Curriculum Vitae

Matthew E. Poehner
Associate Professor, World Languages Education and Applied Linguistics
Affiliate, Center for Language Acquisition
The Pennsylvania State University

I. PERSONAL

Home address: 190 Mossey Glen Road
State College PA 16801 USA
Phone: 814-867-4723
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II. EDUCATION

Ph.D. in French with specialization in Applied Linguistics, Pennsylvania State
University, May 2005
    Dissertation – "Dynamic Assessment of Oral Proficiency Among Advanced L2
    Learners of French"
M.A. in French, Pennsylvania State University, 2000
B.S. in Education, University of Cincinnati, 1998
B.A. with Honors in French, University of Cincinnati, 1997

III. ACADEMIC POSITIONS HELD

Associate Professor of World Languages Education and Applied Linguistics, Department
of Curriculum and Instruction, Penn State University (Spring 2013 – Present)

Visiting Professor in English and Linguistics, School of Education and Communication,
Jönköping University, Sweden (May, 2014)

Assistant Professor of World Languages Education and Applied Linguistics, Department
of Curriculum and Instruction, Penn State University (Fall 2008 – Spring 2013)

Senior Lecturer, Department of Applied Linguistics, Penn State University (2006-2008).

Coordinator for Research, Center for Language Acquisition, Penn State University
(2006 – 2008)

Assistant Coordinator, Center for Advanced Language Proficiency Education and
Research, Penn State University (2006 – 2008)

Coordinator, Intensive English Program, Juniata College (2005-2006)

IV. PUBLICATIONS

BOOKS

Poehner, M. E. & van Compernolle, R. A. (proposal in preparation). *Method and L2 Sociocultural Theory research.*

Lantolf, J. P. & Poehner, M.E. (2014). *Sociocultural Theory and the pedagogical imperative in L2 education. Vygotskian praxis and the research/practice divide.* London: Routledge.

Poehner, M.E. & Rea-Dickins, P. (Eds.). (2013). *Addressing issues of access and fairness in education through dynamic assessment.* London: Routledge (special issues as books program).

Poehner, M.E. (2008). *Dynamic Assessment: A Vygotskian approach to understanding and promoting second language development.* Berlin: Springer Publishing.

Lantolf, J.P. & Poehner, M.E. (Eds.). (2008). *Sociocultural Theory and the teaching of second languages.* London: Equinox Publishing.

INSTRUCTIONAL MATERIAL

Poehner, M. E. (in preparation). *A casebook of Dynamic Assessment in foreign language education.* Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA.

Lantolf, J.P. & Poehner, M.E. (2011). *Dynamic Assessment in the foreign language classroom. A teachers guide. Second edition.* Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA. [200 pp. & video DVD]

Lantolf, J.P. & Poehner, M.E. (2006). *Dynamic Assessment in the foreign language classroom. A teachers guide.* Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University, University Park, PA. [149 pp. & video DVD. Version 1.0]

JOURNAL SPECIAL ISSUES (GUEST EDITED)

Leung, C. & Poehner, M.E. (in preparation, proposal accepted). Language and interaction as object and process in formative assessment. Special Issue of *Language Assessment Quarterly*.

Poehner, M.E. & Rea-Dickins, R. (2011). Addressing issues of access and fairness in education through Dynamic Assessment. Special Issue of *Assessment in Education: Principles, Policy and Practice 18* (2).

ARTICLES IN REFEREED JOURNALS

Rea-Dickins, P., Poehner, M.E., Taylor, L., Shohamy, E., & Leung, C. (in preparation). From the periphery to centre stage in applied linguistics: The case for situated language assessment.

Poehner, M. E. and van Compernolle, R. A. (in preparation). Toward synthesis in L2 Dynamic Assessment: Learner, task, and mediator.

Lantolf, J. P. & Poehner, M.E. (in preparation). Computerized Dynamic Assessment: Meeting the needs of foreign language learners through interactive diagnosis. *Foreign Language Annals*.

Poehner, M. E. & Infante, P. (in preparation). Mediated learning and L2 development. *TESOL Quarterly*.

Poehner, M. E. & Pasterick, M. (in preparation). Mediating learner intercultural competence during study abroad. *Foreign Language Annals*.

