

YUMI MATSUMOTO

Associate Professor
Educational Linguistics Division
Graduate School of Education
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<https://scholar.google.co.jp/citations?user=n3WYZ38AAAAJ&hl=ja>

EDUCATION

- Ph.D. PENNSYLVANIA STATE UNIVERSITY**, University Park, PA.
Applied Linguistics (Received August 2015)
- M.A. UNIVERSITY OF HAWAII AT MANOA**, Honolulu, HI.
Second Language Studies (Received December 2006)
- B.A. OKAYAMA UNIVERSITY**, Okayama, Japan
Elementary School Education

PUBLICATIONS

Articles in Refereed Journals:

- Matsumoto, Y.** (accepted, 2025). Seeing multilingual learner agency and interactional competence through a multimodal examination of the humor construction in second language classroom interactions. *Applied Pragmatics*.
- Matsumoto, Y.** (2022). Multilingual international students' communicative practice in U.S. university classrooms: Rethinking appropriate Englishes through English as a lingua franca perspectives. *Harvard Educational Review*, 92(4), 486-507. doi: <https://doi.org/10.17763/1943-5045-92.4.486>
- Matsumoto, Y., Lee, J. & Kim, E.** (2022). "Laughing Moments": The complex negotiation of laughing acts among students and teachers in an English as a second language classroom. *Classroom Discourse*, 13(2), 32-63. (collaboration with my Ph.D. student and previous MA student at Penn). doi: <https://doi.org/10.1080/19463014.2020.1808494>
- Matsumoto, Y.** (2021). Student-initiated use of smartphones in multilingual writing classrooms: Making learner agency and multiple involvements visible. *The Modern Language Journal*, 105(s1), 142-174. doi: <https://doi.org/10.1111/modl.12688> (recognized as one of top cited articles, 2021-2022 in the journal)
- Guerrettaz, A. M., Engman, M. **Matsumoto, Y.** (2021). Empirically defining language learning and teaching materials in use through sociomaterial perspectives. *The Modern Language Journal*, 105(s1), 3-20. doi: <https://doi.org/10.1111/modl.12691> (recognized as one of top cited articles, 2021-2022 in the journal)
- Matsumoto, Y., & Canagarajah, S.** (2020). The use of gesture, gesture hold, and gaze in trouble-in-talk among multilingual interlocutors in an English as a lingua franca context. *Journal of Pragmatics*, 169, 245-267. doi: <https://doi.org/10.1016/j.pragma.2020.08.015>
- Matsumoto, Y.** (2019a). Material moments: The roles of materials in multilingual writing classroom ecology. *The Modern Language Journal*, 103(1), 179-204. doi: 10.1111/modl.12547
- Matsumoto, Y.** (2019b). Exploring epistemological expansions of English as a lingua franca. *TESOL Quarterly*, 53(2), 566-578. doi: <https://doi.org/10.1002/tesq.508>
- Matsumoto, Y.** (2018a). "Because we are peers, we actually understand": Third-party participant assistance in

English as a lingua franca classroom interactions. *TESOL Quarterly*, 52(4), 845-876. doi: <https://doi.org/10.1002/tesq.430>

Matsumoto, Y. (2018b). Functions of laughter in English-as-a-*lingua-franca* classroom interactions: A multimodal ensemble of verbal and nonverbal interactional resources at miscommunication moments. *Journal of English as a Lingua Franca*, 7(2), 229-260. doi: <https://doi.org/10.1515/jelf-2018-0013>

Matsumoto, Y. (2018c). At challenging but “learning” moments: Roles of nonverbal interactional resources for dealing with conflicts in English as a *lingua franca* classroom interactions. *Linguistics and Education*, 48, 35-51. doi: <https://doi.org/10.1016/j.linged.2018.08.007>

O’Neal, G. & **Matsumoto, Y.** (2018). Beyond intelligibility: Negotiating “transintelligibility” in English as a lingua franca interactions. *International Journal of Applied Linguistics*, 29(1), 44-60. doi: <https://doi.org/10.1111/ijal.12236>

