

CURRICULUM VITAE

RÉMI A. VAN COMPERNOLLE

Department of Modern Languages | Carnegie Mellon University | Posner Hall 355
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I. EDUCATION

PhD in Applied Linguistics, The Pennsylvania State University, May 2012

MA in French, University of North Texas, May 2007

BA in French, University of North Texas, August 2004

II. PROFESSIONAL APPOINTMENTS

Associate Professor (with tenure) of Second Language Acquisition and French and Francophone Studies, 2020 - present

William S. Dietrich II Career Development Professor of Second Language Acquisition and French and Francophone Studies, Carnegie Mellon University, 2018 – 2020

Associate Professor (without tenure) of Second Language Acquisition and French and Francophone Studies, Carnegie Mellon University, 2017 – 2020

Assistant Professor of Second Language Acquisition and French and Francophone Studies, Carnegie Mellon University, 2012-2017

III. PUBLICATIONS

(* = publications co-authored with students)

Books

van Compernelle, R. A. (under contract). *The qualitative science of second language research: A Vygotskian perspective*. New York: Routledge.

van Compernelle, R. A. (2015). *Interaction and second language development: A Vygotskian perspective*. Amsterdam/Philadelphia: John Benjamins.

van Compernelle, R. A. (2014). *Sociocultural theory and L2 instructional pragmatics*. Bristol: Multilingual Matters.

- Recipient of the 2017 American Association for Applied Linguistics First Book Award
- The book was reprinted in 2018 in China in English (Foreign Language Teaching and Research Press) and in translation (Mandarin) (The Commercial Press)

Edited Volumes

van Compernelle, R. A. (Ed.). (under contract). *Concept-based language instruction: Principles and applications*. Amsterdam/Philadelphia: John Benjamins.

van Compernelle, R. A., & McGregor, J. (Eds.). (2016). *Authenticity, language and interaction in second language contexts*. Bristol: Multilingual Matters.

Guest-Edited Journal Special Issues

van Compernelle, R. A., & Williams, L. (Eds.). (2013). *Sociocultural theory and second language pedagogy* [Special issue]. *Language Teaching Research*, 17(3), 275-381.

Williams, L., & van Compernelle, R. A. (Eds.). (2012). *Computer-mediated discourse and interaction in language learning and language teaching* [Special issue]. *Canadian Modern Language Review*, 69(1), 359-457.

Peer-Reviewed Journal Articles

*Qin, T., & van Compernelle, R. A. (forthcoming). Computerized dynamic assessment of implicature comprehension in L2 Chinese. *Language Learning & Technology*.

van Compernelle, R. A. (2021). Topic management and opportunities for learning in an advanced Francophone Cultures class. *Applied Pragmatics*, 3, 1-25.

*Dolce, F., & van Compernelle, R. A. (2020). Topic management and student initiation in an advanced Chinese-as-a-foreign-language classroom. *Classroom Discourse*, 11, 80-98.

*van Compernelle, R. A., & Ballesteros-Soria, N. (2020). Developing interactional repertoires in the classroom through dynamic strategic interaction scenarios. *Vigo International Journal of Applied Linguistics*, 17, 141-169.

van Compernelle, R. A. (2019). Constructing a second language sociolinguistic repertoire: A sociocultural usage-based approach. *Applied Linguistics*, 40, 871-893

- Poehner, M. E., Kinginger, C., van Compernelle, R. A., & Lantolf, J. P. (2018). Pursuing Vygotsky's dialectical approach to pedagogy and development: A response to Kellogg. *Applied Linguistics*, 39, 429-433.
- Poehner, M. E., van Compernelle, R. A., Esteve, O., & Lantolf, J. P. (2018). A Vygotskian developmental approach to second language education. *Journal of Cognitive Education and Psychology*, 17, 238-259.
- Poehner, M. E., & van Compernelle, R. A. (2018). Interaction, change, and the role of the historical in validation: The case of L2 Dynamic Assessment. *Journal of Cognitive Education and Psychology*, 17(1), 28-46.
- van Compernelle, R. A. (2018). Learning the sociopragmatics of an artificial language: Comparing rule-based and concept-based instruction. *Language and Sociocultural Theory*, 5, 1-20.
- van Compernelle, R. A., & Smotrova, T. (2017). Gesture, meaning, and thinking-for-teaching in unplanned vocabulary explanations. *Classroom Discourse*, 8, 194-213.
- van Compernelle, R. A. (2017). Preferences for (in)formal language: Correlations with multilingualism, attitudes toward linguistic variation, tolerance of ambiguity, and residence abroad. *International Journal of Multilingualism*, 14, 317-331.
- *Walter, D. R., & van Compernelle, R. A. (2017). Teaching German declension as meaning: A concept-based approach. *Innovation in Language Learning and Teaching*, 11, 68-85.
- van Compernelle, R. A. (2016). CA-for-SCT: Dialectics and the analysis of cognition on the ground. *Language and Sociocultural Theory*, 3(2), 173-193.
- *van Compernelle, R. A., Gomez-Laich, M. P., & Weber, A. (2016). Teaching L2 Spanish sociopragmatics through concepts: A classroom-based study. *Modern Language Journal*, 100(1), 341-361.
- van Compernelle, R. A. (2016). Are multilingualism, tolerance of ambiguity, and attitudes toward linguistic variation related? *International Journal of Multilingualism*, 13, 61-73.
- *Zhang, H., & van Compernelle, R. A. (2016). Learning potential and the dynamic assessment of L2 Chinese grammar through elicited imitation. *Language and Sociocultural Theory*, 3, 99-119.
- *van Compernelle, R. A., & Henery, A. (2015). Learning to do concept-based pragmatics instruction: Teacher development and L2 pedagogical content knowledge. *Language Teaching Research*, 19, 351-372.