Poehner, M. E., Lu, X., & Zhang, J. (under review). Computerized Dynamic Assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing*.

Poehner, M. E. & van Compernolle, R.A. (2013). L2 development around tests. Learner response processes and Dynamic Assessment. *International Review of Applied Linguistics 51*(4): 353-377.

Poehner, M. E. & Lantolf, J.P. (2013). Bringing the ZPD into the equation: Capturing L2 development during computerized Dynamic Assessment. *Language Teaching Research 17*(3): 323-342.

Lantolf, J. P. & Poehner, M.E. (2013). The unfairness of equal treatment: Objectivity in L2 testing and Dynamic Assessment. *Educational Research and Evaluation 19* (2-3), 141-157.

Poehner, M.E. (2012). The Zone of Proximal Development and the genesis of self-assessment. *The Modern Language Journal, 96*(4), 610-622.

Poehner, M. E. (2011). Validity and interaction in the ZPD: Interpreting learner development through L2 Dynamic Assessment. *International Journal of Applied Linguistics, 21*(2), 244-263.

Poehner, M. E. & van Compernolle, R.A. (2011). Frames of interaction in Dynamic Assessment: Developmental diagnoses of second language learning. *Assessment in Education: Principles, Policy and Practice 18*(2), 183-198.

Poehner, M. E. (2011). Dynamic Assessment: Fairness through the prism of mediation. *Assessment in Education: Principles, Policy and Practice 18*(2), 99-112.

Lantolf, J.P. & Poehner, M.E. (2011). Dynamic Assessment in the classroom: Vygotskian praxis for L2 development. *Language Teaching Research, 15*(1), 11-33.

Poehner, M. E. & Lantolf, J.P. (2010). Vygotsky's teaching-assessment dialectic and L2 education: The case for Dynamic Assessment. *Mind, Culture, and Activity. An International Journal, 17*(4), 312-330.

Poehner, M. E. (2009). Dynamic Assessment as a dialectic framework for classroom activity: Evidence from second language (L2) learners. *Journal of Cognitive Education and Psychology, 8*(3), 252-268.

Poehner, M. E. (2009). Group Dynamic Assessment: Mediation for the L2 classroom. *TESOL Quarterly, 43*(3), 471-491.

Poehner, M.E. (2007). Beyond the test: L2 Dynamic Assessment and the transcendence of mediated learning. *The Modern Language Journal, 91*(3), 323-340.

Poehner, M.E. & Lantolf, J.P. (2005). Dynamic Assessment in the language classroom. *Language Teaching Research, 9*(3), 1-33.

Johnson, K.E., Rehn-Jordan, S., & Poehner, M.E. (2005). The TOEFL trump card: An investigation of test impact in an ESL classroom. *Critical Inquiry in Language Studies, 2*(2), 71-94.

Lantolf, J.P. & Poehner, M.E. (2004). Dynamic Assessment: Bringing the past into the future. *Journal of Applied Linguistics, 1*(1), 49-74.

CHAPTERS IN REFEREED VOLUMES (HANDBOOKS AND EDITED BOOKS)

Poehner, M.E. (under review). Towards a new culture of evaluation: Dynamic Assessment. In K. de Boot, K. Schröder, & D. Wolff (Eds.), *Handbook of English as a Foreign Language*. Berlin: Mouton de Gruytere.

Poehner, M. E. & Infante, P. (under review). Dynamic Assessment in the language classroom. In D. Tsagari & J. Banerjee (Eds.), *Handbook of Second Language Assessment.* Boston: De Gruyter.

Lantolf, J. P., Thorne, S. L., & Poehner, M. E. (under review). Sociocultural theory and second language learning. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition: An Introduction, Second Edition.* London: Routledge.

Poehner, M.E. (2013). Dynamic Assessment in the classroom. In A. Kunnan (Ed.), *The Companion to Language Assessment*. Wiley-Blackwell.

Mathew, R. & Poehner, M.E. (2013). Monitoring progress in the classroom. In A. Kunnan (Ed.), *The Companion to Language Assessment.* Wiley-Blackwell.

Lantolf, J.P. & Poehner, M.E. (2012). Sociocultural Theory and the cultural contexts of L2 development. In K. Risager (Ed.), C.A. Chappelle (Gen. Ed.), *The Encyclopedia of Applied Linguistics Volume 12, Culture and Context.* Wiley-Blackwell.