Matsumoto, Y. & Dobs, A. (2017). Pedagogical gestures as interactional resources for teaching tense and aspect in the ESL classroom. *Language Learning*, 67(1), 7-42. doi: <https://doi.org/10.1111/lang.12181>

Canagarajah, S. & **Matsumoto, Y.** (2017). Negotiating voice in translingual literacies: From literacy regimes to contact zones. *Journal of Multilingual and Multicultural Development*, 38(5), 390-406. doi: <https://doi.org/10.1080/01434632.2016.1186677>

Matsumoto, Y. (2016). The power of self-directed journals: Being a temporary ‘other’ for learning to teach. *Journal of Teacher Development*, 20(4), 521-537. doi: <https://doi.org/10.1080/13664530.2016.1155475>

Matsumoto, Y. (2014). Collaborative co-construction of humorous interaction among ELF speakers. *Journal of English as a Lingua Franca*, 3(1), 81-107. doi: <https://doi.org/10.1515/jelf-2014-0004>

Matsumoto, Y. (2011). Successful ELF communications and implications for ELT: Sequential analysis of ELF pronunciation negotiation strategies. *Modern Language Journal*, 95(1), 97-114. doi: <https://doi.org/10.1111/j.1540-4781.2011.01172.x>

Book:

Matsumoto, Y. (under contract). *Multilingual Multimodal Moments: Learner Agency and Interactional Norms*. Routledge.

Articles Under Review at Refereed Journals:

Matsumoto, Y., Lee, J., & Kim, E. (under review). “Ice cream is delicious”: Shared codes that emerge in writing classrooms. In preparation for Submission to *Language Teaching Research Quarterly* (special issue) (collaboration with my Ph.D. student and previous MA student at Penn).

Articles Being Prepared for Submission to Refereed Journals:

Matsumoto, Y., & Kimura, D. (in preparation). Pursuing dialogue among English as a lingua franca, complex dynamic systems theory, and translingualism: Seeking collaboration for achieving multilingual and multimodal norms. In preparation for submission to *Educational Linguistics*.

Matsumoto, Y., Lee, J., & Lee, E. (in preparation). Students’ use of diverse mobile technology in multilingual classrooms. In preparation for submission to *Computers & Education*. (collaboration with my Ph.D. students).

Matsumoto, Y., Lee, E., J. Lee, & Oyamada, M. (in preparation). Curating Virtual Linguistic Landscape within Instagram: English Language Programs’ Space-making during the Pandemic. (collaboration with my Ph.D. and MA students at Penn).

Matsumoto, Y., Jin, I. & Montoya M. J., (in preparation). Linguistic landscape in Kyoto, Japan: Emerging discourse of a new era “with Corona.” In preparation for submission to *Language in Society*.

Book chapters:

Matsumoto, Y., & Kubota, R. (forthcoming). Rethinking English as a lingua franca from decolonial perspectives. In K. Murata (Ed.), *ELF and Applied Linguistics: Reconsidering applied linguistics research from an ELF perspective*. New York: Routledge.

Matsumoto, Y., & Jin, I. (in preparation). “English” meets Japanese historicity and culture: Unpacking engagements within COVID-19 linguistic landscape in Kyoto from chronotropic perspectives. In J. W.

Lee & S. R. Rüdiger (Eds.), *Entangled Englishes*. New York: Routledge.

Matsumoto, Y. (2019). Embodied actions as powerful interactional resources for teaching in a L2 writing classroom. In J. K. Hall & S. Looney (Eds.), *The embodied, interactional achievement of teaching* (pp. 181-197). Bristol, UK: Multilingual Matters.

Matsumoto, Y. (2018). Teachers' identities as 'non-native' speakers: Do they matter in *English as a lingua franca* interactions? In B. Yazan & N. Rudolph (Eds.), *Criticality, teacher identity, and (in)equity in ELT through and beyond binaries: Issues and implications* (pp. 57-79). Dordrecht, The Netherlands: Springer.