- van Compernelle, R. A. (2015). Native and nonnative perceptions of appropriateness in the French second-person pronoun system. *Journal of French Language Studies*, 25(1), 45-64.
- *van Compernelle, R. A., & Zhang, H. (2014). Dynamic assessment of elicited imitation: A case analysis of an advanced L2 English speaker. *Language Testing*, 31, 395-412.
- *van Compernelle, R. A., & Henery, A. (2014). Instructed concept appropriation and L2 pragmatic development in the classroom. *Language Learning*, 64, 549-578.
- van Compernelle, R. A. (2014). Profiling second language sociolinguistic development through dynamically administered strategic interaction scenarios. *Language and Communication*, 37, 86-99.
- van Compernelle, R. A., & Smotrova, T. (2014). Corrective feedback, gesture, and mediation in classroom language learning. *Language and Sociocultural Theory*, 1, 25-47.
- Poehner, M. E., & van Compernelle, R. A. (2013). L2 development around tests: Response processes and dynamic assessment. *International Review of Applied Linguistics in Language Teaching*, 51, 353-377.
- van Compernelle, R. A. (2013). Concept appropriation and the emergence of L2 sociostylistic variation. In R. A. van Compernelle & L. Williams (Eds.), *Sociocultural theory and second language pedagogy* [Special issue]. *Language Teaching Research*, 17(3), 343-362.
- van Compernelle, R. A., & Kinginger, C. (2013). Promoting metapragmatic development through assessment in the zone of proximal development. In R. A. van Compernelle & L. Williams (Eds.), *Sociocultural theory and second language pedagogy* [Special issue]. *Language Teaching Research*, 17(3), 282-302.
- van Compernelle, R. A., & Williams, L. (2013). Group dynamics in the language classroom: Embodied participation as active reception in the collective ZPD. *Classroom Discourse*, 4(1), 42-62.
- van Compernelle, R. A., & Williams, L. (2013). The effect of instruction on language learners' metasociolinguistic awareness: An empirical study with pedagogical implications. *System*, 41(2), 298-306.
- van Compernelle, R. A. (2013). From verbal protocols to cooperative dialogue in the assessment of second language pragmatic competence. *Intercultural Pragmatics*, 10, 71-100.

- van Compernelle, R. A., & Williams, L. (2012). Reconceptualizing sociolinguistic competence as mediated action: Identity, meaning-making, agency. *Modern Language Journal*, 96(2), 234-250.
- van Compernelle, R. A., & Williams, L. (2012). Teaching, learning, and developing L2 French sociolinguistic competence: A sociocultural perspective. *Applied Linguistics*, 33(2), 184-205.
- van Compernelle, R. A., & Williams, L. (2012). Promoting sociolinguistic competence in the classroom Zone of Proximal Development. *Language Teaching Research*, 16(1), 39-60.
- van Compernelle, R. A. (2011). Developing second language sociopragmatic knowledge through concept-based instruction: A microgenetic case study. *Journal of Pragmatics*, 43(13), 3267-3283.
- van Compernelle, R. A., & Williams, L. (2011). Thinking with your hands: Speech-gesture activity during an L2 awareness-raising task. *Language Awareness*, 20(3), 203-219.
- van Compernelle, R. A. (2011). Use and variation of French diacritics on an Internet dating site. *Journal of French Language Studies*, 21(2), 131-148.
- Poehner, M. E., & van Compernelle, R. A. (2011). Frames of interaction in Dynamic Assessment: Developmental diagnoses of second language learning. In M. E. Poehner & P. Rae-Dickens (Eds.), *Addressing issues of access and fairness in education through Dynamic Assessment* [Special issue]. *Assessment in Education: Principles, Policy and Practice*, 18(2), 183-198.
- Reprinted in Poehner, M. & Rea-Dickens, P. (Eds.). (2013) *Addressing Issues of Access and Fairness in Education through Dynamic Assessment*. Abingdon, Oxfordshire: Routledge.
- van Compernelle, R. A., & Williams, L. (2011). Metalinguistic explanations and self-reports as triangulation data for interpreting L2 sociolinguistic performance. *International Journal of Applied Linguistics*, 21(1), 26-50.
- van Compernelle, R. A., Williams, L., & McCourt, C. (2011). A corpus-driven study of second-person pronoun variation in L2 French synchronous computer-mediated communication. *Intercultural Pragmatics*, 8(1), 67-91.
- van Compernelle, R. A. (2011). Developing a sociocultural orientation to variation in language. *Language & Communication*, 31(1), 86-94.
- van Compernelle, R. A. (2010). The (slightly more) productive use of *ne* in Montreal French chat. *Language Sciences*, 32(4), 447-463.

- van Compernelle, R. A. (2010). Incidental microgenetic development in second-language teacher-learner talk-in-interaction. *Classroom Discourse*, 1(1), 66-81.
- van Compernelle, R. A. (2010). Towards a sociolinguistically responsive pedagogy: Teaching second-person address forms in French. *Canadian Modern Language Review*, 66(3), 445-463.
- van Compernelle, R. A., & Williams, L. (2010). Orthographic variation in electronic French: The case of *l'accent aigu*. *French Review*, 83(4), 820-833.
- Williams, L., & van Compernelle, R. A. (2009). Second-person pronoun use in French language discussion fora. *Journal of French Language Studies*, 19(3), 363-380.
- van Compernelle, R. A., & Williams, L. (2009). Learner versus non-learner patterns of stylistic variation in synchronous computer-mediated French: *Yes/no questions* and *nous* versus *on*. *Studies in Second Language Acquisition*, 31(3), 471-500.
- Williams, L., & van Compernelle, R. A. (2009). *On* versus *tu* and *vous*: Pronouns with indefinite reference in synchronous electronic French discourse. *Language Sciences*, 31(4), 409-427.
- van Compernelle, R. A. (2009). Emphatic *ne* in informal spoken French and implications for foreign language pedagogy. *International Journal of Applied Linguistics*, 19(1), 47-65.
- van Compernelle, R. A., & Williams, L. (2009). Variable omission of *ne* in real-time French chat: A corpus-driven comparison of educational and non-educational contexts. *Canadian Modern Language Review*, 65(3), 413-440.
- van Compernelle, R. A. (2009). What do women want? Linguistic equality and the feminization of job titles in contemporary France. *Gender and Language*, 3(1), 33-52.
- van Compernelle, R. A. (2008). *Nous* versus *on*: Pronouns with first-person plural reference in synchronous French chat. *Canadian Journal of Applied Linguistics*, 11(2), 85-110.
- van Compernelle, R. A. (2008). Second-person pronoun use and address strategies in on-line personal advertisements from Quebec. *Journal of Pragmatics*, 40(12), 2062-2076.
- van Compernelle, R. A. (2008). Morphosyntactic and phonological constraints on negative particle variation in French-language chat discourse. *Language Variation and Change*, 20(2), 317-339.

