



UNIVERSITY *of* MARYLAND  
COLLEGE PARK



COMMENCEMENT EXERCISE FOR  
THE SCHOOL *of* LANGUAGES,  
LITERATURES, AND CULTURES

Thursday, May 19, 2016  
4:00 p.m.

Dekelboun Concert Hall, Clarice Smith Performing Arts Center

## MASTER OF ARTS

Cleereman, Meghan Elizabeth	French Language and Literature	Koval, Natalya Grigorivna	Second Language Acquisition
Dize, Nathan Hobson	French Language and Literature	Lien, Hsin-Yi	Second Language Acquisition
Freeland, Jennifer Carolyn	Second Language Acquisition	Perez, Roberto Carlos	Spanish & Portuguese
Garcia-Revuelta, Aida	Spanish & Portuguese	Reinstrom, Lindsey	French Language and Literature
Hamorsky, Meghan	Spanish & Portuguese	Sellman, Eileen	Germanic Studies
Hernandez Gordillo Lavana, Mary Ely	Spanish & Portuguese	Yilmaz, Halime	Second Language Acquisition

### OF ARTS

#### Italian

Alveno, Gloria Marina

Curl, Laura Elizabeth

Green, Ravaughn Donnell

#### Japanese

Berkout, Dmytro  
Butcher, Molly K

Curry, Edward Wesley

Miller, Tara Faith  
Zhang, Ziang

#### Persian

Ogor, Nina I

Ritch, Joseph L Δ

Yousofi, Ida

#### Romance Languages

Gisselbeck, Danielle Lauren

Reilly, Cara Rachel Δ

#### Russian

Ebeling, Elizabeth Anne  
Jost, Jessica Coulter

Lobel, Ovede

Sibrin, Peter Sergeyeovich  
Volkova, Maria

#### CERES

Jost, Jessica Coulter

McDonald, David Taylor

Voracek, Thomas Lee\*

#### Spanish

Albarracin, Grecia Andrea  
Alveno, Gloria Marina  
Andreassi, Maddalena Irma  
Blackwell, Winston  
Blumberg, Sarah Paige  
Bondoc, Mary Ashleigh Noelle Monsale  
Breighner, Derek Robert  
Brown, Kali Nikole Δ  
Bullock, Rachael Marie  
Cohen, Samara Leah °  
Dickens, Jessica Paige  
Draughon, Tyler Samuel Δ  
Flack, Erik Zachary  
Garvey, Angela Rose °

Gonzalez Lopez, Melissa Cristina+  
Grissom, Rebecca Rose\*  
Hinson, Victoria Michele  
Hsieh, Benjamin Kuangjen °  
Hwang, Min-Jee  
Kirkire, Lakshmi Rajanikant °  
Ladd, Jessica Nicole  
Malik, Mahrukh  
Mallinoff, Jenifer Anne  
Natoli, Rebecca Joan  
Nguyen, Cydney Bac  
Nugent, Caroline Mairead  
Oke, Kanaya C  
Paulmeno, Natasha Lynn Δ

Peter, Sophie Victoria  
Priest, Anastasia Katherine  
Rios, Alexis  
Rosales, Wendi Siomeri  
Shroder, Shulamit Alexandra\*  
Siegel, Michael Scott  
Skaggs, Andrea Rigg  
Suplee, Samantha D  
Velez-Penaloza, Cesar D  
Ventura-Molina, Ana Rosa  
von Quillfeldt, Anniken Hormel  
Wallick, Rachel Frieda  
Wambach, Theresa M  
Wessel, Haley Venable

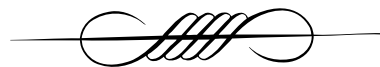
° *Cum Laude*

Δ *UG Research Forum*

*Dear Graduates, Parents, Relatives, and Friends,*

*On behalf of the School of Languages, Literatures, and Cultures, I welcome you to this milestone event. We are here today to celebrate the achievements of the young men and women who now leave us to join a global world very much in need of their energy, wisdom, and the linguistic and cultural skills they have gained. My colleagues and I look forward every semester to honoring the achievements of our graduates, and to conferring the degrees that their talents and tenacity have earned them. We have been entrusted with the intellectual care and development of these young scholars, and we feel a special bond with them – both intellectual and personal. We salute their commitment to fostering understanding of cultures other than their own and, in some cases, to deepening their understanding of their own heritage.*

