Edwin Appah Dartey, NFMLTA/MLJ
Dissertation Writing Support Grant

Edwin Appah Dartey, Humanities
Dissertation Fellowship, Graduate Student
Residency Program, Humanities Institute

Edwin Appah Dartey, Superior Teaching
and Research (STAR) Award, College of
Liberal Arts

Edwin Appah Dartey, Liberal Arts
Research and Graduate Studies Office
(RGSO) Dissertation Release

Özge Deniz, The Dickerson Family Fund in
the College of the Liberal Arts Award

Sonja Haakonsen, FLAS (Foreign Language
Area Studies) Summer Fellowship

Karen E. Johnson, Class of 1933
Distinction in Humanities Award

HyeEun Jung, Public Humanities
Fellowship at The Humanities Institute for
the 2025-2026 academic year

Minjin Kim, Superior Teaching and
Research (STAR) Award

Minjin Kim, NFMLTA/MLJ Dissertation
Writing Support Grant

Minjin Kim, Gil Watz Graduate Dissertation
Fellowship

Minjin Kim, Center and Institute Fellows
Program Award

Nikki Mattson, Grant Funding Received:
Project Title: “Transcultural Scholars:
Empowering Global Citizenship through
U.S.-Thai Collaborative Education” (IECP)

Nikki Mattson, Grant Funding Awarded:
Project Title: “Engaging in intercultural
dialogue to address global challenges:
Developing a toolkit for capacity building
in online intercultural exchange programs”
(EDGE)

Nikki Mattson, 1st Place, NAFSA Region
VIII Case Study Competition. Shark-tank
style case study analysis and solution
proposal competition for increasing
internationalization efforts with a reduced
budget.

Nikki Mattson, Awarded 2024 Teaching
and Learning with Technology (TLT)
Faculty Engagement Award: Recognized for
leveraging generative AI to enhance
student engagement and inclusive course
design

<https://www.psu.edu/news/university-libraries/story/tlt-faculty-engagement-award-recipients-transform-teaching-generative-ai>

Nikki Mattson, Media Coverage for IECP
and ROTC collaboration: Penn State IECP
program collaborates with ROTC to break
down walls. (2025, April 24). The Daily
Collegian.

https://www.psucollegian.com/news/crime-courts/penn-state-iecp-program-collaborates-with-rotc-to-break-down-walls/article_d2e62ae4-d21e-11ef-8f04-1fbffc7c3c8a.html

Awards and Recognitions

Nikki Mattson, Outstanding Living-Learning Community Faculty Advisor Award, Fall 2024 Living Learning Communities Newsletter. Recognized for exemplary leadership as Faculty Associate for the Global Engagement Community (GEC)

Kevin McManus, Albert Valdman Award for outstanding publication in 2024. This award is made to the best article published in Studies in Second Language Acquisition in 2024

Tommaso M. Milani, Visiting Fellow - Trinity College, University of Cambridge

Ying Xiong, 21st AILA World Congress Solidarity Award

Ying Xiong, Superior Teaching and Research Award, College of the Liberal Arts

Academic Milestones

Qualifying Exams Comprehensive Exams Dissertation Proposals Doctoral Defenses

Özge Deniz
Hannah Lukow
John Romero
Ian Schneider
Elanur Sonmez

Julian Canjura
Xiaozheng Dai
Mfundo Msimango
Merve Özçelik
Byron Po
Pedro Bastos

Julian Canjura
Xiaozheng Dai
Mfundo Msimango
Merve Özçelik
Byron Po
Pedro Bastos

Minjin Kim

Masters Degrees

Ziwan Zhang
Abdulrahman Abu Dujayn
Mohammad Alhusaini
Elizaveta Verzhbitskaya



Calder, J., & Steele, A. (2025). Interrogating the cisgender listening subject in the study of trans voices. *Gender and Language*, 18(3), 216–239. <https://doi.org/10.3138/gl-2024-18.3-0002>

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Dartey, E. A., & Quaynor, P. (2024). Language-in-education policy in Ghana: decentering colonial epistemologies and re-envisioning alternative forms of policy. In C.G. Severo, E. Bernando & E. Nhampoca (Eds.), *Educational language policy in African contexts (políticas linguísticas educacionais em contextos africanus)* (pp. 183–206). Mazza Edições.