Poehner, M.E. (2012). Dynamic Assessment in second language acquisition. In A. Ohta (Ed.), C.A. Chappelle (Gen. Ed.), *The Encyclopedia of Applied Linguistics Volume 21, Social Interaction Approaches to SLA.* Wiley-Blackwell.

Poehner, M.E. (2012). Dynamic Assessment. In P. Robinson (Ed.), *Encyclopedia of Second Language Acquisition.* Routledge.

Poehner, M. E. & Ableeva, R. (2011). Dynamic Assessment. From display of knowledge to engagement in the activity of development. In D. Tsagari & I. Csepes (Eds.), *Classroom-based language assessment* (pp. 15-28). Frankfurt: Peter Lang.

Lantolf, J.P. & M.E. Poehner. (2009). The artificial development of second language ability. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition. Second Edition* (pp. 137-158). London: Emerald.

Poehner, M.E. (2008). Both sides of the conversation: The interplay between mediation and learner reciprocity in Dynamic Assessment. In J.P. Lantolf & M.E. Poehner. (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 33-56). London: Equinox Publishing.

Lantolf, J.P. & Poehner, M.E. (2008). Introduction. In J.P. Lantolf & M.E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 1-30). London: Equinox Publishing.

Serrano-Lopez, M. & Poehner, M.E. (2008). Materializing linguistic concepts through 3-D clay modeling: A tool-and-result approach to mediating L2 Spanish development. In J.P. Lantolf & M.E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 321-346). London: Equinox Publishing.

Lantolf, J.P. & Poehner, M.E. (2007). Dynamic Assessment. In E. Shohamy (Ed.), N. Hornberger (Gen. Ed.), *Encylopedia of Language and Education Volume 7, Language Testing and Assessment* (pp. 273-284). Berlin: Springer Publishing.

RESEARCH REPORTS, REVIEWS, EDITORIALS, AND WORKING PAPERS

Poehner, M. E. (2012). Review of *Sociocultural Theory in second language education: An introduction through narrative* by M. Swain, P. Kinnear, & L. Steinman. *The Canadian Modern Language Review,* 68(1), 102-104.

Rea-Dickins, P. & Poehner, M.E. (2011). Addressing issues of access and fairness in education through Dynamic Assessment. *Assessment in Education: Principles, Policy and Practice, 18*(2), 95-97.

Poehner, M.E. (2009). Review of *Discourse in content and language integrated learning (CLIL) classrooms* by Christiane Dalton-Puffer. *The Modern Language Journal, 93*, 638-639.

Shohamy, E., Inbar-Lourie, O., & Poehner, M.E. (2008). Investigating assessment perceptions and practices in the advanced foreign language classroom. *CALPER Research Report to U.S. Department of Education.* Center for Advanced Language Proficiency Education and Research. The Pennsylvania State University.

Poehner, M. E. (2008). Dynamic Assessment and the problem of validity in the L2 classroom. *CALPER Working Paper Series.* Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University. Available at http://calper.la.psu.edu/pubs.php

Lantolf, J. P. & Poehner, M.E. (2007). Language proficiency or symbolic capability: A dialectical perspective. *CALPER Working Paper Series.* Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University. Available at http://calper.la.psu.edu/pubs.php

Poehner, M.E. & J.P. Lantolf. (2003). Dynamic Assessment of L2 development. *CALPER Working Paper Series (1)*, Center for Advanced Language Proficiency

Education and Research, The Pennsylvania State University. Available at
http://calper.la.psu.edu/pubs.php

V. PRESENTATIONS

INVITED PLENARIES

Poehner, M.E. (2013). Dynamic Assessment: The importance of mediation for
       diagnosing L2 development. The Language Testing Research Colloquium
       (Annual Meeting of the International Language Testing Association). Seoul,
       South Korea. July.

Poehner, M.E. (2013). Dynamic Assessment: Understanding mediation. Michigan State
       University Symposium on *Second language studies*. Michigan State University,
       East Lansing, MI. February.

Poehner, M. E. (2009). Dynamic Assessment: Integrating assessment and teaching to
       understand and promote development in a second language. Meeting of the
       Interagency Language Roundtable, organized by U. S. Department of Education.
       Washington, D. C. April.

