

**Victoria Hasko**  
**Curriculum Vitae**

Teaching Additional Languages Program  
Department of Language and Literacy Education  
College of Education  
Affiliated Faculty in Linguistics & Department of Germanic and Slavic Studies  
125 Aderhold Hall ◻ University of Georgia ◻ Athens, GA 30602  
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**1. ACADEMIC HISTORY**

**Name:** Victoria Hasko, Ph.D.  
**Present Rank:** Assistant Professor  
**Tenure Status:** Tenure Track  
**Graduate Faculty Status:** Appointed to Graduate Faculty in 2007  
**Highest Degree:** Ph.D. Pennsylvania State University, University Park  
Applied Linguistics, 2007

**Academic and Professional Positions Held:**

2007–present	Assistant Professor, Language and Literacy Education, University of Georgia
2003–2006	Research Assistant, Center for Advanced Language Proficiency Education and Research, Pennsylvania State University. Project on <i>Narrative and Conceptual Proficiency in Advanced Russian</i> . PI Dr. Aneta Pavlenko.
2003–2005	Summer Faculty, Davis School of Russian, Middlebury College, Middlebury, VT.
2002	Instructor, ESL Program, Northern Virginia Community College, Annandale, VA.
2002	Instructor of Russian, Language and Foreign Studies, American University, Washington, DC.
2001–2002	Instructor, City Gate Adult ESL Literacy Program, Washington, DC.
2001–2002	Tutor of Russian, Individualized Instruction, Language Resource Center, American University, Washington, DC.
2000	Lead Instructor, EFL program, Far Eastern Institute of Foreign Languages, Khabarovsk, Russia.

**Other Professional Experience:**

- 2003-2006      Tester, *American English Oral Communicative Proficiency Test*, Institutional assessments for International Teaching Assistants, Pennsylvania State University.
- 2004-2005      Tester, Simulated Oral Proficiency Interviews (SOPI), Davis School of Russian, Middlebury College, VT.
- Summer 2002    Grammar Test Developer, Entrance / Exit Russian grammar tests, Davis School of Russian, Middlebury College, VT.

**2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION**

**\*indicates newly created or substantially redesigned course**

**University of Georgia**

- \*LLED 7045    Special Topics, Heritage Language Education  
Spring 2009
- \*LLED 4531    Foreign Language Curriculum and Methods, Grades 7-12  
Fall 2007, 2008
- \*LLED 704     Special Topics, Bilingualism and Cognitive Development  
Fall 2008
- \*LLED 8050    Computer Assisted Language Learning  
Spring 2008
- LLED 5555     Student Teaching in Foreign Language Education, Grades P-12  
Spring 2008, 2009, 2010
- RUSS 3002    (Assistant Instructor for Digital Storytelling Project),  
Intermediate Conversation and Composition  
Spring 2009
- RUSS 3001    (Project Director for Telecollaborative Webcasting Project),  
Intermediate Conversation and Composition  
Fall 2009

**Pennsylvania State University, PA**

- APLNG 597F    (Assistant Instructor) Metaphor and Gesture-Speech Interaction  
in Second Language Learning  
Spring 2007

**Middlebury College, VT**

RU3202-3205 Basic Intermediate Russian, Summer 2005

RU3102-3105 Advanced Russian, Summer 2004

RU3398-3401 Introductory Russian, Summer 2003

**American University, Washington, DC**

RUSS-144 Elementary Russian, Fall 2002

**Northern Virginia Community College, VA**

ESL 7 English as a Second Language: Oral Communication, Fall 2002

**Far Eastern Institute of Foreign Languages, Khabarovsk, Russia**

EFL Grammar, Conversation and Composition, Pronunciation,  
Fall 2000

### 3. SCHOLARLY ACTIVITIES

#### a. Publications

**Volumes Edited or Co-Edited:**

Hasko, V., & Perelmutter, R. (eds.) (April 2010). *New Approaches to Slavic Verbs of Motion*. Amsterdam/Philadelphia: John Benjamins.

Hasko, V. (ed.). (2009). *Special Forum Issue on Teaching and Learning Russian Verbs of Motion of Slavic and Eastern European Journal*, 53(4).