Doran, M., & Rieker, J. (2025). L2 teacher educators as creators of EMI faculty development: How imagination makes pedagogical innovation possible. In K. E. Johnson, P. R. Golombek & J. Rieker (Eds.), *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory* (pp. 228–252). Routledge. <http://dx.doi.org/10.4324/9781003505143-11>

Doran, M., Rieker, J., & Yang, Y. (2025). Redefining faculty preparedness in English medium instruction: Impact from an innovative professional development initiative in Taiwan. *Journal of English-Medium Instruction*. <https://doi.org/10.1075/jemi.24006.dor>

Ehrlich, S., & Milani T. M. (2024). Gender, sexuality, discourse and second language research. In B. Paltridge & M. Prior (Eds.), *The Routledge handbook of second language acquisition and discourse* (pp. 339–352). Routledge.

Hua, Y., Lu, X., & Guo, Q. (2024). Independent corpus consultation for collocation use in academic writing by L2 graduate students. *System*, 127, 103515.

Jiang, Y., Lu, X., Liu, F., Zhang, J., & Jin, T. (2024). What should go with this word here: Connecting lexical collocations and rhetorical moves in narrative stories. *Applied Linguistics*, 45(5), 786–805. <https://doi.org/10.1093/applin/amae001>

Johnson, K.E., Golombek, P.R., & Rieker, J. (Eds.) (2025). *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory*. Routledge. <https://doi.org/10.4324/9781003505143>

Johnson, K. E., Golombek, P. R., & Rieker, J. (2025). Vygotskian sociocultural theory and transformative second language teacher education. In K. E. Johnson, P. R. Golombek & J. Rieker (Eds.), *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory* (pp. 1–21). Routledge. <http://dx.doi.org/10.4324/9781003505143-1>

Kang, M., Jin, T., Lu, X., & Zhang, H. (2024). Exploring the differences in syntactic complexity between lay summaries and abstracts: A case study of The New England Journal of Medicine. *Journal of English for Academic Purposes*, 72, 101444.

Khor, S. Y., & Canagarajah, S. (2024). (Im)migrant women's translingual literacy practices as problem-solving and learning resources: Perspectives from a community-based English literacy program. *International Journal of Bilingual Education and Bilingualism*, 1–16.

<https://doi.org/10.1080/13670050.2024.2352707>

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Liu, D., Lu, X., & Yoo, I. W. (Eds.) (2024). Special issue on corpus Linguistics and second language studies. *Journal of Second Language Studies*, 7(2).

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Makoni, S. B., Unyierie, U.A., & Rudwick, S. (2024). Decolonizing applied linguistics in Africa and its diasporas: Disrupting the centre. *Critical Inquiry in Language Studies*, 21(3), 285–306.

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- Park, J., & Jung, H. (2024). 북한이탈주민 대안 학교 보도 기사에 대한 사회적 행위자 네트워크 관점에서의 비판적 담론분석: 대안학교 및 교장단, 교사를 중심으로 [Critical discourse analysis on newspaper representation of three social actors involved in alternative schools for North Korean Refugees: van Leeuwen's social actor network model approach]. *Discourse and Cognition*, 31(4), 45–75. (Korean)
- Poehner, M. E., & Lu, X. (2024). Sociocultural theory and corpus-based English language teaching. *TESOL Quarterly*, 58(3), 1256–1263. <https://doi.org/10.1002/tesq.3282>
- Richardson, J. E., & Milani, T. M. (Eds.) (2025). *The Politics and Rhetoric of Collective Remembering*. Routledge. <https://doi.org/10.4324/9781003505761>
- Rieker, J. (2025). “I had a different approach to teaching than I do now”: Provoking shifts in novice language teacher instructional stance with Vygotskian praxis oriented pedagogy and concept-based language instruction. In K. E. Johnson, P. R. Golombek & J. Rieker (Eds.), *Transformative L2 teacher education innovations: Insights from Vygotskian sociocultural theory* (pp. 67–90). Routledge. <http://dx.doi.org/10.4324/9781003505143-4>
- Rieker, J., & Doran, M. (2025). Making time count: *Kairos* as temporal, methodological, and ethical innovation in qualitative applied linguistics research. *Research Methods in Applied Linguistics*, 4(2), 100207. <https://doi.org/10.1016/j.rmal.2025.100207>
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- Shah, W. A., & Makoni, S.B. (2024). Rethinking applied linguistics in the Global South: A conversation with Sinfree Makoni. *Journal of Education, Language, and Ideology*, 2(1), 219–230.
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- Sun, M., & Canagarajah, S. (2025). Translingual negotiation in mixed-gender communication: An analysis of the interactions in research group meetings in engineering. *Journal of Research in Science Teaching*, 62(1), 134–162. <https://doi.org/10.1002/tea.22004>
- Sydorenko, T., Dombi, J., Agrawal, A., Thorne, S. L., Lee, J. I., & Tao, Y. (2024). Spoken dialogue systems and ChatGPT for second language pragmatics research. In K. Sadeghi (Ed.), *Routledge Handbook of Technological Advances in Researching Language Learning* (pp. 378–391). Routledge. <https://doi.org/10.4324/9781003459088-34>
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Yu, N., Wang, T., & He, Y. (2024). Anger in Mandarin Chinese: "Angry gas gushing into the sky." In Z. Kövecses, R. Benczes, & V. Szelid (Eds.), *Metaphors of anger across languages: Universality and variation* (Comparative Handbooks of Linguistics, Vol. 8.1, pp. 211–252). De Gruyter.