Poehner, M. E. (2007). Sociocultural perspectives on language testing and assessment.
       British Association for Applied Linguistics and Cambridge University Press
       Symposium on *Language testing and assessment in applied linguistics:*
       Identifying reciprocity in applied linguistics research. University of Bristol,
       Bristol, UK. June.

INVITED LECTURES AND WORKSHOPS

Poehner, M. E. (2014). Using Dynamic Assessment with second language learners.
       Rutgers University. Camden, New Jersey. April.

Poehner, M. E. (2013). 'Provoking' development through mediation during L2
       assessment. Educational Testing Service. Princeton, New Jersey. November.

Poehner, M. E. (2013). Assessment in the second language assessment. The Penn State
       STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of
       Education]. The Pennsylvania State University, University Park, PA. June.

Poehner, M.E. (2012). Vygotskian 'theoretical practice' in science education. [Part of
       invited colloquium on Theoretical Frameworks] Biennial Conference on
       Chemistry Education. The Pennsylvania State University, University Park, PA.
       July.

Poehner, M. E. (2012). Dynamic Assessment. CALPER Professional Development Workshops. The Pennsylvania State University, University Park, PA. July.

Poehner, M. E. (2012). Classroom-based language assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.

Poehner, M. E. & van Compernolle, R.A. (2012). Accomplishing L2 diagnosis and instruction in Dynamic Assessment interactions. [Part of invited inaugural Wilga Rivers Pedagogy Colloquium] Annual Meeting of the American Association for Applied Linguistics. Boston, MA. March.

Poehner, M. E. (2011). Monitoring L2 Learner Progress Through Continuous Assessment. The Penn State STAR TALK Arabic Academy for Teachers [Funded by U. S. Department of Education]. The Pennsylvania State University, University Park, PA. June.

Poehner, M. E. (2011). Diagnosing L2 reading and listening through computerized Dynamic Assessment. [Part of invited colloquium on technology and language assessment.] The Official Languages and Bilingualism Institute and The Canadian Center for Studies and Research on Bilingualism and Language Planning, University of Ottawa. Ottawa, Canada. April.

Poehner, M. E. & van Compernolle, R.A. (2011). Deconstructing constructs through engagement in the Zone of Proximal Development. [Part of invited colloquium on 'Formative assessment: Uncharted territories for applied linguistics.'] Annual Meeting of the American Association for Applied Linguistics. Chicago, IL. March.

Poehner, M. E. (2011). Foreign language classroom assessment in support of teaching and learning. Webinar jointly sponsored by the Language Acquisition Research Center at the California State University at San Diego and the Center for Advanced Language Proficiency Education and Research at The Pennsylvania State University. February.

Poehner, M. E. (2011). Assessing at-risk language learners. Shippensburg University. Shippensburg, PA. January.

Poehner, M. E. (2010). Assessment for Learning in the L2 Classroom. CALPER Professional Development Workshops. University Park, PA. July.

Poehner, M. E. (2010). Dynamic Assessment: Engaging learners in the activity of development. Monterey Institute for International Studies. Monterey, CA. April.

Poehner, M.E. (2009. Classroom Assessment in Support of Foreign Language Learning. Clarion University. Clarion, PA. December.

Poehner, M.E. (2009). Dynamic Assessment and L2 learning: A new culture of assessment? Teachers College, Columbia University. New York, NY. October.

Poehner, M.E. (2009). Vygotsky and the integration of L2 teaching and assessment. Bloomsburg University. Bloomsburg, PA. April.

Lantolf, J. P. & Poehner, M.E. (2008). Dynamic Assessment in the foreign language classroom. CALPER Professional Development Workshops. University Park, PA. June.

Carr, N. T. & Poehner, M.E. (2007). Principles of testing and assessment. Language Acquisition Resource Center Professional Development Workshop. San Diego, CA. August.

Lantolf, J. P. & M. E. Poehner. (2007). Dynamic Assessment in the foreign language classroom. CALPER Professional Development Workshops. University Park, PA. June.

Poehner, M. E. (2005). Dynamic Assessment: Teaching *through* the test. Language in Motion Teacher Professional Development Workshop. Juniata College, Huntingdon, PA. August.