van Compernelle, R. A. (2008). « Une pompière ? C'est affreux ! » Étude lexicale de la féminisation des noms de métiers et grades en France. *Langage & Société*, 123, 107-126.

van Compernelle, R. A., & Williams, L. (2007). De l'oral à l'électronique: La variation orthographique comme ressource sociostylistique et pragmatique dans le français électronique. In I. Pierozak (Ed.), *Regards sur Internet, dans ses dimensions langagières. Penser les continuités et discontinuités* [Special Issue]. *Glottopol*, 10, 56-69.

Williams, L., & van Compernelle, R. A. (2007). Second-person pronoun use in on-line French-language chat environments. *French Review*, 80(4), 804-820.

Chapters in Edited Volumes

van Compernelle, R. A. (forthcoming). *Sociocultural theory*. In S. Mercer & T. Gregersen (Eds.), *The Routledge handbook of psychology of language learning*. New York: Routledge.

van Compernelle, R. A. (forthcoming). Technology-enhanced approaches to researching SLA processes: A Vygotskian perspective. In N. Ziegler & M. Gonzalez-Lloret (Eds.), *The Routledge handbook of SLA and technology*. New York: Routledge.

van Compernelle, R. A. (forthcoming). Observing and assessing interactional competence in dynamic strategic interaction scenarios. In M. R. Salaberry & A. R. Burch (Eds.), *Assessing speaking in context: Expanding the construct and its applications*. Bristol: Multilingual Matters.

Poehner, M. E., & van Compernelle, R. A. (2020). Reconsidering time and process in L2 dynamic assessment. In M. E. Poehner & O. Inbar-Lourie (Eds.), *Toward a reconceptualization of L2 classroom assessment: Praxis and researcher-teacher partnership* (pp. 173-195). Berlin: Springer Publishing.

van Compernelle, R. A. (2019). The qualitative science of Vygotskian sociocultural psychology and L2 development. In J. W. Schwieter & A. Benati (Eds.), *The Cambridge handbook of language learning* (pp.62-83). Cambridge, England: Cambridge University Press.

van Compernelle, R. A. (2019). Vygotskian cultural-historical psychology in L2 pragmatics. In N. Taguchi (Ed.), *The Routledge handbook of SLA and pragmatics*. New York/London: Routledge.

van Compernelle, R. A., & Kinginger, C. (2019). Second language concept-based pragmatics instruction: The role of languaging. In M. Haneda & H. Nassaji (Eds.), *Language as social action: Insights from socio-cultural perspectives*. Amsterdam: John Benjamins.

- van Compernelle, R. A. (2018). Concept-based pragmatics instruction: Principles and applications. In J.P. Lantolf & M.E. Poehner (Eds.), with M. Swain (Ed. Consultant), *The Routledge handbook of sociocultural theory and second language development* (pp. 211-228). New York/London: Routledge.
- van Compernelle, R. A. (2018). Speaking, interactional competencies, and mediated action. In R. A. Alonso (Ed.), *Speaking in a second language* (pp. 27-48). Amsterdam: John Benjamins.
- van Compernelle, R. A. (2018). Focus on meaning and form: A Vygotskian perspective on task and pragmatic development in dynamic strategic interaction scenarios. In M. Ahmadian & M. P. G. Mayo (Eds.), *Recent trends in task-based language learning and teaching* (pp. 79-97). Berlin: Mouton De Gruyter.
- van Compernelle, R. A. (2017). Sociocultural approaches to technology use in language education. In S. May (Ed.) *Encyclopedia of language and education*, vol. 9, S. L. Thorne (Ed.), *Language, education and technology* (pp. 233-246). Berlin: Springer.
https://doi.org/10.1007/978-3-319-02328-1_36-2
- *van Compernelle, R. A., & Henery, A. (2016). Evaluating L2 pragmatic appropriateness and authenticity in synchronous computer-mediated strategic interaction scenarios. In R. A. van Compernelle & J. McGregor (Eds.), *Authenticity, language, and interaction in second language contexts* (pp. 10-34). Bristol: Multilingual Matters.
- van Compernelle, R. A. (2016). Sociolinguistic authenticity and classroom L2 learners: Production, perception, and metapragmatics. In R. A. van Compernelle & J. McGregor (Eds.), *Authenticity, language, and interaction in second language contexts* (pp. 61-81). Bristol: Multilingual Matters.
- van Compernelle, R. A. (2015). The emergence of sociolinguistic competence in L2 classroom interaction. In N. Markee (Ed.), *Handbook of classroom discourse and interaction* (pp. 265-280). London: Wiley-Blackwell.
- Poehner, M. E., & van Compernelle, R. A. (2013). Frames of interaction in Dynamic Assessment: Developmental diagnoses of second language learning. In M. E. Poehner & P. Rea-Dickins (Eds.). (2013) *Addressing Issues of Access and Fairness in Education through Dynamic Assessment*. Abingdon, Oxfordshire: Routledge.
[Reprint of article in special issue of *Assessment in Education* in 2011, listed above]
- van Compernelle, R. A. (2013). Interactional competence and the dynamic assessment of L2 pragmatic abilities. In S. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 327-353). Basingstoke, UK: Palgrave/Macmillan.