Zhang, J., & Looney, S. D. (2024). Monolingual or Translingual?: Chinese-English Bilinguals Shifting Orientations to English in the Workplace. *Asian Englishes* 26(1), 54–68.

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Zhang, X. & Lu, X. (2024). Testing the relationship of linguistic complexity to L2 learners' comparative judgment on text difficulty. *Language Learning*, 74(3), 672–706. <https://doi.org/10.1111/lang.12633>

Zhuang, J. & Kinginger, C. (2024). Long term language use by U.S.-based study abroad alumni: Activity types and program effects. *Modern Language Journal*, 108, 243–269. <https://doi.org/10.1111/modl.12909>



(APLNG Graduate Students and Visiting Scholars at AAAL 2025, Denver, Colorado | Photo Credit: APLNG Social Committee)

Presentations, Lectures, and Seminars

Paper Presentations

Benton-Monahan, C., & de Bastos Lima, P. (2025, March). *Decolonizing inherent coloniality: Innovative approaches to adult ELT* [Paper presentation]. TESOL 2025 Annual Conference, Long Beach, CA, United States.

Canjura, J., & Özçelik, M. (2024, July). *Raciolinguistics and ridesharing: Race and language ideologies in a transient mobile contact zone* [Paper presentation]. Association of Language Awareness 2024, Karlsruhe, Germany.

Canjura, J., & Özçelik, M. (2025, March). *Toward a multi-participant framework for social media narrative analysis* [Paper presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

Cunningham, A., Jackson, J., Liang, D., & Staples-Dixon, J. M. (2024, April). *Teacher educators as disruptors of coded racist stances* [Paper presentation]. The American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Dai, X., Yu, L., Zhuang, J., Lu, X., & Poehner, M. E. (2025, March). *ChatGPT enhanced dynamic assessment of L2 argumentative writing* [Paper presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

Dartey, E. A., & Quaynor, P. (2025, March). *Teacher-talk in Ghanaian multilingual elementary schools: A case study* [Paper presentation]. American Association for Applied Linguistics Conference, Denver, CO, United States.

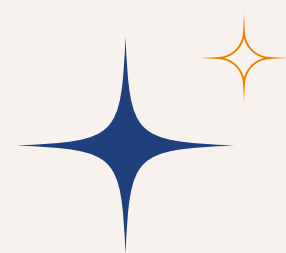
Doran, M., & Rieker, J. (2025, March). *Does EMI faculty professional development work?: A critical review of program design, implementation, and impact* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

Doran, M., & Rieker, J. (2024, May) *What can English language teacher educators offer English-Medium Instruction faculty?: A case study of a faculty development initiative in Taiwan* [Paper Presentation]. 12th International Language Teacher Education Conference, Minneapolis, Minnesota, United States.

Doran, M., & Rieker, J. (2024, September). *What can L2 teacher educators offer EMI faculty? The role of structured imagination in promoting faculty teaching innovation* [Paper presentation]. SLTED 2024, Brno, Czechia.