ORGANIZED COLLOQUIA

Lantolf, J. P. & Poehner, M.E. (2013). Dynamic Assessment: Approaches to diagnosing and mediating development of all learners. [Invited Wilga Rivers Pedagogy Colloquium] Annual Meeting of the American Association for Applied Linguistics. Dallas, TX. March.

Poehner, M. E. (2007). Organizing L2 teaching, learning, and assessment around the Zone of Proximal Development. Annual Meeting of the American Association for Applied Linguistics. Costa Mesa, CA. April.

Poehner, M. E. & Negueruela, E. (2005). Advances in the understanding of second language acquisition: Learning, teaching, and testing second languages from a Vygotskian perspective. Meeting of the International Society for Cultural-Historical and Activity Theory Research. Sevilla, Spain. September.

PRESENTATIONS AT PROFESSIONAL MEETINGS

Poehner, M. E. & Infante, P. (2014). Mediating learner use of L2 conceptual tools through dialogic interaction. Annual Meeting of the American Association for Applied Linguistics. Portland, OR. March.

Poehner, M. E. & van Compernolle, R. A. (2013). Method and L2 Sociocultural theory research. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. State College, PA. September.

Poehner, M. E. & Davin, K. (2013). Learning to teach 'reactively' through Dynamic Assessment. Annual Meeting of the American Association for Applied Linguistics. Dallas, TX. March.

Pasterick, M. & Poehner, M. E. (2012). Language learning abroad: Mediating learner intercultural competence during study abroad. Second Language Research Forum. Pittsburgh, PA. October.

Lantolf, J. P. & Poehner, M.E. (2012). Online Dynamic Assessment: Quantifying the effects of mediation and learning potential. Annual Georgetown University Roundtable on Linguistics and Language Studies. Washington, D.C. March.

Poehner, M.E. (2010). Validity and interaction in the ZPD: Interpreting learner development through Dynamic Assessment. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. NY, NY. October.

Poehner, M. E. (2010). Supporting learner self-assessment through interaction in the ZPD. Annual Meeting of the American Association for Applied Linguistics. Atlanta, GA. March.

Poehner, M.E. (2009). Activity in the ZPD and the genesis of self-assessment. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Miami, FLA. October.

Poehner, M.E. (2009). A Framework for group Dynamic Assessment in the L2 classroom. Annual Meeting of the American Association for Applied Linguistics. Denver, CO. March.

Rea-Dickins, P., Poehner, M.E., Leung, C. Taylor, L., & Shohamy, E. (2009). From the periphery. A case for situated language assessment practices. Annual Meeting of the Language Testing Research Colloquium. Denver, CO. March.

Lantolf, J.P., Poehner, M.E., & Ableeva, R. (2008). Unifying assessment and instruction in support of L2 learning. Annual Meeting of the American Council on the Teaching of Foreign Languages. Orlando, FL. November.

Poehner, M.E. (2008). Group Dynamic Assessment in the L2 classroom. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Amherst, MA. October.

Poehner, M.E. (2008). Vygotsky's teaching-assessment dialectic in the second language classroom. Meeting of the International Society for Sociocultural and Activity Research. San Diego, CA. September.

Rea-Dickins, P., Poehner, M.E., Leung, C. Taylor, L., & Shohamy, E. (2008). Breaking the mould: Evaluating the validity of assessment practices from a situated language assessment perspective. Association of Language Testers of Europe. Cambridge, UK. April.

Poehner, M. E. (2008). A Vygotskian approach to validity: Language assessment as activism. American Association for Applied Linguistics. Washington, D.C. March.

Poehner, M. E. (2007). Dynamic Assessment and the problem of validity. Annual meeting of the Sociocultural Theory and Second Language Learning Research Group. Phoenix, AZ. October.

Poehner, M. E. (2007). Dynamic Assessment: Rethinking validity according to a social ontology of individuals. Annual Meeting of the British Association for Applied Linguistics. Edinburgh, UK. September.

Poehner, M. E. (2007). Dynamic Assessment as a dialectic framework for classroom activity: Evidence from second language (L2) learners. Meeting of the International Association for Cognitive Education and Psychology. Knoxville, TN. July.