- Rine, E. F., & van Compernelle, R. A. (2012). Sociocultural theory and interlanguage pragmatics. In C. Chapelle (General Ed.), M. González-Lloret (Area Ed.), *Wiley Encyclopedia of Applied Linguistics*. Malden, MA: Wiley-Blackwell.
DOI: 10.1002/9781405198431.wbeal1085
- van Compernelle, R. A., & Williams, L. (2012). Variationist sociolinguistics, L2 sociopragmatic competence, and corpus analysis of classroom-based synchronous computer-mediated discourse. In C. Félix-Brasdefer & D. Koike (Eds.), *Pragmatic variation in first and second language contexts: Methodological issues* (pp. 239-269). Amsterdam: John Benjamins.
- van Compernelle, R. A. (2011). Responding to questions and L2 learner interactional competence during language proficiency interviews: A microanalytic study with pedagogical implications. In J. K. Hall, J. Hellermann, & S. Pekarek Doehler (Eds.), *L2 interactional competence and development* (pp. 117-144). Bristol: Multilingual Matters.
- van Compernelle, R. A., & Pierozak, I. (2009). Teaching language variation in French through authentic chat discourse. In L. Abraham & L. Williams (Eds.), *Electronic discourse in language learning and language teaching* (pp. 111-126). Amsterdam: John Benjamins.
- van Compernelle, R. A., & Abraham, L. (2009). Interactional and discursive features of English-language weblogs for language learning and teaching. In L. Abraham & L. Williams (Eds.), *Electronic discourse in language learning and language teaching* (pp. 193-211). Amsterdam: John Benjamins.
- van Compernelle, R. A., & Williams, L. (2009). (Re)situating the role(s) of new technologies in world language teaching and learning. In R. Oxford & J. Oxford (Eds.), *Second language teaching and learning in the Net Generation* (pp. 9-21). Honolulu: University of Hawai'i, National Foreign Language Resource Center.
- Williams, L., & van Compernelle, R. A. (2009). The chatbot as a tool/peer for learners of French. In G. Lord & L. Lomicka (Eds.), *The next generation: Online collaboration and social networking in CALL* (pp. 145-172). San Marcos, TX: CALICO.
- van Compernelle, R. A. (2008). Sociopragmatic norms in Québécois online personal advertisements. In M-C Koop (Ed.), *Le Québec à l'aube du nouveau millénaire : entre tradition et modernité* (pp. 139-147). Québec, Canada: Presses de l'Université du Québec.
- van Compernelle, R. A. (2007). The variable use of *ne* in public French-language chat. In J. Gerbault (Ed.), *La langue du cyberspace : de la diversité aux normes* (pp. 251-264). Paris: L'Harmattan.

Editorials, Introductions, Conclusions, Reviews, Etc.

- van Compernelle, R. A., & McGregor, J. (2016). Introducing authenticity, language and interaction in second language contexts. In R. A. van Compernelle & J. McGregor (Eds.), *Authenticity, language, and interaction in second language contexts* (pp. 1-9). Bristol: Multilingual Matters.
- van Compernelle, R. A., & McGregor, J. (2016). Conclusions and future directions. In R. A. van Compernelle & J. McGregor (Eds.), *Authenticity, language, and interaction in second language contexts* (pp. 233-241). Bristol: Multilingual Matters.
- van Compernelle, R. A. (2016). Review of *The Acquisition of French as a Second Language* (C. Lindqvist & C. Bardel, Eds., 2014). *Journal of French Language Studies*, 26, 394-395.
- van Compernelle, R. A., & Williams, L. (2013). Editorial: Sociocultural theory and second language pedagogy. In R. A. van Compernelle & L. Williams (Eds.), *Sociocultural theory and second language pedagogy* [Special issue]. *Language Teaching Research*, 17(3), 277-281.
- Williams, L., & van Compernelle, R. A. (2012). Editorial: Computer-mediated discourse and interaction in language learning and language teaching. In R. A. van Compernelle & L. Williams (Eds.), *Computer-mediated discourse and interaction in language learning and language teaching* [Special issue]. *Canadian Modern Language Review*, 69(1), i-vii.
- van Compernelle, R. A. (2010). Review of *Studies in French Applied Linguistics* (D. Ayoun, Ed., 2008). *Journal of French Language Studies*, 20(2), 216-217.
- van Compernelle, R. A. (2010). Review of *The Acquisition of Sociolinguistic Competence in a Study Abroad Context* (V. Regan, M. Howard, & I. Lemée, 2009). *The LINGUIST List* (21.1747). <http://linguistlist.org/issues/21/21-1747.html>
- van Compernelle, R. A. (2009). Review of *Bon Patron: An Online Spelling, Grammar, and Expression Checker* (T. Nadasdi & S. Sinclair, Developers, © Nadaclair Technologies, 2001-2009). *Journal of French Language Studies*, 19, 406-409.
- van Compernelle, R. A. (2007). Review of *Masters of the Ninth Art: Bandes Dessinées and Franco-Belgian Identity* (M. Screech, 2005). *French Review*, 80(5), 1141-1142.
- van Compernelle, R. A. (2006). Review of *A Shifting Shore: Locals, Outsiders, and the Transformation of a French Fishing Town, 1823-2000* (A. Garner, 2005). *French Review*, 79(5), 1079-1080.

van Compernelle, R. A. (2006). Review of *French America. French Architecture from Colonization to the Birth of a Nation* (R. Katz & A. de la Tour d’Auvergne, 2004). *French Review*, 79(3), 641-642.