**Journal articles:**

Hasko, V. (2010). Diminutives in spontaneous narration by American learners of Russian. *Slavic and Eastern European Journal*, 54(1), 32-53.

Hasko, V. (2009). Introduction: Empirical investigations into acquisitional and pedagogical issues associated with Russian verbs of motion. *Slavic and Eastern European Journal*, 53(4), 352-359.

Hasko, V. (2009). The locus of difficulties in the acquisition of Russian verbs of motion by highly proficient learners. *Slavic and Eastern European Journal*, 53(4), 360-385.

Hasko, V. (2009). Heritage language education in the U.S.: State of the field. *Learning Languages*, 14(2), 20-24.

Pavlenko, A., & Hasko [Driagina], V. (2007). Russian emotion vocabulary in American learners' narratives. *Modern Language Journal*, 91(2), 213-234.

**Book chapters:**

Hasko, V., Colomer, S. (under review). Foreign language teacher technology education: Social networking sites as a resource. In *Breaking the Mold of School Instruction and*

*Organization: Innovative and Successful Practices for the 21st Century*, Andrea Honigfeld and Audrey Cohan (eds.). Lanham, MD: Rowman & Littlefield Publishers.

Hasko, V. (forthcoming). Qualitative corpus analysis. In *The Encyclopedia of Applied Linguistics*, Carol A. Chapelle et al. (eds.). Malden, MA: Wiley-Blackwell.

Hasko, V. (June 2010). Unidirectional and multidirectional motion events in the speech of L2 learners of Russian. In *Linguistic Relativity in L2 Acquisition: Evidence of L1 Thinking for Speaking*, Han ZhaoHong & Teresa Cadierno (eds.), 34-58. Clevedon: Multilingual Matters.

Hasko, V. (April 2010). Motion domains in Russian and English: Corpus-based analysis. In Victoria Hasko & Renee Perelmutter (eds.) *New Approaches to Slavic Verbs of Motion*, 197-224. Amsterdam/ Philadelphia: John Benjamins.

Hasko, V., & Perelmutter, R. (April 2010). Verbs of motion in Slavic languages: Paths for exploration. In Victoria Hasko & Renee Perelmutter (eds.) *New Approaches to Slavic Verbs of Motion*, 1-14. Amsterdam/Philadelphia: John Benjamins.

Hasko [Driagina], V. (2007). Conceptual fluency: A new approach to the study of foreign language proficiency. In *Communicative Aspects of Modern Linguistics and Foreign Language Teaching Methodology*, V. P. Danilova (ed.), 328-335. Volgograd: Volgograd Scientific Press.

Hasko [Driagina], V., & Pavlenko, A. (2007). Identity repertoires in narratives of advanced American learners of Russian. In *Language Learning and Teaching as Social Interaction*, Z. Hua, P. Seedhouse, L. Wei, & V. Cook (eds.), 103-125. New York: Palgrave Macmillan.

**Peer-refereed instructional volumes:**

Hasko, V. (forthcoming 2010). *Corpus-based Materials for Teaching Russian Verbs of Motion*. University Park, PA: CALPER Press.

Pavlenko, A., & Hasko [Driagina], V. (2008). *Narrative and Conceptual Proficiency in Russian*. University Park, PA: CALPER Press.

Hasko [Driagina], V. (2007). *Advancing in Russian through Narration. Materials for Advanced-level Learners*. University Park, PA: CALPER Press.

**Peer-reviewed book reviews and reports:**

Hasko, V. (Nov, 2009). Challenges and strides in heritage language education. Online Newsletter, *Heritage Learners Column*. National Capital Language Resource Center: Washington, D.C.

Hasko, V. (2009). Review of Zheng, X., & Davison, C. *Changing pedagogy: Analysing ELT teachers in China*. New York: Continuum Press. *Modern Language Journal*, 93(3), 459-460.

Hasko, V. (2008). Review of Offord, D. & Golitsyna, N. (2005). *Using Russian: A Guide to Contemporary Usage*. Cambridge: Cambridge University Press, 487 pgs. *Review of Critical Inquiry in Language Studies*, 5(1), 68-72.