Strauss, G. S., Chang, H., & **Matsumoto, Y.** (2018). Genre and the cultural realms of taste in Japanese, Korean, and US online recipes. In J. Mori, M. E. Hudson, & Y. Matsumoto (Eds.), *Pragmatics of Japanese: Perspectives on grammar, interactions and culture* (pp. 219-243). Amsterdam, The Netherlands: John Benjamins.

Canagarajah, S., Kafle, M., & **Matsumoto, Y.** (2012). World Englishes in local classrooms. In A. Yiakoumetti (Ed.), *Harnessing linguistic diversity for better education: Rethinking education* (pp. 77-96). Oxford: Peter Lang.

Book reviews:

Matsumoto, Y. (2013). Review of *Written corrective feedback in second language acquisition and writing*. *Language Teaching Research*, 17(4), 503-506.

Matsumoto, Y. (2012). Review of *Language teacher identities: Co-constructing discourse and community*. *Teacher Development*, 16(4), 566-567.

Matsumoto, Y. (2011). Review of *Thinking and speaking in two languages*. In *Critical Inquiry of Language Studies*. [online: http://isls.co/media/Accepted_Reviews_files/Matsumoto.pdf]

Conference review:

Matsumoto, Y. (2012). The 30th national conference of the Japanese association for Asian Englishes. *Asian Englishes*, 15(1), 116-121.

Translations:

Kubota, R. (2015). *Eigokyoiku to bunka · jinshu · jenda* [Culture, race, and gender in English education] (Matsumoto, Y. & Murakawa, K., Trans.) Chapters 1 and 6. Tokyo: Kuroshio Publishing.

Chapter 1 Japanese culture constructed by discourses: Implications for applied linguistic research and English language teaching. (1999). Chapter 6 Unfinished knowledge: The story of Barbara. (2003).

GRANTS/AWARDS

- The National Academy of Education (NAEd)/Spencer Small Grant: "International Students' Communicative Practice in U.S. University Classrooms: Multimodal Analyses of Multilinguals' Communicative Repertoires" (funded from Oct. 2022-2024) \$ 49774, 17
- The National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship 2021: "Making multilingual learner agency visible through multimodality" (selected as a semifinalist)
- The Penn GSE Faculty Recognition of Service Award: 2021
- University Office of Global Programs Graduate Travel Grant, Pennsylvania State University: Received \$500 for attending International Conference of English as a lingua franca at The American College of Greece (September 4–6, 2014)
- Watz Dissertation Fellowship from the Center for Language Acquisition, Pennsylvania State University: Received \$1000 and dissertation teaching release (Spring 2014)
- The College of Liberal Arts Superior Teaching and Research Award, Pennsylvania State University: Received \$2500 for attending the Changing English conference, University of Helsinki, Finland (June 11–13, 2013)

PROFESSIONAL ACTIVITIES

Scholarly Presentations:

Invited

- 2024. **American Association of Applied Linguistics**, Houston, Texas, March: *Invited Colloquium*. “Exploring Multilingualism from Diverse Research and Methodological Perspectives: Possibilities and Challenges for Enacting Equitable Multilingualism”
- 2023. **Waseda University, Tokyo, Japan**. June: “Illuminating emergence and complexity within multilingual classroom interactions through multimodality and complex dynamic systems theory perspectives.”
- 2023. **The University of Alabama at Birmingham**. April: “Life with Corona”: Discourse that emerged in the Linguistic Landscape of Downtown Kyoto, Japan, during the pandemic.”
- 2021. **EDUC 674 Curriculum and materials development for English language teaching**. University of Pennsylvania, Philadelphia, PA, October: “Student-initiated use of smartphones in multilingual writing classrooms: Making learner agency and multiple involvements visible.”
- 2021. **Meijyo University**, Nagoya, Japan, online, January: “Academic trajectories: Empowering English language ‘learners’ from English as a Lingua Franca Perspectives.”
- 2020. **JACET (Japan Association of College English Teachers) ELF SIG**, online, November: “Reconceptualizing English as a lingua franca through lens of Multimodality and complexity.”
- 2020. **University of Hawai’i at Manoa Second Language Studies Brown Bag Talk**, Honolulu, HI, February: “Reconceptualizing ‘English’ from English as a lingua franca perspective.”
- 2019. **Dalarna University**, Falun, Sweden, June: “English as a Lingua Franca and Multimodal Analysis of Collaborative Assistance among Students in Multilingual Classroom Interactions.”
- 2019. **Universitat Autònoma de Barcelona**, Barcelona, Spain, June: “Students’ Materials Use and ‘Material Moments’ in Multilingual Classroom Interactions: A Multimodal Approach.”
- 2018. **Kobe University**, Kobe, Hyogo Japan, June: “English as a lingua franca & An interactional analysis of collaborative assistance among multilingual students”
- 2017. **TESOL Language & Linguistics Speakers Series**, Temple University, Philadelphia, PA, November: “Negotiating voice and identities in the contact zone: A case study of a multilingual writer from Japan”
- 2016. **Educational Linguistics Forum**, University of Pennsylvania, Philadelphia, PA, September: “‘Because we are peers, we actually understand’: The third-party participant help in English as a lingua franca classroom interactions”
- 2015. **American Women of Today**, Showa International Campus, Boston, MA, December: “Multiple identities and cultures: English as a *lingua franca* speakers”
- 2015. **APLING 601 Linguistics**, Boston, Massachusetts, October: “World Englishes and English as a lingua franca”

Refereed

- 2024. **American Association of Applied Linguistics**, Houston, Texas, March: “‘Life with corona’: Discourse that emerged in the linguistic landscape of Kyoto during the pandemic” (will co-present with Mr. Ivan Jin)
- 2023. **18th International Pragmatics Conference**, Brussel, Belgium, July: “Making learner agency and interactional competence ‘visible’ by examining the dynamic construction of interactional humor in a multilingual classroom.” (presented)
- 2022. **International Conference of English as a Lingua Franca**, online November: “Virtual communicative practice within English language programs Instagram: Using ELF multimodal resources for relational work” (presented)
- 2022. **Sociolinguistics Symposium**, Ghent, Belgium, online July: “Rethinking transience in and through English as a lingua franca: Contributions to sociolinguistics of globalization” (co-presented with Dr. Daisuke Kimura)
- 2022. **American Association of Applied Linguistics**, Pittsburg, March: “The Emergence of Life ‘with Corona’ in the Linguistic Landscape of Downtown Kyoto” (accepted, but declined the presentation due to COVID travel restriction of co-presenters)