Jung, H. (2025, March). *Media representations of North Korean refugee students attending South Korean alternative schools: Critical discourse analysis from van Leeuwen's framework* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

Kim, M. (2024, June). *Tracing the development of complexity, accuracy, and fluency in L2 speaking and writing: A dynamic usage-based approach* [Paper presentation]. The 5th International Conference Thinking, Doing, Learning: Usage-based Perspectives on Second Language Learning, Kolding, Denmark.



Presentations, Lectures, and Seminars

Paper Presentations

Kim, M., & McManus, K. (2024, September). *Design, measurement, and analysis in longitudinal corpus-based SLA research: A systematic review* [Paper presentation]. The 7th Learner Corpus Research Conference, Tartu, Estonia.

Kuntz, A., Mattson, N., Olear, C., & Kaschak, M. L. (2025, March). *Faculty engagement awards: Generative AI for teaching – Lessons learned* [Paper presentation]. 2025 Teaching and Learning with Technology Symposium, The Pennsylvania State University, State College, PA, United States.

Lee, J. I., & Hellermann, J. (2025, March). *Prosody of wh-indeterminate questions in L2 Korean: Evidence of L1 influence* [Poster presentation]. American Association for Applied Linguistics, Denver, CO, United States.

Liang, D., & Haneda, M. (2024, June). *Trans-semiotizing dialogic teaching: Instructional conversations in a first-grade class* [Paper presentation]. Sociocultural Theory and Second Language Learning Research 2024 Working Group Meeting, State College, PA, United States.

Liang, D., Katunich, J., Litzenberg, J., Mattson, N., & McGreary, B. (2024, November). *From commodification to sustainability?: Transforming curriculum, assessment, and materials for decoloniality in an intensive English program* [Paper presentation]. New York State TESOL 54th Annual Conference, Rochester, NY, United States.

Litzenberg, J., Benton-Monahan, C., & Liang, D. (2024, April). *Decolonizing the curriculum: Enacting land-based pedagogies in an adult English language program* [Paper presentation]. The American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Looney, S. D., Sun, M., & Canjura, J. (2024, June). *Deontic downgrades in responses to requests: Sequence and design as criteria for rating L2 interactional competence* [Paper presentation]. Interactional Competences and Practices in a Second Language, Kolding, Denmark.

Lu, X. (2024, November). *On the conceptualization and operationalization of linguistic complexity and difficulty* [Paper presentation]. 2024 International Conference on Second Language Acquisition in China, Qingdao, China.

Lu, X., Liu, Y., & Qi, H. (2025, March). *Comparing GPT-based approaches in automated writing evaluation: Model, prompt, fine-tuning, and dataset variables* [Paper presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

Lukow, H., & Canjura, J. (2024, July). *Yiddish as cultural capital and ethnolinguistic resource on TikTok* [Paper presentation]. Association of Language Awareness 2024, Karlsruhe, Germany.

Martin, A. R., (2025, February). *AI and AI: Using artificial intelligence with academic integrity* [Paper presentation]. EAP and Beyond: Interdisciplinary Encounters, St. Andrews, Scotland, U.K.

Presentations, Lectures, and Seminars

Paper Presentations

Martin-Long, C., Alabede, Y. S., Brown, K., Casal, J. E., Dartey, E., David, R. D. D., Dia, K. D., dos Santos, P. L., Douek, T., Figuera, R. M. R., Haneda, M., Hartig, A. J., Khasandi-Telewa, V., Lee, J. I., Litzenberg, J., Madany-Saa, M., Makoni, S., Martin, I., Mary, L., Miller, M. M., Milošević, V., Msimango, M. J., Ndlangamandla, S. C. C., Po, B., Sterzuk, A., Qiu, Y., & Wilsey-Gopp, A. (2025, March). *Reimagining knowledge-making: Relational accountability and the transformation of scholarly and academic practices* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

Mary, L., Litzenberg, J., Khasandi-Telewa, V., dos Santos, P. L., & Lee, J. I. (2025, March). *Expanding the "cracks": Microsteps to epistemic equity* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

McManus, K., & Khoruzhaya, Y. (2025, March). *Revisiting the transfer calculus in L2 learning* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

McManus, K., Wang, J., & Brody, B. (2025, March). *Exploring technology integration in less commonly taught language teaching: Teachers' attitudes and practices* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