IV. PRESENTATIONS AND OTHER SPEAKING ENGAGEMENTS

(* = presentations with students)

Invited Talks and Workshops

van Compernelle, R. A. (2020, May 18-19). *Concept-based instruction: Research design and data analysis methods*. Two-day webinar for Dalian University of Foreign Languages (China).

van Compernelle, R. A., & Lantolf, J. P. (2019, November). *Concept-based instruction: Spanish indicative and subjunctive as stance taking*. Invited presentation during the annual business meeting of the Research Special Interest Group, American Council on the Teaching of Foreign Languages.

van Compernelle, R. A. (2019, September). *Concept-based pragmatics instruction for SLA: (S)econd (L)anguaculture (A)ppropriation*. Invited speaker, Department of Linguistics, University of Pittsburgh.

van Compernelle, R. A. (2019, June 19). *So you have a lot of classroom data – now what? Qualitative approaches to data reduction and analysis*. Webinar for the Research Special Interest Group, American Council on the Teaching of Foreign Languages.

van Compernelle, R. A. (2018, November 26). *L2 dynamic assessment*. Invited speaker for MAT & MEd students in foreign language education, University of Pittsburgh.

Antón, M., Nerenz, A., & van Compernelle, R. A. (2018, November 16). *Expert panel on publishing*. Invited presentation during the annual business meeting of the Research Special Interest Group, American Council on the Teaching of Foreign Languages.

Davin, K., Troyan, F., van Compernelle, R. A., & Vyn, R. (2018, October 4). *Academic Writing: Q&A with the Research SIG Officers*. Webinar for the Research Special Interest Group, American Council on the Teaching of Foreign Languages.

van Compernelle, R. A. (2017, November 2). *Grounding research in teaching: A qualitative approach to understanding instructional effectiveness*. Webinar for the Research Special Interest Group, American Council on the Teaching of Foreign Languages.

- van Compernelle, R. A. (2017, June 21-22). *Teaching social meaning in language*. State College, PA. Part of the Summer Workshop Series sponsored by the Center for Advanced Language Proficiency and Education Research at Penn State University.
- van Compernelle, R. A. (2017, February 10). *Mediating languaculture through L2 concept-based pragmatics instruction*. Invited speaker, Department of French & Italian, French Linguistics Speaker Series, University of Texas – Austin.
- van Compernelle, R. A. (2016, October 27). *Concept-based pragmatics instruction: Implications for the classroom*. Webinar for the Department of Foreign Languages and Literatures, Rutgers University, Camden, NJ.
- van Compernelle, R. A. (2016, April). *Gesture and feedback as mediation in second language classroom interaction*. Invited speaker, Three Rivers TESOL Annual Spring Seminar. Pittsburgh, PA.
- Lantolf, J. P., & van Compernelle, R. A. (2016, June 15-16) *How to integrate explicit knowledge in the second language classroom: Concept-based language instruction*. State College, PA. Part of the Summer Workshop Series sponsored by the Center for Advanced Language Proficiency and Education Research at Penn State University.

Refereed Conference Papers, Colloquia, and Posters

- van Compernelle, R. A. (2019, November). *Topic enhancement in advanced francophone studies classroom discourse*. American Council on the Teaching of Foreign Languages, Washington, DC.
- van Compernelle, R. A. (2019, November). *Qualitative science and L2 SCT praxis*. Sociocultural Theory and Second Language Learning Research Working Group Meeting. Pittsburgh, PA.
- Ballesteros Soria, N., Cheadle, N., & van Compernelle, R. A. (2019, November). *Documenting concept formation through multimodal sequential analysis of interaction: A focus on epistemic imbalances*. Sociocultural Theory and Second Language Learning Research Working Group Meeting. Pittsburgh, PA.
- van Compernelle, R. A. (2019, March). *Footing shifts as teacher classroom interactional competence: Teaching content and language in an advanced Francophone culture class*. American Association for Applied Linguistics, Atlanta, GA.
- Poehner, M. E., & van Compernelle, R. A. (2019, March). *Elaborating L2 dynamic assessment through praxis*. Part of colloquium *Toward Social Justice in L2 Classroom Assessment Theory and Practice: The Potential of Praxis* (organized by M. E. Poehner & O. Inbar-Lourie), Language Testing Research Colloquium, Atlanta, GA.

- van Compernelle, R. A. (2018, November). *The mediation sequence as an appropriate unit of L2 interaction analysis*. Sociocultural Theory and Second Language Learning Research Working Group Meeting. Pittsburgh, PA.
- *Qin, T., van Compernelle, R. A., Zhang, H. (2017, October). *Understanding transfer in dynamic assessment: An investigation of L2 Chinese pragmatic comprehension*. Second Language Research Forum, Columbus, OH.
- van Compernelle, R. A. (2017, March). *Effects of rule-based versus concept-based pragmatics instruction*. American Association for Applied Linguistics. Portland, OR.
- *Qin, T., & van Compernelle, R. A. (2017, March). *Computerized dynamic assessment of L2 Chinese pragmatic comprehension*. American Association for Applied Linguistics. Portland, OR.
- Lantolf, J. P., & van Compernelle, R. A. (2016, November). *A concept-based approach to pragmatics instruction*. American Council on the Teaching of Foreign Languages. Boston, MA.
- *van Compernelle, R. A., Gomez-Laich, P., & Weber, A. (2016, April). *L2 concept-based pragmatics instruction of Spanish tú and usted*. American Association for Applied Linguistics. Orlando, FL.
- Poehner, R. A., & van Compernelle, R. A. (2016, April). *From L2 dynamic assessment to learner receptivity: Considering time as a dimension in classroom assessment validation*. American Association for Applied Linguistics. Orlando, FL. [Part of refereed colloquium: *Toward a reconceptualization of L2 classroom assessment: Praxis and researcher-teacher partnership*]
- van Compernelle, R. A. (2015, October). *CA-for-SCT: Orientation as a dialectic of the individual and the interpersonal in interaction*. Second Language Research Forum. Atlanta, GA. [Part of invited colloquium: *Sociocultural Theory and the implications of dialectics for L2 research and practice*]
- van Compernelle, R. A. (2015, June). *It's playful, but just not that interesting: Methodological pitfalls in adopting sociocultural theory as a "perspective" on interaction*. Thinking, Doing, Learning 2. Groningen, NL. [Part of colloquium on sociocultural theory and conversation analysis]
- van Compernelle, R. A. (2015, March). *Constructing a second language sociolinguistic repertoire: A sociocultural usage-based perspective*. American Association for Applied Linguistics/Canadian Association for Applied Linguistics joint conference. Toronto, ON.

