

# YUMI MATSUMOTO

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<https://www.gse.upenn.edu/academics/faculty-directory/matsumoto>

<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 HAWAI'I 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.** (forthcoming). Multilingual international students' communicative practice in U.S. university classrooms: Rethinking appropriate Englishes through English as a lingua franca perspectives. *Harvard Educational Review*.
- 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, 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> (top cited article, 2020-2021)
- 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> (top cited article, 2020-2021)
- 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*

Yumi Matsumoto, Ph.D. [yumimat@upenn.edu](mailto:yumimat@upenn.edu)

*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>

#### Articles Under Review at Refereed Journals:

**Matsumoto, Y.** (under review). Illuminating multilinguals’ humor construction in ELF classroom interactions through complex dynamic systems theory perspectives. Submitted to *Applied Pragmatics*.

#### Articles Being Prepared for Submission to Refereed Journals:

**Matsumoto, Y.,** & Pomerantz, A. (in preparation). Preparing K-12 teachers for linguistically diverse classrooms: Insights from applied linguistics and language education. In preparation for submission to *Language and Education*.

**Matsumoto, Y.,** Lee, E., & J. Lee. (in preparation). Virtual “space-making of English language programs: Use of multimodal resources for facilitating student engagement through online. Will be submitted to *Applied Linguistic Review*. (collaboration with my Ph.D. students at Penn).

**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 *Applied Linguistic Review*.

**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, J., & Kim, E. (in preparation). “Ice cream is delicious”: Shared codes that emerge in writing classrooms. In preparation for Submission to *System*. (collaboration with my Ph.D. student and previous MA student at Penn).

#### Book chapters:

**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](http://isls.co/media/Accepted_Reviews_files/Matsumoto.pdf)]

**Conference review:**

- Matsumoto, Y. (2012). The 30<sup>th</sup> 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” (will be funded from 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*

- 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

- 2022. **International Conference of English as a Lingua Franca**, Taiwan, November: “Virtual communicative practice within English language programs Instagram: Using ELF multimodal resources for relational work.” (submitted)
- 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 19<sup>th</sup> 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 2<sup>nd</sup> 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 6<sup>th</sup> 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 18<sup>th</sup> 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)  
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)
- Second Language Development (EDUC 670)  
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)
- Seminar in Multilingual Classroom Discourse: Multimodality and Multilingualism (EDUC 545)  
5 Doctoral students and 2 MA students (Fall 2020 online)
- Classroom Discourse and Interactions (EDUC 517)  
7 MA students (Fall 2021)

### **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–Spring 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 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students
- Served as a sub-homeroom teacher for 11<sup>th</sup> grade students

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

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

- Taught English classes to 7<sup>th</sup> and 8<sup>th</sup> grade students
- Served as a homeroom teacher for 7<sup>th</sup> and 8<sup>th</sup> 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 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students
- Served as a sub-homeroom teacher for 11<sup>th</sup> grade students

### **MARUGAME NISHI JUNIOR HIGH SCHOOL, Kagawa, Japan.**

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

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

### **KITA JUNIOR HIGH SCHOOL, Kagawa, Japan.**

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

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

### **CHUO ELEMENTARY SCHOOL, Kagawa, Japan.**

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

- Taught Japanese, Math, Science, Social Studies, P.E., and Art to 3<sup>rd</sup> grade students
- Served as a homeroom teacher for 3<sup>rd</sup> 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)
- Montoya Mejia, Jancarlos, first-year Ed.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 (since 2022)

### **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**

- TESOL conference, Annual meeting, Applied Linguistics, abstract reviewer (2022–present)
- American Education Research Association, Annual meeting, Second Language Research, abstract reviewer (2020–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–present)
  - TESOL Quarterly* (2017–present)
  - TESOL Journal* (2019)
  - Journal of English as a lingua franca* (2018)
  - Linguistics & Education* (2018)
  - The Modern Language Journal* (2017, 2020)
  - 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 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)