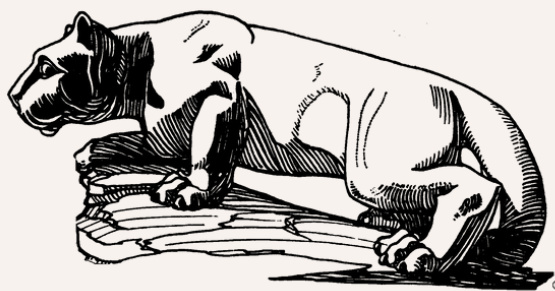
McManus, K., Wang, J., & Brody, B. (2025, April). *Breaking barriers: Advancing world language teaching through technology* [Paper presentation]. Northeast Conference on the Teaching of Foreign Languages, New York, NY, United States.

McManus, K., Wang, J., & Brody, B. (2025, May). *Teaching less commonly taught languages through technology: A mixed-methods study of teachers' attitudes and practices* [Paper presentation]. National Council of Less Commonly Taught Languages, Chicago, IL, United States.

Msimango, M., Ozge, D. M., & Dartey, E. A. (2024, July). *A decolonial perspective towards language-in-education policies in Turkey and South Africa: A comparative case study* [Paper presentation]. 17th Conference of the Association for Language Awareness, Karlsruhe University of Education, Germany.

Ren, H., & Looney, S. D. (2024, July). *Validating prompts and rubrics in an office hour role-play task – A mixed method approach to local test reformation* [Paper presentation]. Language Testing Research Colloquium, Innsbruck, Austria.

Rieker, J., & Doran, M. (2024, October) *Kairos as a Vygotskian methodological imperative* [Individual Paper Presentation]. Sociocultural Theory and Second Language Learning Research Working Group Meeting, State College, PA, United States.



Presentations, Lectures, and Seminars

Paper Presentations

Sönmez, E., & Deniz, Ö. (2025, March). *Intersecting ideologies of nation, race, and gender on Turkish social media: Discourses on #karabüküniversitesi (#karabukuniversity)* [Paper presentation]. American Association for Applied Linguistics, Denver, CO, United States.

Sun, M. (2024, October). *"Making a shortlist in a retirement community": An interactional analysis of older adults' shared decision-making in evaluation meetings* [Paper presentation]. 12th LANSI Annual Conference, Teachers College, Columbia University, New York, NY, United States.

Sun, M. (2025, February). *Dining, dress and distinction: Collective identity construction among older adults in a retirement community* [Paper presentation]. Georgetown University Round Table, Washington, DC, United States.

Sun, M. (2025, March). *"It's all about community": Discursive construction of legitimation in retirement community narratives* [Paper presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

Thomas, S., & Xiong, Y. (2025, March). *Unraveling ways of being: Duoethnographic insights from two transnational women navigating US academia* [Paper presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

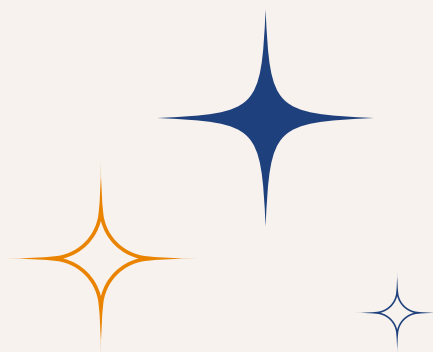
Xia, Y., & Kim, M. (2024, May). *Mediating ESL learners' use of digital reference tools to deepen their vocabulary knowledge in academic writing* [Paper presentation]. Computer Assisted Language Instruction Consortium, Pittsburgh, PA, United States.

Xia, Y., Luo, Y., & Lu, X. (2025, March). *Dynamic assessment of vocabulary: A systematic literature review* [Paper presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

Xiong, Y. (2024, August). *"妈妈(Mom), are we US residents?": Heritage language maintenance and identity negotiation among transnational Chinese families* [Paper presentation]. 21st AILA World Congress, Kuala Lumpur, Malaysia.

Xiong, Y. (2024, May). *Translanguaging practices among Chinese EFL teachers: Cognitive/emotional dissonance and agency* [Paper presentation]. The Third Sociocultural Theory and Foreign Language Education Conference, Guangzhou, China.

Xiong, Y., & Thomas, S. (2024, August). *Navigating academia in the US: A duoethnography of transnational women from the Global South* [Paper presentation]. 21st AILA World Congress, Kuala Lumpur, Malaysia.