- 2021. **The 19th World Congress of Applied Linguistics**, Groningen, the Netherlands, online August: “Ice cream is delicious.’: Shared codes that emerged in ESL Writing Classroom Interactions.” (co-presented with Ms. Eunhee Kim and Mr. Jay Jo Lee)
- 2021. **The 2nd International Conference on Language Teaching and Learning**, online June: “Spontaneous use of technology in L2 writing classrooms: When learner agency and teacher international management conflict” (co-presented with Mr. Jay Lee and Ms. Eunsun Lee)
- 2021. **The 6th International Conference of Asia-Pacific LSP & Professional Communication**, online June: “Virtual place-making in English Language Programs: Does using multimodal resources contribute to building a sense of learning community?” (co-presented with Ms. Eunsun Lee, Ms. Mami Oyamada, and Mr. Jay Jo Lee)
- 2021. **American Education Research Association** online April: Organized a symposium: “Expanding the notions of ‘multilingualism’ and ‘multimodality’ through examining multilingual practice across various educational contexts” (co-organize with Dr. Jin Kyeong Jung, a recent graduate from Penn GSE)
- 2020. **American Association of Applied Linguistics**, Denver, CO, March: “I have a date with Canvas.’: Shared codes that emerged in ESL writing classroom interactions” (accepted but canceled)
- 2019. **International Conference of Thinking, doing, and learning**, Finland, June: “‘Folds of fold’ emerging in English as a second language classrooms: How do students use materials and spaces to negotiate classroom dynamics?”
- 2019. **American Association of Applied Linguistics**, Atlanta, March: “‘Laughing Moments’’: Negotiating the complex, delicate balance between teaching/learning and being humorous” (co-presented with Jay Jo & Eunhee Kim)
Organize a colloquium: “Exploring epistemological expansions of ELF: Integrating multimodality and rethinking cooperativeness in ELF pragmatics research” (co-organized with Dr. Naoko Taguchi)
- 2018. **Sociolinguistics Symposium**, Auckland, New Zealand, June: “Challenging but ‘learning’ moments: Roles of nonverbal resources for dealing with disagreement/conflict in English as a lingua franca classroom interactions”
- 2018. **American Association of Applied Linguistics**, Chicago, IL, March: “‘Material moments’’: The roles of materials in multilingual writing classroom ecology.” (Part of symposia: Pioneering Classroom-based Research: How Are Materials Used in Language Classroom Interactions?)
- 2018. **Georgetown Roundtable**, Georgetown University, Washington D.C., March: “The writing classroom as ‘performance space’’: An L2 teacher’s use of spatial orientation and embodied actions to explain abstract concepts” (co-presented with Mr. Jay Jo & Mr. Tom Nygren)
- 2017. **The 18th World Congress of Applied Linguistics**, Rio de Janeiro, Brazil, July: “It’s there: The functions of embodied actions and classroom artifacts in ELF academic interactions” (Part of *invited symposia*: Innovations and challenges in language as a spatial resource organized by Dr. Suresh Canagarajah)
- 2017. **International Conference of English as a Lingua Franca**, Helsinki, Finland, June: “Because we are peers, we actually understand’’: Third-party participant assistance in English as a *lingua franca* classroom interactions (part of symposia: English as a lingua franca in spoken genres in the international university)
- 2017. **International Conference of Teaching English to Speakers of Other Languages (TESOL)**, Seattle, WA, March: “Teachers’ identities as ‘non-native’ speakers: Do they matter in *English as a lingua franca* interactions?” (Part of a panel: NNEST academic session titled, “Transcending idealized and essentialized categories of ‘native’ and ‘non-native’”)
- 2016. **International Conference of English as a Lingua Franca**, Lleida, Spain, June: “The functions of laughter and humor in multilingual classrooms: Toward an understanding of non-verbal, multimodal interactional resources in ELF.”
- 2015. **International Association of World Englishes**, Istanbul, Turkey, October: “Multimodal analysis of ELF academic interactions: The unique functions of laughter in multilingual writing classrooms”
- 2015. **American Association of Applied Linguistics**, Toronto, Canada, March: “Multimodal

- communicative strategies for ELF speakers' resolving miscommunication in academic writing classrooms"
- 2014. **International Conference of English as a Lingua Franca**, Athens, Greece, September: "Multimodal communicative strategies for ELF speakers' resolving miscommunication in academic writing classrooms"; "Multimodal interactional analysis of ELF communicative strategies" (part of *Doctoral workshop* organized by Drs H. Widdowson and B. Seidlhofer)
 - 2014. **American Association of Applied Linguistics**: Portland, Oregon, March: "Pedagogical gesture as interactional resources for teaching English tense and aspect" (Co-presented with Abby Dobs in the colloquium organized by Dr. Joan Kelly Hall); "How do you walk at the door?: A single case analysis of an ESL teacher's response to student-initiated questions" (co-presented with Dr. Abby Dobs in the colloquium organized by Dr. Joan Kelly Hall)
 - 2013. **International Association of World Englishes**, Tempe, AZ, November: "Collaborative co-construction of humorous interaction among ELF speakers"
 - 2013. **Changing English: Contacts and variation**, Helsinki, Finland, June: "The role of speech-gesture interface in successful ELF interaction"
 - 2012. **Second Language Research Forum**: Pittsburgh, PA, October: "The role of speech-gesture interface in ELF speaker interaction"
 - 2012. **American Association of Applied Linguistics**, Boston, MA, March: "Emotions and the construction of multilingual subjectivities: Case study of a Japanese writer"
 - 2011. **Identity and Interculturality: Research Methods**, Roskilde, Denmark, July: "Emotions and multilingual subjectivities: Case study of a Japanese writer"
 - 2011. **Symposium on Second Language Writing**: Taipei, Taiwan, June: "A critique of 'uncritical' Japanese student's writing"
 - 2011. **American Association of Applied Linguistics**, Chicago, Illinois, March: "Carnavalesque humor as a third space in ELF speakers' interaction"
 - 2010. **International Association of World Englishes**, Vancouver, Canada, July: "Successful ELF communication: Sequential analysis on ELF pronunciation negotiation strategies"
 - 2006. **Second Language Research Forum**, Seattle, Washington, October: "Lingua Franca English speakers' community as the 'Third space'"