Poehner, M. E. (2007). L2 Dynamic Assessment: Interpreting learners' contributions. American Association for Applied Linguistics. Costa Mesa, CA. April.

Poehner, M. E. (2006). Both sides of the conversation: The interplay between mediation and learner reciprocity in Dynamic Assessment. Annual meeting of the Sociocultural Theory and Second Language Learning Research Group. University of Massachusetts, Amherst, MA. September.

Poehner, M. E. (2006). From measurement to cooperation: Dynamic Assessment and L2 development. Joint meeting of the American Association for Applied Linguistics and the Canadian Association for Applied Linguistics. Montreal, Canada. June.

Poehner, M.E. (2005). Beyond the test: L2 Dynamic Assessment and the transcendence of mediated learning. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Monterey Institute of International Studies. Monterey, CA. October.

Poehner, M.E. (2005). Dynamic Assessment of oral proficiency among advanced L2 learners of French. Meeting of the International Association for Applied Linguistics. University of Wisconsin at Madison. Madison, WI. July.

Poehner, M.E. & Lantolf, J.P. (2004). A dynamic approach to formative assessment in the L2 classroom. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. University of Nijmegen, Nijmegen, Netherlands. August.

Lantolf, J.P. & Poehner, M.E. (2003). Dynamic Assessment of L2 Learners. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Florida State University, Tampa, Florida. October.

Poehner, M.E. & Lantolf, J.P. (2003). Dynamic Assessment of L2 development: Bringing the past into the future. Annual Meeting of the British Association for Applied Linguistics. University of Leeds, UK. September.

Shohamy, E., Hamp-Lyons, L., Poehner, M.E., & Rehn-Jordan, S. (2003). Forward planning for washback/impact research. Annual Meeting of the Language Testing Research Colloquium. University of Reading, UK. July.

Poehner, M.E. (2003). Political discourse and the shaping of public perceptions of testing. American Association for Applied Linguistics. Arlington, Virginia. March.

Poehner, M.E. & Farrell, K.T. (2002). Social constructivism and Sociocultural Theory: Reconsidering their application to the field of second language acquisition. Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. Florida State University, Tallahassee, Florida. October.

Kushner, J. & Poehner, M.E. (2002). Analysis of learner corpora generated through inter-cultural tele-collaboration. American Association for Applied Linguistics. Salt Lake City, Utah. April.

Poehner, M.E. (2001). Technology in the foreign language classroom: Some applications and implications for instruction. The Pennsylvania State Modern Language Association. Hershey, Pennsylvania. October.

VI. TEACHING EXPERIENCE

Associate Professor of World Languages Education, Penn State University (Spring 2013 – Present)

Assistant Professor of World Languages Education, Penn State University (Fall 2008 – Spring 2013)

Courses taught (undergraduate): *WL ED 412 – Methods of Teaching World Languages Grades 6-12; WL ED 300 – Foundations of Second Language Teaching; WL ED 399a – Language Learning Through Study Abroad*

Courses taught (graduate): *CI 597A – Introduction to Language, Culture, and Society Doctoral Studies; CI 597B – Analyzing Interaction in Educational Contexts; CI 597C – Vygotsky and Education; CI 597E – Core Readings in Vygotsky; CI 597F – Vygotsky and Assessment; APLNG 497K – L2 Classroom-Based Assessment*

Courses supervised: *WL ED 411 – Methods of Teaching World Languages Grades 1-5; WL ED 495B – World Languages Field Experience Grades 1-5; WL ED 295A – Early Childhood Field Experience for World Languages; CI 497 – Language Learning Through Study Abroad*

Senior Lecturer in Applied Linguistics, Penn State University (Fall 2006 – Summer 2008)

Supervisor, *MA TESL Teaching Internship (Spring & Fall, 2007)*
Instructor, *ESL Academic Writing (Fall, 2007)*

Instructor, Intensive English Program, Juniata College (2005-2006)

Academic Writing (Spring, 2006)
Intermediate Speaking and Listening (Fall, 2005)

Graduate Lecturer, Department of French, Penn State University (1998-2005)

Elementary French; Intermediate French; Upper Intermediate French; Intensive Elementary and Intermediate French; French Grammar and Composition.