- *Walter, D., & van Compernelle, R. A. (2015, March). *A concept-based approach to teaching German declension*. American Association for Applied Linguistics/Canadian Association for Applied Linguistics joint conference. Toronto, ON.
- van Compernelle, R. A. (2014, March). *Dynamically assessing pragmatics as interaction*. American Association for Applied Linguistics. Portland, OR. [Part of refereed colloquium: *Assessing pragmatics as interaction*]
- Poehner, M. E., & van Compernelle, R. A. (2013, September). *Method and L2 research*. Sociocultural Theory and Second Language Learning Research Working Group Meeting. State College, PA.
- *Zhang, H., & van Compernelle, R. A. (2013, September). *Evaluating L2 English grammatical competence through dynamic assessment of elicited imitation*. Sociocultural Theory and Second Language Learning Research Working Group Meeting. State College, PA.
- van Compernelle, R. A. (2013, March). Panel discussant for colloquium: *SLA Conversation Analytic Approaches to 'Traditional' Cog/Psy SLA Topics*. American Association for Applied Linguistics. Dallas, TX.
- van Compernelle, R. A. (2013, March). *Microdiscourse analysis for dynamic assessment*. American Association for Applied Linguistics. Dallas, TX. [Part of invited colloquium: *Wilga Rivers Pedagogy Colloquium: Dynamic Assessment*]
- van Compernelle, R. A. (2012, October). *Concept appropriation and the emergence of L2 sociostylistic variation*. Second Language Research Forum. Pittsburgh, PA.
- van Compernelle, R. A. (Organizer). (2012, March). *L2 teaching practices created in talk-in-interaction*. Colloquium submitted for the 2012 meeting of the American Association for Applied Linguistics. Boston, MA.
- van Compernelle, R. A. (2012, March). *Demonstrating L2 vocabulary: Languabodily activity in one ESL teacher's unplanned vocabulary explanations*. American Association for Applied Linguistics. Boston, MA. [Part of refereed colloquium: *L2 teaching practices creating in talk-in-interaction*]
- Poehner, M. E., & van Compernelle, R. A. (2012, March). *Diagnosis and instruction in dynamic assessment interactions*. American Association for Applied Linguistics. Boston, MA. [Part of invited colloquium: *Wilga Rivers Pedagogy Colloquium: Perspectives on social interaction in foreign language teaching*]
- van Compernelle, R. A., & Williams, L. (2011, March). *Thinking with your hands: Speech-gesture activity during an awareness-raising task*. American Association for Applied Linguistics. Chicago, IL.

- Poehner, M. E., & van Compernelle, R. A. (2011, March). *Deconstructing constructs through engagement in the Zone of Proximal Development*. American Association for Applied Linguistics. Chicago, IL. [Part of invited colloquium: *Formative Assessment: Uncharted Territories for Applied Linguistics*]
- van Compernelle, R. A. (2011, March). *Language learning and the virtual linguistic landscape: Insights from cultural-historical activity theory (CHAT)*. Georgetown University Round Table on Language and Linguistics. [Part of colloquium: *New Media as a Virtual Linguistic Landscape for Language Learning and Teaching*]
- van Compernelle, R. A., & Williams, L. (2010, March). *Reconceptualizing sociolinguistic competence in second language research: Identity, meaning-making, agency*. American Association for Applied Linguistics. Atlanta, GA.
- Williams, L., & van Compernelle, R. A. (2010, March). *Students' (in)appropriate use of French second-person pronouns in synchronous inter-learner computer-mediated communication*. American Association for Applied Linguistics. Atlanta, GA.
- Williams, L., & van Compernelle, R. A. (2009, September). *A microgenetic analysis of intermediate learners' development of sociolinguistic competence*. Association for French Language Studies. Neuchâtel, Switzerland.
- van Compernelle, R. A., & Williams, L. (2009, March). *Evaluating the sociolinguistic competence of instructed L2 learners of French*. American Association for Applied Linguistics. Denver, CO.
- van Compernelle, R. A. (2008, November). *Online extensions of the offline speech community: Orthographic variation in two French-language chat communities*. *New Ways of Analyzing Variation*. Houston, TX.
- van Compernelle, R. A., & Williams, L. (2008, November). *Analyzing sociolinguistic variation in the L2 community of practice: Performance versus competence*. *New Ways of Analyzing Variation*. Houston, TX.
- van Compernelle, R. A. (2008, April). *Sociolinguistic norms and variation in French-language on-line chat communities and implications for foreign language pedagogy*. American Association for Applied Linguistics. Washington, D.C.
- van Compernelle, R. A. (2007, April). *The nature and complexities of turn-taking in electronic French: Educational and non-educational contexts*. Communication Studies Student Conference. Denton, TX.
- van Compernelle, R. A. (2007, March). *Sociopragmatic norms in Québécois online personal advertisements*. Québec at the Dawn of the New Millennium: Between Tradition and Modernity. Denton, TX.

van Compernelle, R. A. (2007, February). *Real-time chat as a diagnostic tool for foreign language instruction: Evidence from second-year students of French*. South Central Association for Language Learning Technology 2007. Houston, TX.

van Compernelle, R. A., & Williams, L. (2006, September). *Variation of negative particle use in electronic French discourse: Educational and non-educational contexts*. Association for French Language Studies. Bristol, England.

van Compernelle, R. A. (2006, May). *The variable use of ne in public French-language chat*. La Langue de la Communication Médiatisée par les Technologies de l'Information et de la Communication. Bordeaux, France.

van Compernelle, R. A., & Williams, L. (2005, April). *Second-person pronoun use in French on-line communities*. Cultural Constructions Conference. Arlington, TX.