Presentations, Lectures, and Seminars

Roundtable & Poster Presentations

Deniz, O., Schneider, I., Lukow, H., Luo, Y., Romero Mora, J., Shao, Z., & Sonmez, E. (2025, March). *The Plain Language Project: Cultivating critical language awareness through podcasting* [Roundtable presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.

Jung, H. (2025, March). *Emotions in digital storytelling: A case of learners in a school for North Korean refugee students* [Roundtable presentation]. American Association for Applied Linguistics, Denver, CO, United States.

Mattson, N., & Liu, T. (2024, November). *Student perceptions of Global Engagement Community (GEC) impact* [Poster presentation]. NAFSA Region VIII Conference, Lancaster, PA, United States.

Timpe-Laughlin, V., Divekar, R., Dombi, J., Sydorenko, T., Oh, S., & Lee, J. I. (2024, October). *Spoken dialogue technology versus ChatGPT: Benefits and challenges for practicing and assessing oral interaction* [Colloquium presentation]. Technology for Second Language Learning Conference, Ames, IA, United States.

Xiong, Y., & Liu, P. (2024, April). *Voices of transnational Chinese family: Collaborative autoethnography of two doctoral student mothers* [Roundtable presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Xiong, Y. (2025, March). *Socializing into the academic community as a transnational student mother: Intersectional identities and investment* [Roundtable presentation]. American Association for Applied Linguistics 2025, Denver, CO, United States.



Presentations, Lectures, and Seminars

Keynote Addresses & Invited Presentations

Canagarajah, S. (2024, July). *Innovation and sustainability at the global mobility turn* [Keynote]. International Postgraduate Roundtable and Research Forum. Education University of Hong Kong, Hong Kong.

Canagarajah, S. (2024, July). *Studying and teaching academic communication: After the Decolonial Turn* [Invited Lecture]. School of International Studies, Beijing.

Canagarajah, S. (2024, July). *Rethinking language competence: Learning from non-Western communities* [Invited Lecture]. Central University of Finance and Economics, Beijing.

Canagarajah, S. (2024, September). *Innovating from local traditions* [Opening keynote]. International Conference on Foreign Language Teaching and Applied Linguistics, Jizzakh State Pedagogical University, Uzbekistan

Canagarajah, S. (2024, October). *Alternative discourses in academic writing* [Webinar]. IFES Logos and Cosmos Initiative.

Canagarajah, S. (2024, November). The metamorphoses of meanings through ruptures [Keynote]. Language Metamorphosis: Implications for Language Education in Decolonial Contexts, BRAC University, Bangladesh.

Canagarajah, S. (2024, November). Diversifying ELT along local traditions [Keynote]. TATE 2024 Conference, Tunisia.

Canagarajah, S. (2024, November). Recent shifts in understanding language and literacy in applied linguistics [Invited Workshop]. TATE 2024 Conference, Tunisia.

Doran, M., & Rieker, J. (2024, September). *Transforming teaching/learning in EMI classrooms: Creating spaces for student thinking and growth* [Invited Plenary Address]. Fulbright Taiwan Joint-Site Orientation for EMI Advisors & Senior ETF Grantees, Taipei, Taiwan.

Doran, M., & Rieker, J. (2024, September). *Enhancing ESP/EAP pedagogy in Taiwanese higher education: Asking (ourselves) better questions* [Invited Plenary Address]. Fulbright Taiwan Joint-Site Orientation for EMI Advisors & Senior ETF Grantees, Taipei, Taiwan.

Doran, M., & Rieker, J. (2025, March). *Creating positive pedagogical change in EMI: Impact from an innovative faculty professional development in Taiwan* [Invited Webinar]. BALEAP English-Medium Instruction Special Interest Group Global Webinar Series.

<https://www.youtube.com/watch?v=dzipcTwDJO8>

Johnson, K. E. (2024, March). *Praxis-oriented pedagogy and the development of L2 novice teacher reasoning* [Plenary address]. Pontificia Universidad Católica de Chile, Santiago, Chile.

Johnson, K. E., Golombek, P. R., & Rieker, J. (2024, May). *Innovation, intentionality, and intervention: Vygotskian sociocultural research in second language teacher education* [Invited Symposium]. 12th International Language Teacher Education Conference, University of Minnesota, Minneapolis, MN, United States.