Co-instructor (with Prof. James Lantolf), Department of Linguistics and Applied Language Studies, Penn State University

Applied Linguistics 597D, a doctoral seminar on Dynamic Assessment and Second Language Learning (Fall, 2004)

World Campus (Distance Education) Language Instructor, Penn State University World Campus (2003)

Intermediate French

Language Instructor, Summer Intensive Language Institute, Penn State University, (Summers of 2001, 2002)

Beginning and Intermediate French

English as a Second Language Writing Tutor, Penn State University, (Spring 2001)

English as a Second Language Instructor, Cincilingua International Language School (A division of Inlingua), Cincinnati, Ohio (1997-1998)

French Teacher, Northwest High School, Cincinnati, OH (1997-1998)

VII. EXPERIENCE SUPERVISING STUDENT RESEARCH

A. Doctoral Dissertations Supervised

Infante, P. (in progress). Department of Curriculum and Instruction, The Pennsylvania State University.

Pasterick, M. (in progress). *Language and Culture Learning Abroad: Toward the Development of Pre-service World Languages Teachers Multilingual Subjectivity.* Department of Curriculum and Instruction, The Pennsylvania State University.

Kao, T. (in progress). *A Sociocultural Concept-Based Approach to Teaching Rhetoric to Learners of L2 Chinese.* Department of Curriculum and Instruction, The Pennsylvania State University.

Jin, S. (2013). *The Use of Facebook to Promote Korean EFL Learners' Intercultural Competence*. Department of Curriculum and Instruction, The Pennsylvania State University.

B. Masters Theses Supervised

Xu, Yiyu. (in progress). *Using Concept-Based Instruction to Teach ESL Tense and Aspect.* Department of Applied Linguistics. The Pennsylvania State University.

Hults, A. (2011). *Entrenchment of Classroom Management Beliefs in World Languages Education Students.* Department of Curriculum and Instruction, The Pennsylvania State University.

C. Undergraduate Honors Theses Supervised

Egan, L. (2013). *Group Dynamic Assessment in a Secondary Spanish Classroom: Student and Teacher Perceptions.* Department of Curriculum and Instruction, The Pennsylvania State University.

Davidson, A. (2012). *Addressing Autistic Spectrum Disorders in the Secondary World Languages Classroom.* Department of Curriculum and Instruction, The Pennsylvania State University.

Warren, A. R. (2010). *Dynamic Assessment in a Foreign Language Classroom.* Department of Curriculum and Instruction, The Pennsylvania State University.

VIII. PROFESSIONAL ACTIVITIES

A. Grant-funded Research

Project Director: "A Casebook of Dynamic Assessment in Foreign Language Education" through Penn State University's National Foreign Language Resource Center (funded by U.S. Department of Education): Center for Advanced Language Proficiency Education and Research (CALPER), (2010 – 2014)

Co-Principal Investigator (with James Lantolf): "Computerized Dynamic Assessment Language Proficiency Exams in French, Chinese and Russian." Funded by U.S. Department of Education. $321,000. (August 2008-2011).

Project co-director with James Lantolf, "L2 Dynamic Assessment," through Penn State University's National Foreign Language Resource Center (funded by U.S. Department of Education): Center for Advanced Language Proficiency Education and Research (CALPER), (2006 – 2010)

Consultant, "Language Teacher's Guide to Dynamic Assessment" – a project with J.P. Lantolf to develop a practical guide to using Dynamic Assessment in L2 classrooms, funded through the Center for Advanced Language Proficiency Education and Research, Penn State University (2005-2006)

Project Manager, "The effect of changes in the new TOEFL format on the teaching and learning of EFL/ESL" – a multi-national research project funded by the Educational Testing Services, Drs. Elana Shohamy and Liz Hamp-Lyons, co-PIs. Center for Language Acquisition, Penn State University (2002-2003)

B. Editorial and Review Work

Member, Editorial Advisory Board, *Language and Sociocultural Theory* (beginning 2013)

Member, Editorial Advisory Board, *TESOL Quarterly* (2008-2011)

Reviewer, *Language Assessment Quarterly* (beginning January, 2010)

Reviewer, *Journal of Teacher Education* (beginning January, 2010)

Reviewer, *Journal of Applied Linguistics* (beginning January, 2010)

Reviewer, *Journal of Cognitive Education and Psychology* (beginning January, 2009)

Reviewer, *Language Testing* (beginning January, 2009)

Reviewer, *Assessment in Education* (beginning February, 2008)

Reviewer, *Learning and Individual Differences* (beginning January, 2008)

Reviewer, *TESOL Quarterly* (beginning November, 2007)

Reviewer, *Language Learning* (beginning March, 2007).