V. RESEARCH FUNDING

Classroom Interactional Competence in Advanced Modern Languages and Cultures Courses. American Council on the Teaching of Foreign Languages, Research Priorities Grant. Amount requested: \$2,700. Amount awarded: \$2,000. Funding period: January 2017 – May 2018.

Concept-Based Language Instruction Book Project and Professional Outreach. Berkman Faculty Development Grant (Carnegie Mellon University). Principal Investigator. Amount requested: \$9,142.50. Amount awarded: \$5000. Funding period: May 2016 – May 2018.

Center for Advanced Language Proficiency and Education Research (CALPER). US Department of Education. Project coordinator for “Concept-based instruction of French pragmatics.” Project budget: \$12,000. Funding period: August 2014 – August 2018. [CALPER is based at the Pennsylvania State University]

Computer-Mediated Interaction in Second Language Grammar Learning. Chinese University of Hong Kong. Co-investigator with Helen Zhao. Amount requested: HKD 97,200 (approx. \$12,600 US). Amount awarded: HKD 70,200 (approx. \$9,000 US). Funding period: May 2, 2014 – May 1, 2015.

The Linguistic Landscape of Montréal: A Systemic-Functional Approach. Department of Modern Languages Summer Research Support (Carnegie Mellon University). Amount requested and awarded: \$1500. Funding period: Summer 2013.

Concept-Based Pragmatics Instruction for the Second Language Classroom. Berkman Faculty Development Fund (Carnegie Mellon University). Amount requested: \$6400. Amount awarded: \$3400. Funding period: Summer 2013.

VI. STUDENT ADVISING AND RESEARCH SUPERVISION

Graduate Student Advisor/Thesis Director (Carnegie Mellon University)

Eric Johnson (PhD in SLA, in progress), co-advisor with Sébastien Dubreil

Michael DeSalvo (PhD in SLA, in progress), co-advisor with Sébastien Dubreil

Ding Wang-Bramlett (PhD in SLA, in progress)

Nuria Ballesteros Soria (PhD in SLA, in progress)

Alexis Adams, “Cycles of expansive learning: An activity theory intervention in classroom discourse in an upper-level L2 Hispanic Studies course (PhD in SLA, May 2020).

Frank Dolce, “Expanding discourse options in the foreign language classroom: Teaching turn-taking norms to enhance interactional competence in an advanced Mandarin class,” (PhD in SLA, May 2019).

Tianyu Sophie Qin, “Computerized dynamic assessment of L2 Chinese implicature comprehension,” (PhD in SLA, June 2018).

Graduate Student Committee Member (Carnegie Mellon University)

Gerdine Ulysse (PhD in SLA, 2020).

María Pía Gomez-Laich, “Effects of task complexity on ESL students’ academic writing” (PhD in SLA, 2017). Thesis director/advisor: Naoko Taguchi.

Daniel Walter, “Powerful tools work well together: Combining concept-based instruction and cue training to teach German declension” (PhD in SLA, 2015). Thesis director/advisor: Brian MacWhinney.

Ashlie Henery, “Interpreting ‘real’ French: The role of expert mediation in learners’ observations and understandings of pragmatic practices while abroad” (PhD in SLA, May 2014). Thesis director/advisor: Barbara Freed.

Graduate Student Committee Member/Thesis Examiner (External)

Khalif Abdulrahman Jumah Al-Jumah, “Utilizing concept-based instruction to teaching pragmatics: Exploring the development of requesting behaviour of Iraqi Arabic-speaking EFL learners” (PhD in Linguistics, University of Otago, New Zealand). Thesis director/advisor: Anne Feryok. Defended January 19, 2021 and currently revising the thesis.

Silvia Pisabarro Sarrió, “The development of sociolinguistic competence through explicit instruction in the L2 Spanish classroom: The case of future-time expression” (PhD in Hispanic Linguistics, University of Pittsburgh, 2019). Thesis director/advisor: Matthew Kanwit.

Marie-Christin Kuepper, “*Du or Sie?* Developing sociopragmatic competence of German address forms through concept-based instruction” (MA in English and Linguistics, University of Otago, New Zealand, 2017). Thesis director/advisor: Anne Feryok.

Laila Kharrat, “An etic analysis of orthographic variation in synchronous computer-mediated French discourse: A comparative study of twentysomethings and fiftysomethings” (MA in French, University of North Texas, 2013). Thesis director/advisor: Lawrence Williams.

Undergraduate Research Supervision

Amanda Phil. *The implementation of a global lingua franca: An innovation, a necessary evil, or a malefaction?* Senior thesis in linguistics. Completed May 2019.

Mary Catherine Devine. *Language policy and identity: ‘La loi Toubon’ and ‘la Charte de la langue française’.* Senior honors thesis. Completed May 2017.

Meredith Crenshaw. *Analysis of linguistic variation in French-language comics with implications for L2 teaching.* Paper presented at the 2013 meeting of the Society of Linguistics Undergraduate Students, March 1-3, 2013. Toronto, Canada.

Christa Orvik. *Translation of entertainment mediate: Preservation of humor through subtitling.* Paper presented at the 2013 meeting of the Society of Linguistics Undergraduate Students, March 1-3, 2013. Toronto, Canada.