## **b. Grants and Awards**

under review      Project Director. *Telecollaborative Webcasting and Networking: Path to Advanced-Level Proficiency in Foreign Languages*. DoE National Southeast Language Education and Resource Center (NSLERC) Proposal. PI Dr. Margaret Quesada.

under review      Workshop Instructor; Consultant. *LACSI Project on Teacher Training in Heritage Language Education*. DoE National Resource Center (LACSI) Proposal. PI Dr. Doris Kadish.

under review      Principal Investigator. *Fostering High Academic Achievement and College Aspirations among Latino/a Learners: AP/IB Programs for Heritage Spanish Speakers as a Pathway*. Spencer Foundation. Co-PI Dr. Catalina Crespo-Sancho. \$40,000.

2010-2011          Principal Investigator. *Telecollaborative Webcasting: Strengthening Acquisition of Humanities Content Knowledge through Foreign Language Education*, Digital Humanities Start-Up Grant, National Endowment for Humanities. \$50,000.

2010-2012          Principal Investigator. *Audio-Video Technology for Increased Communicative and Cultural Competence in Foreign Languages*. Committee for Academic and Instructional Technologies, University of Georgia. Co-PI Dr. Margaret Quesada. \$15,408.

2008-2010          Principal Investigator. *Narrative Inquiry for Heritage and Foreign Language Acquisition Research*, Willson Center Research Fellowship, University of Georgia. \$11,516.

2008-2009          Principal Investigator. *Contrastive Study of Language Acquisition in Heritage Language Learners and Foreign Language Learners*, Early Career Development Grant, College of Education, University of Georgia, \$6,000.

2008-2009          Principal Investigator. *Online Social Networking for Increased Foreign Language Competence*, Junior Faculty Research Grant, Office

of the Vice President for Research, University of Georgia. Co-PI Keith Langston. \$6,680.

- 2008-2009 Principal Investigator. *Providing Access to Language Education Careers for Georgia Heritage Speakers*, Scholarship of Engagement Grant, Office of the Vice President for Public Service and Outreach, University of Georgia. \$5,000.
- 2007 *Gil Watz Award for Outstanding Graduate Students in Applied Linguistics*, Pennsylvania State University.
- 2006-2007 *Robert L. Baker Summer Research Fellowship for Second Language Acquisition in an Environment of Immersion*, Middlebury College Language Schools, VT.
- 2006 *Research and Graduate Studies Office (RGSO) Dissertation Support Grant*, Pennsylvania State University.
- 2006 *Humanities Dissertation Fellowship*, Pennsylvania State University.
- 2003-2006 *Graduate Research Assistantship*, Center for Advanced Language Proficiency Education and Research, Pennsylvania State University.
- 2001-2002 *Hall of Nations Award for International Students with Outstanding Academic Achievements*, American University, Washington, DC.
- 1999-2000 *American Councils for International Education Fellowship*, ACTR/ACCELS, Washington, DC.

### **c. Editorial Board Membership and Reviewing of Learned Publications**

- 2010- Editorial Board member, *Slavic and Eastern European Journal*.
- 2009- Division Chair in SLA and Pedagogy, *American Association for Teachers of Slavic and Eastern European Languages* Conference Program Committee.
- 2009- Reviewer, *Journal of Teacher Education*.
- 2009- Reviewer, *Heritage Language Journal*.
- 2008 - Media Reviewer, *Modern Language Journal*.
- 2008- Proposal Reviewer, *American Association for Teachers of Slavic and Eastern European Languages*.

- 2007 - Reviewer, *Journal of Language and Literacy Education (JoLLE)*.
- 2006 -2008 Media Reviewer, *Critical Inquiry in Language Studies*.
- 2004 Proposal Reviewer, *Second Language Research Forum*.
- 2002 Proposal Reviewer, *Virginia TESOL*.

**d. Peer-Reviewed Papers Presented to Professional and Learned Societies**

Hasko, V. (2010, February). *Diminutivization in storytelling by heritage Russian language speakers*. 1<sup>st</sup> International Conference on Heritage/Community Languages. UCLA, CA.