Reviewer, *Applied Linguistics* (beginning February, 2007).

Reviewer, *The Modern Language Journal* (beginning October, 2006).

Reviewer, *The French Review* (beginning August, 2006).

Reviewer (SLA strand), Annual meeting of the American Association of Applied
        Linguistics (2010)

Reviewer (Assessment strand), Annual meeting of the American Association of Applied
        Linguistics (2002, 2009)

Reviewer (Second Language Teaching and Language and Society strands), Second
        Language Research Forum (2004)

C. Additional Academic Responsibilities

Program Director, World Languages Education, Department of Curriculum & Instruction,
Penn State University (2008-present)

Coordinator, English as a Second Language Tutoring Outreach Initiative, Penn State
University and State College Area High School, (2001-2002)

Research Assistant, French Telecollaboration Project, Center for Language Acquisition,
Penn State University (2001-2002)

Technology Support Assistant, Center for Language Acquisition, Penn State University (2001-2002)

List serve manager, Ltest-L, the discussion list of the International Language Testing Association (2002-2003)

Assistant Chair, Graduate Colloquium for French and Francophone Studies, Pennsylvania State University (2000)

Assistant Coordinator, Undergraduate Language Program, Department of French, Penn State University (1999-2001)

IX. AWARDS and HONORS

Finalist for the 2009 British Association for Applied Linguistics Book Prize for Outstanding Book in Applied Linguistics for *Dynamic Assessment: A Vygotskian Approach to Understanding and Promoting L2 Development* (M.E. Poehner, Springer Publishing). (2009).

Recipient of the 2008 Pimsleur Award for Outstanding Research in Foreign Language Education. Awarded jointly by the American Council on the Teaching of Foreign Languages (ACTFL) and the Modern Language Journal (MLJ). (2008)

Gil Watz Graduate Fellowship, Center for Language Acquisition, Penn State University ($5,000 per year for 2 years), L2 Dynamic Assessment: Development of a Theoretical Framework and Outlining Principles of Application, in collaboration with Prof. James Lantolf (2003-2005)

Spector Award for Outstanding Student in Applied Linguistics, Pennsylvania State University (2002-2003)

Marshall, College of Education, University of Cincinnati (1998)

Graduate, Summa Cum Laude, University of Cincinnati (1997,1998)

Golden Key National Honors Society (Lifetime Member), University of Cincinnati Chapter (1997)

Alliance Française (Cincinnati) Scholarship for Study Abroad (1996)

Alpha Lambda Delta National Honors Society (Lifetime Member), University of Cincinnati Chapter (1995)

X. ORGANIZATIONS

Member, American Council on the Teaching of Foreign Languages
Member, American Association for Applied Linguistics
Member, American Association of Teachers of French
Member, TESOL
Member, Association of Language Testers of Europe

Vice President, French Graduate Organization, Pennsylvania State University
(2000-2001, 2001-2002)
Representative, French Graduate Organization, Pennsylvania State University
 (1999-2000)

XI. RESEARCH INTERESTS

Dynamic Assessment
Vygotskian Approaches to Second/Foreign Language Pedagogy
Second Language Teaching and Assessment (classroom-based assessment, language
teaching methods, testing washback)
Theories of Second Language Acquisition
Technology-integrated Learning in the Second/Foreign Language Classroom

XII. LANGUAGES OTHER THAN ENGLISH

French: near native fluency (4 skills); Spanish: high intermediate level (4 skills)

XIII. REFERENCES

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814-863-7038, fax # 814-865-7944, email jpl7@psu.edu

Celeste Kinginger, Professor of French and Applied Linguistics, Penn State University,
tel. # 814-863-8074, fax # 814-863-1103, email cxk37@psu.edu

Karen Johnson, Liberal Arts Research Professor of Applied Linguistics, Penn State
University, tel. # 814-863-2346, fax # 814-865-7944, email kej1@psu.edu