RESEARCH AND TEACHING EXPERIENCE in the U.S.

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA

July 2016–present

Assistant Professor (tenure track)

Standing faculty in the Educational Linguistics division of the Graduate School of Education

- Educational Linguistics (EDUC 537 or EDUC6205)
 - 8 MA students (Fall 2016)
 - 15 students in Section 2 and 13 students (including 1 Ph.D. student) in Section 5 (Fall 2017)
 - 17 students in Section 2 and 12 students (including 2 Ph.D. students) in Section 5 (Fall 2018)
 - 22 students in Section 4 (including 1 Ph.D. student) and 20 students in Section 6 (Fall 2019)
 - 17 MA students in Section 5 (Fall 2020 online)
 - 20 MA students in Section 2 (Fall 2021 in-person)
 - 17 MA students and 1 Ed.D. student in Session 5 (Fall 2022 in person)
- Second Language Development (EDUC 670 or EDUC)
 - 21 MA students in Section 1 & 20 MA students in Section 3 (Spring 2017)
 - 19 MA students in Section 3 and 20 MA students in Section 4 (Spring 2018)
 - 12 MA students in Section 2 and 18 MA students in Section 3 (Spring 2019)
 - 19 students (including 1 Ph.D. and 1 BA TESOL submatriculation students) in Section 3 and 18 MA

students in Section 4 (Spring 2021 online)

19 students (including 1 BA TESOL submatriculation students) in Section 3 and 18 MA students in Section 4 (Spring 2022)

13 students in Section 2 and 9 students in Section 3 (Spring 2023 in person)

- Seminar in Multilingual Classroom Discourse: Multimodality and Multilingualism (EDUC 545 or 5200)
5 Doctoral students and 2 MA students (Fall 2020 online)
5 MA students and 2 doctoral student (Fall 2023)
- Classroom Discourse and Interactions (EDUC 517 or EDUC 5208)
7 MA students (Fall 2021)
6 MA students and 1 Ph.D. student (Fall 2022)
- Curriculum and Materials Development for English language teaching (EDUC 5224)
14 MA students (Fall 2023)

UNIVERSITY OF HAWAII AT MANOA, Honolulu, HI

January 2020–May 2020

Visiting Scholar

- Attended Drs. Christina Higgins and Gabriel Kasper's seminar courses
- Worked with Drs. Christina Higgins and Gabriel Kasper on several research projects
- Participated in conversation analysis data sessions

UNIVERSITY OF MASSACHUSETTS BOSTON, Boston, MA

September 2015–May 2016

Visiting Assistant Professor

- Taught graduate courses in applied linguistics for MA students
Cross-Cultural Perspectives (Applied Linguistic 603), Fall 2015, Spring 2016
- Theories and Principles of Language Teaching (Applied Linguistic 605) Fall 2015, Spring 2016
Foundations of Bilingual/Multicultural Education (Online) (Applied Linguistic 614), Fall 2015

PENNSYLVANIA STATE UNIVERSITY, University Park, PA

August 2012–May 2013

Graduate Research Assistant

- Worked for Center for Research on English Language Learning and Teaching (CRELLT) directed by Dr. Joan K. Hall
- Collected classroom interactional data, created the homepage for CRELLT, and organized monthly conversation analysis data sessions

Graduate Teaching Assistant

August 2010–July 2015

Graduate Instructor (co-teaching)