Hasko, V. (2010, March). *Expressive suffixation in narratives of heritage speakers and L2 learners of Russian*. American Association for Applied Linguistics (AAAL). Atlanta, GA.

Hasko, V., Thomason, O. (2009, December). *Promoting narrative skills in L2 Russian through Digital Storytelling: An instructional experiment*. American Association of Teachers of Slavic and Eastern European Languages (AATSEEL). Philadelphia, PA.

Hasko, V., Restivo, A. (2009, October). *Preparing teachers of Spanish as a heritage language: A drama-based approach*. 1<sup>st</sup> Triennial Conference on Latino Education and Immigrant Integration. Athens, GA.

Hasko, V. (2009, April). *Challenges in heritage language education in Georgia*. Southeastern Conference on Linguistics (SECOL). New Orleans, LA.

Hasko, V. (2008, November). *Creating corpus materials for foreign language teachers and learners*. American Council on the Teaching of Foreign Languages (ACTFL). Orlando, FL.

Hasko, V. (2008, March). *Exploring conceptual fluency through learner corpora*. Computer Assisted Language Instruction Consortium (CALICO). San Francisco, CA.

Hasko, V. (2008, April). *Using learner language as a resource*. American Association for Applied Linguistics (AAAL). Washington, DC.

Driagina, V. (2007, November). *Acquisitional profile of motion talk by L2 learners of Russian*. American Association for Advancement of Slavic Studies (AAASS). New Orleans, LA.

Driagina, V. (2007, July). *How SLA research can inform FL methodology: The case of Russian motion talk*. Faculty and Graduate Student Symposium. Davis School of Russian, Middlebury College, VT.

Pavlenko, A., & Driagina, V. (2007, May). *Paper glasses and suspended jumps: Learning to think for speaking in a L2*. 6<sup>th</sup> International Symposium on Bilingualism. Hamburg (ISB6), Germany.

Driagina, V. (2007, April). *Verbs of motion in the narratives of L2 learners of Russian*. American Association for Applied Linguistics (AAAL). Costa Mesa, CA.

Driagina, V. (2006, December). *Descriptions of motion events by advanced learners of Russian*. American Association of Teachers of Slavic and Eastern European Languages (AATSEEL). Philadelphia, PA.

Driagina, V. (2006, November). *How does the frog move in English and Russian?* Linguistics and Applied Language Studies Roundtable, Pennsylvania State University.

Driagina, V. (2006, May). *Conceptual proficiency of late bilinguals in immersion programs*. Language Acquisition and Bilingualism Conference. Toronto, ON.

Driagina, V. (2006, April). *Materials development for teaching narrative and conceptual proficiency*. Linguistics and Applied Language Studies Roundtable, Pennsylvania State University.

Driagina, V. (2005, December). *The role of conceptual fluency in advanced proficiency attainment*. American Association of Teachers of Slavic and Eastern European Languages (AATSEEL). Washington, DC.

Driagina, V. (2005, March). *Teachability of conceptual fluency*. Georgetown University Round Table (GURT). Washington, DC.

Pavlenko, A., & Driagina, V. (2005, March). *Corpus-based narrative approach to the study of bilingual mental lexicon*. 5<sup>th</sup> International Symposium on Bilingualism (ISB5). Barcelona, Spain.

Driagina, V., & Vyakina, N. (2004, December). *Elicited narrative as a mediated task*. American Association of Teachers of Slavic and Eastern European Languages (AATSEEL), Philadelphia, PA.

Vyatkina, N., & Driagina, V. (2004, October). *Off task, but on activity*. Second Language Research Forum (SLRF), University Park, PA.

Driagina, V. (2002, October). *The role of explicit explanation in L2 instruction*. Virginia Teachers of English and Speakers of Other Languages (VATESOL), Annandale, VA.

### **e. Invited Talks**

Hasko, V. (2009, November). *Encoding of motion events in a second language: A corpus-based study*. Distinguished Guest Series, CIBER Language and Linguistics Series, Temple University, PA.