Catharine Youngs. *Gesture, language learning, and pedagogical implications.* Paper presented at the 2013 meeting of the Society of Linguistics Undergraduate Students, March 1-3, 2013. Toronto, Canada.

VII. SERVICE TO THE UNIVERSITY, COLLEGE, DEPARTMENT, AND PROFESSION

Carnegie Mellon University

Member, University Committee on Non-tenure Appointments, 2020 – present.

Member, Graduate Student Teaching Award Selection Committee, 2018, 2019, 2020

Member, Fulbright Committee, 2014

Faculty advisor, Dietrich Undergraduate Colloquium, Fall 2013, 2014, 2015

Member, Academic Review Board and University Disciplinary Committee, 2013 – present

Professional Leadership

Co-organizer (with Richard Donato), 26th meeting of the Sociocultural Theory and Second Language Learning Working Group, Nov 8-10, 2019, Pittsburgh, PA.

Member, Research and Assessment Committee, American Council on the Teaching of Foreign Languages, 2019 – present.

Co-organizer (with Richard Donato & Alan Juffs), 25th meeting of the Sociocultural Theory and Second Language Learning Working Group, Nov 1-3, 2018, Pittsburgh, PA.

Secretary, Research Special Interest Group, American Council on the Teaching of Foreign Languages (ACTFL), Elected October 2017, Term: Jan 1, 2018-Dec 31, 2019.

Editorial Board Member

Language and Sociocultural Theory (2013 – present)

Journal of Applied Pragmatics (2015 – present)

Classroom Discourse (2017 – present)

Ad Hoc Book Manuscript Reviewer

Routledge

Multilingual Matters

Ad Hoc Journal Article Reviewer

Applied Linguistics

Applied Pragmatics

Asia-Pacific Education Researcher

Classroom Discourse

EUROSLA Yearbook

Foreign Language Annals

International Journal of Applied Linguistics

International Journal of Bilingual Education and Bilingualism

Journal of Applied Linguistics and Professional Practice

Journal of French Language Studies

Journal of Pragmatics

Language @ Internet

Language Acquisition: A Journal of Developmental Linguistics

Language and Sociocultural Theory
 Language Awareness
 Language, Identity, and Education
 Language, Interaction and Acquisition
 Language Learning
 Language Sciences
 Language Testing
 Language Variation and Change
 Modern Language Journal
 Selected Proceedings of the 2012 Second Language Research Forum
 System
 TESL Canada
 TESOL Quarterly

Conference Proposal Reviewer

American Association for Applied Linguistics (AAAL) 2014, 2015, 2016, 2017, 2018, 2019, 2020
 Dietrich Undergraduate Colloquium (DUC) 2013, 2014, 2015
 International Symposium on Bilingualism (ISB 10) 2015
 Pennsylvania Applied Linguistics Consortium (PAALC) Graduate Research Symposium 2010
 Second Language Research Forum (SLRF) 2011, 2012

Ad Hoc Grant Reviewer

Swiss National Science Foundation

VIII. AWARDS, HONORS, AND DISTINCTIONS

Recipient, William S. Dietrich II Faculty Development Chair, Dietrich College of Humanities and Social Sciences, Carnegie Mellon University, 2018-2021.

Recipient, First Book Award from the American Association for Applied Linguistics for my 2014 book, *Sociocultural theory and L2 instructional pragmatics*, March 2017.

Recipient, Gil Watz Dissertation Fellowship, Center for Language Acquisition and College of the Liberal Arts, Penn State University, Summer 2011.

Recipient, Ray Lombra Graduate Student Award for Excellence in Research in the Humanities, College of the Liberal Arts, Penn State University, Spring 2011.

Recipient, Gil Watz Award for Outstanding Graduate Student in Applied Linguistics, Center for Language Acquisition, Penn State University, Spring 2010.

Recipient, Educational Testing Services Graduate Student Travel Award, American Association for Applied Linguistics, Spring 2009.

IX. TEACHING EXPERIENCE

Carnegie Mellon University (Faculty member, 2012 – present)

Graduate courses

82-383/783 Second Language Acquisition: Theories and Research
 82-885 Qualitative Methods in SLA Research
 82-888 Interaction and L2 Development
 82-888 Sociocultural Theory and L2 Development
 82-888 Language Variation and SLA
 82-888 Implicit and Explicit Language Learning and Teaching
 82-780 Graduate Research Seminar

Undergraduate courses

82-415 Language, Identities, and Social Relationships in French Theatre and Film
 82-305 French in its Social Contexts
 82-304 French & Francophone Sociolinguistics
 82-304 The Francophone World
 82-283 Language Diversity and Cultural Identity
 82-201 Intermediate French I
 82-103 Elementary French I Online
 82-101 Elementary French I

The Pennsylvania State University (Graduate student, 2008 – 2012)

Graduate courses

CI 597B Analyzing Interaction in Educational Contexts (Co-taught with Matthew Poehner)
 APLNG 581 Discourse Analysis (Co-taught with Celeste Kinginger)

Undergraduate courses

ESL 015 Composition for American Academic Communication II
 LING 001 The Study of Language
 FR 001 Introductory French I

University of North Texas (Graduate student and adjunct, 2004 – 2008)

FREN 1010 Elementary French I
FREN 1020 Elementary French II
FREN 2040 Intermediate French I
FREN 2050 Intermediate French II
FREN 5026 French for Graduate Research II [French-English Translation]
COMM 1010 Introduction to Communication

Université François Rabelais—Tours (France) (Teaching assistant, 2005 – 2006)

L1 (1st year) English Phonetics and Pronunciation
L2 (2nd year) English Phonetics and Pronunciation
L1 (1st year) English Oral Comprehension
L2 (2nd year) English Oral Comprehension
L3 (3rd year) Advanced English Conversation