World Englishes (Applied Linguistic 574), Fall 2012

- Co-taught World Englishes course to graduate students with Dr. Suresh Canagarajah
- Co-developed the syllabus and teaching materials, especially oral interactional data for class discussion

Global English (Applied Linguistic 210), Spring 2012

- Co-taught World Englishes course to undergraduate students with Dr. Sinfree Makoni
- Co-developed the syllabus and teaching materials

Graduate Teaching Assistant (individual teaching)

Composition for American Academic Communication II

- Taught English composition courses to international undergraduate students

American Oral English for International Teaching Assistants (ITA) I

- Taught English speaking, listening, and presentation strategies to international

graduate students who will be teaching assistants in the U.S. (beginner level)

American Oral English for International Teaching Assistants (ITA) II

- Taught English speaking, listening, and presentation strategies to international graduate students who will be teaching assistants in the U.S. (intermediate level)

American Oral English for International Teaching Assistants (ITA) III

- Taught English speaking, listening, and presentation strategies to international graduate students who will be teaching assistants in the U.S. (advanced level)

English Grammar Level 3

- Taught English grammar course to international students who are preparing to go to college in the U.S. at Intensive English Communication Program at Pennsylvania State University (low-intermediate level)

English Reading Level 1

- Taught English reading course to international students who are preparing to go to college in the U.S. at Intensive English Communication Program at Pennsylvania State University (high-beginner level)

HAWAII ENGLISH LANGUAGE PROGRAM, University of Hawaii at Manoa, Honolulu, HI
January 2006–December 2006

Graduate Teaching Assistant (individual teaching)

- Taught a variety of ESL courses, including Creative Writing, Reading Novels, Basic TOEFL, Advanced TOEFL Grammar, and TOEIC Strategies courses
- Developed the syllabi and teaching materials for all the courses

TEACHING EXPERIENCE in Japan

TONOSHO HIGH SCHOOL, Kagawa, Japan.

April 2010–July 2010, *Four-month-contract Instructor* (full-time)

- Taught English to 10th, 11th, and 12th grade students
- Served as a sub-homeroom teacher for 11th grade students

RITSUMEIKAN MORIYAMA JUNIOR AND SENIOR HIGH SCHOOL, Shiga, Japan.

April 2008–March 2010, *Tenure-track Teacher* (full-time)

- Taught English classes to 7th and 8th grade students
- Served as a homeroom teacher for 7th and 8th grade students

KAGAWA SEIRYO JUNIOR AND SENIOR HIGH SCHOOL, Kagawa, Japan.

April 2007–March 2008, *One-year-contract Instructor* (full-time)

- Taught English classes to 9th, 10th, and 11th grade students
- Served as a sub-homeroom teacher for 11th grade students

MARUGAME NISHI JUNIOR HIGH SCHOOL, Kagawa, Japan.

April 2001–August 2004, *Tenure-track Teacher* (full-time)

- Taught English classes to 7th to 9th grade students
- Served as a homeroom teacher for 8th grade students
- Served as a sub-homeroom teacher for 7th to 9th grade students

KITA JUNIOR HIGH SCHOOL, Kagawa, Japan.

April 2000–March 2001, *One-year-contract Instructor* (full-time)

- Taught English classes to 7th to 8th grade students
- Served as a homeroom teacher for 8th grade students
- Taught English to students with special needs

CHUO ELEMENTARY SCHOOL, Kagawa, Japan.

April 1998–March 1999, *One-year-contract Instructor* (full-time)

- Taught Japanese, Math, Science, Social Studies, P.E., and Art to 3rd grade students
- Served as a homeroom teacher for 3rd grade students