Driagina, V. (2007, July). *Corpus-based Investigation of L2 acquisition in an environment of immersion*. Davis School of Russian, Middlebury College, Middlebury, VT.

Driagina, V. (2007, February). *Tracing learner development through corpora*. Department of Language and Literacy Education, University of Georgia. Athens, GA.

Driagina, V. (2007, February). *Cross-linguistic adventures of Mr. Bean and a frog: motion narratives in L2 Russian*. Department of Germanic and Slavic Studies, University of Waterloo. Waterloo, ON.

Driagina, V. (2007, February). *Computer-assisted approaches to L2 teaching and research*. Department of Foreign Languages, Southern Connecticut State University, New Haven, CT.

Driagina, V. (2007, February). *Motion verbs in the speech of L2 learners of Russian: A corpus-based investigation*. Department of Slavic and Eastern European Languages and Literatures, Ohio State University. Columbus, OH.

Driagina, V. (2006, November). *Corpus-based approach to the study of L2 Russian motion talk*. Graduate School of Education, University of Pennsylvania.

Driagina, V. (2006, June). *The mysterious Russian Far East*. Kathryn Wasserman Davis School of Russian, Middlebury College, VT.

### **f. Organized and Chaired Convention Panels**

March 2010 Organizer and Chair, Colloquium on Empirical Insights into Acquisition of Russian as a Heritage Language. AAAL, Atlanta, GA.

Feb 2010 Organizer and Chair, Symposium on Language Attainment in Adult Heritage Speakers of Russian. NHLRC, University of California-LA, CA.

Dec 2009 Organizer and Chair, Panels on Computer-Assisted Language learning. AATSEEL, Philadelphia, PA.

Dec 2009 Chair, Panel on Empirical SLA Research, AATSEEL, Philadelphia, PA.

April 2009 Chair, Panel on Corpus Linguistics. AAAL, Denver, CO.

Nov 2008 Chair, Panel on Less Commonly Taught Languages. ACTFL, Orlando, FL.

- Nov 2007 Organizer and Chair, Panel on Motion Verbs and Aspect in Russian from Historical and Synchronic Perspectives, AAASS, New Orleans, LA.
- Dec 2005 Chair, Panel on Corpus and Database Approaches to Linguistics, AATSEEL, Washington, DC.

#### **4. PUBLIC SERVICE**

- Spring 2009 Organizer /Faculty Sponsor, Bilingual Storytimes (Spanish-English, Korean-English) for Children, Athens Regional Library.
- 2008 - Member, the Georgia Systemic Teacher Education Program (GSTEP).
- 2007- 08 Member, Georgia Department of Education Taskforce on Modern Languages and Latin (MLL Taskforce).
- Sept 2005 Co-instructor (with Dr. Sandra Savignon), Communicative Language Teaching for the 21st Century, Intensive workshop for the faculty in Foreign Language Education, University of Denver, Denver, CO.
- January 2002 Convener and Instructor, Communicative Language Teaching of English in Russia, Two-Day TEFL teacher-training workshop International Center for Cooperation and Higher Education, Khabarovsk, Russia.

#### **5. SERVICE TO THE UNIVERSITY OF GEORGIA**

##### University/COE

- Jan 2010- Linguistics Program Advisory Committee, University of Georgia.
- Oct 2009 Department Representative for Language & Literacy Education, Diversity Fair, Dean's Council on Diversity.
- Fall 2009 Advisory Board Member, Language Resource Center, University of Georgia-Emory University.

##### Department

- Spring 2010- Member, Committee to re-design Educational Specialist Program in Language Education, LLED.
- 2007-2010 Member, Committee to create a dual M.A.T in Foreign Language Education and M.A. in German degree.

Spring 2009 Member, Language Education Department Search Committee,  
TESOL/FL Position.

2007 - 08 Member, Language Education Department Search Committee, TESOL  
Position, University of Georgia.

## **6. PROFESSIONAL AFFILIATIONS**

American Association for Applied Linguistics  
American Association of Teachers of Slavic and Eastern European Languages  
American Council on the Teaching of Foreign Languages  
Heritage Language Education Special Interest Group  
Computer Assisted Language Instruction Consortium