Presentations, Lectures, and Seminars

Keynote Addresses & Invited Presentations

Kinginger, C. (2024, November). *The careers of French language study abroad alumni* [Keynote address]. Association des Programmes Universitaires Américains en France, Paris, France.

Lu, X. (2024, April). *Exploring the applications of ChatGPT in linguistics research and language education* [Invited lecture]. School of Foreign Languages, Chongqing Jiaotong University, Chongqing, China.

Lu, X. (2024, May). *Academic English course design: Data-driven topic selection and collaborative learning* [Invited lecture]. School of Foreign Languages, Central South University, Changsha, China.

Lu, X. (2024, November). *Exploring future directions for form-function mapping research in academic discourse in the era of artificial intelligence* [Keynote address]. Symposium on Discourse Analysis and International Communication of Ecological Civilization in the Era of Big Data, Beijing, China.

Lu, X. (2025, January). *Corpus-based genre pedagogy meets generative AI: Principles, applications, and new opportunities* [Invited lecture]. Session on Language Learning With AI: Insights from Research, The 2025 Modern Language Association Annual Convention, New Orleans, LA, United States.

Lu, X., & Kim, M. (2024, June). *Advanced techniques in corpus linguistics* [Invited workshop]. National Key Research Center for Linguistics and Applied Linguistics, Guangdong University of Foreign Studies, Guangzhou, China.

Makoni, S. (2024, July). *Sociolinguistics and Southern Epistemologies* [Keynote]. The 17th International Conference of the Association for Language Awareness, Karlsruhe University of Education, Germany.

Makoni, S. (2024, August). *An Afro-centric Orientation towards a Decadent Applied Linguistics* [Keynote]. International Association of Applied Linguistics, Kuala Lumpur, Malaysia.

McManus, K. (2024, June). *Theorizing and verifying effects of explicit instruction in second language learning* [Invited presentation]. Explicit Instruction in Second Language Acquisition, Kansai University, Japan.

McManus, K. (2024, September). *The place and importance of replication in SLA* [Invited lecture]. Carnegie Mellon University, Pittsburgh, PA, United States.

McManus, K. (2024, October). *Examining key claims about usage-based second language acquisition through replication* [Invited lecture]. Tohoku University, Japan.

McManus, K. (2024, November). *Addressing negative effects of crosslinguistic influence through instruction* [Invited lecture]. Kansai University, Japan.

McManus, K. (2025, March). *Designing and publishing high quality replication studies in applied linguistics* [Pre-conference workshop]. American Association for Applied Linguistics, Denver, CO, United States.

Presentations, Lectures, and Seminars

Keynote Addresses & Invited Presentations

Milani, T. M. (2024, June). *Minority language policy in Sweden: Colonial logic and affective resistance* [Keynote address]. Multidisciplinary Approaches in Language Policy and Planning, Carleton University, Ottawa, Canada.

Milani, T. M. (2024, November). *Femonationalism and anti-Arab sentiments in Sweden: A discourse-ethnographic approach* [Keynote address]. Addressing Hate Speech: Contributions from Sociolinguistics, Media and Artificial Intelligence, University of Cambridge, Cambridge, United Kingdom.

Schrauf, R. W. (2024, November). Methodological reflections [Conference session]. Older Migrants in Their Social Context, Gerontological Society of America, Seattle, WA, United States.

Yu, N. (2024, May). *A corpus-based comparative study of English "hard-soft" and Chinese "ying-ruan" (hard-soft)* [Invited talk]. Shanghai International Studies University, Shanghai, China.

Yu, N. (2024, May). *Chinese anger metaphor revisited: Body, culture, and language* [Invited talk]. Huazhong University of Science and Technology, Wuhan, China.



(Dr. Karen E. Johnson Retirement Celebration, April 2025
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Community Photos



Community Photos





Wishing a wonderful
summer to all of our
current students, faculty,
staff, and alumni!

**Do you have something you'd like to share in
the next APLNG Newsletter?**

We would love to hear from you! Go to
<http://aplng.la.psu.edu/alumni/sendanupdate>
and write us a note anytime during the year.



The 2024-2025 Newsletter Committee

Xiaozheng Dai, Zimeng Shao, Jung In Lee, Byan Althowaini,
Hannah Simon, and Dr. Jacob Rieker

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