GRADUATE ADVISING

University of Pennsylvania

- Jin Kyeong Jung, Ph.D. in Reading/Writing/Literacy, doctoral dissertation committee member (completed in October, 2019).
- Sarah A. Grosik, Temple University Education doctoral dissertation (completed in June 2017), external committee member, “The path to university admission in the United States through intensive English programs.”
- Jay Jo, sixth-year Ph.D. student in Educational Linguistics (chair for his dissertation committee)
- Maria Paredes Fernandez, fifth-year Ed.D. student in Educational Linguistics (chair for her dissertation committee)
- Peizhu Liu, fifth-year Ph.D. student in Educational Linguistics (committee member for her dissertation since 2021 fall)
- Kerry Pusey, third-year Ph.D. student in Educational Linguistics (committee member for his dissertation since 2023 spring)
- Marika Ravin, third-year Ed.D. student in Educational Linguistics (committee member for her dissertation Committee since 2022 fall)
- Jancarlos, Montoya Mejia, first-year Ph.D. student in Educational Linguistics (advisor since 2022 fall)

University of Massachusetts Boston

- Kathleen R. McGovern, University of Massachusetts Boston Applied Linguistics MA thesis (Spring 2016), committee member, “Performing language and identities: Adult immigrant students and the creation of a play”

UNIVERSITY-WIDE SERVICE

- Faculty Advisor for Penn Fulbright Faculty Committee (2022, 2023)

GSE INTERNAL COMMITTEE WORK

- Executive Committee (Fall 2018–Spring 2019)

DEPARTMENT INTERNAL SERVICE

- Faculty advisor for TESOL journal club meetings (Fall 2016–Spring 2019)

PROFESSIONAL SERVICE

- American Association of Applied Linguistics (AAAL), AAAL conference 2024, preparation & planning support committee (with Dr. Kubota Ryuko, Dr. Manka Varghese, and Dr. Nihat Polat).
- American Education Research Association (AERA), Annual meeting, Second Language Research, abstract reviewer (2020–present)
- TESOL conference, Annual meeting, Applied Linguistics, abstract reviewer (2022–present)
- American Association of Applied Linguistics abstract strand coordinator for Language, Culture, Socialization, and Pragmatics (LCS) (2019–2020)
- American Association of Applied Linguistics (AAAL) abstract reviewer, SLA strand (2016–present) & LCS (2018–present)
- English as a lingua franca (ELF) conference abstract reviewer (2017–present)
- Journal Article Reviewer
 - Language Teaching Research* (2019)
 - Research in the Teaching of English* (2019)
 - Classroom Discourse* (2019)
 - TESOL Quarterly* (2017, 2023)
 - TESOL Journal* (2019)
 - Journal of English as a lingua franca* (2018)
 - Linguistics & Education* (2018, 2022, 2023)
 - The Modern Language Journal* (2017, 2020, 2023)
 - Language Learning* (2017)
 - Applied Linguistics* (2016, 2019)
 - Journal of Pragmatics* (2015)
- Book Proposal Reviewer: Heteroglossia and language play in L2 speech (De Gruyter Mouton) (2021)
- Curriculum development committee, Department of Applied Linguistics, University of Massachusetts Boston, Fall 2015–Spring 2016
- Conference coordinator, “Conference on Writing Education across borders” The Pennsylvania State University, September 30–October 1, 2011
- Invited Guest speaker committee, Department of Applied Linguistics, The Pennsylvania State University, Fall 2011–Spring 2012
- Social Committee, Department of Applied Linguistics, the Pennsylvania State University, Fall 2011–Spring 2012
- APLNG Newsletter Committee, Department of Applied Linguistics, the Pennsylvania State University, Fall 2012–Spring 2013
- Round Table Committee, Department of Applied Linguistics, the Pennsylvania State University, Fall 2013–Spring 2014

AREAS OF SPECIALIZATION

- English as a lingua franca
- Multimodality and Second language classroom discourse
- Multilingualism and International students’ communicative practice in university classrooms
- (Multimodal) Conversation Analysis
- Laughter/Smile and Humor construction
- Gesture and second language learning/development
- Applying complexity dynamic systems theory for analyzing second language classroom interactions
- Roles of materials in language classroom interactions
- Use of (mobile) technology in language classrooms

AFFILIATIONS

- American Association of Applied Linguistics (AAAL)
- American Educational Research Association (AERA)
- Teaching English to Speakers of Other Languages (TESOL)

LANGUAGES

- Japanese (native)
- English (near-native)
- Mandarin (working/reading knowledge, high-beginner)
- German (beginner)