*Graduates, we wish you all success as you move forward into the next phase of your lives. I invite you to stay in touch with your professors and mentors and especially to share with us news of your future achievements. I speak for all the faculty and staff of the School of Languages, Literatures, and Cultures in offering my congratulations to you and to those who have supported you throughout the years of your study. Do come back and bring us your stories.*



*Fatemeh Keshavarz, Director*

*School of Languages, Literatures, and Cultures*

# DOCTOR OF PHILOSOPHY

Benson, Susan                      Second Language Acquisition  
Charry, Luis Fernando            Spanish Language & Literature  
Hoang, Phuong                    Modern French Studies  
Lanz, Anne-Marie                Modern French Studies  
Kachinske, Ilina                  Second Language Acquisition  
Vafae, Payman                    Second Language Acquisition

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## BACHELOR

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### Arabic

Amadee, Carol Jean  
Brown, Sarah Elizabeth °  
Deshong, Brian Kline  
Druss, Megan Howard  
Elrafei, Nada  
Geleta, Robdeti Getahun

Giraldo Henao, Natalia Andrea  
Griffin, Natalie Nicole  
Hardimon, Maya Nicole  
Harris, Elise Danielle  
Iskander, Sarah Amel  
Lewis, India Carleyna  
Mack, Joseph Anthony

Otto, Kristine Elizabeth  
Pavlos, Anna Elizabeth\*  
Peter, Sophie Victoria  
Rich, Maxine Sarah  
Shelton, Amin Edward °  
Vines, Aleisha Venita

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### Chinese

Millner, Rebecca M  
O'Meara, Rachel August  
Oursler, Emily Kathleen

Sung, Vivian  
Volinski, Susan  
Wagoner, Clark Masahiko

Watkins, Ariel Elizabeth  
White, Coreene  
Wiener, Lauren Rachel

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### Film

Antosca, Gianmarco  
Aukerman, Kenneth Downing  
Danko, Elizabeth Ann  
Jensen, Derek Matthew  
Ji, Yoobin

Khan, Omar Mohammad  
Kim, Beau Young  
Kubisiak, Matthew Paul  
Nitzberg, Ruby Sarah  
Parnass, Ethan Jordan  
Russ, Patrick Santiago

Ryan, Jonathan James  
Shim, Myoung Jee  
Williams, Rachel  
Williams, Rebekah Idaline  
Winborne, Asa Nehemiah

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### French

Alveno, Gloria Marina  
Amer-Moussa, Mehdi  
Betha, Olivia Constance  
Brooks, Sheri Lynn  
Castro Acuna, Ariana  
Chikes, Allison Marie

Coaxum, Sabrina Amie  
Cooper, Nicholas James  
Fleskes, Nicole Katherine  
Gabitzer, Alexandra Karin  
Harris, Elise Danielle  
McGinnis, Annika Elizabeth Swanson\*  
Milligan, Kyle Sean

Nichols-Russell, Lydia Katarina\*  
Odenwald, Stacia Elise\*  
Onwonga, Jana Robina  
Suber, Alexandra Leigh  
Turner, Stephanie Elizabeth  
Wang, Erica

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### German

Brennan, Elizabeth C  
Butler, Kevin M

Joyner, Raleigh  
Marsteller, Sarah Louise\*

Rohrbach, Leanne Marcelle  
Vallandingham, Chadwick P

## Processional Faculty, Graduates, & Platform Party

### Welcome and Introductions

Dr. Mary Ellen Scullen  
Associate Director, School of Languages, Literatures, & Cultures

Dr. Fatemeh Keshavarz  
Director, School of Languages, Literatures, & Cultures

### SLLC Undergraduate Speaker

Mr. Benjamin K. Hsieh  
BA in Business Management and Spanish

Ms. Cara Reilly  
BA in English and Romance Languages

### SLLC Faculty Speaker

Dr. Andrew Schonebaum  
Department of East Asian Languages and Cultures

## Presentation of Graduates

### Germanic Studies

Dr. Regina Ianozi  
Dr. Hester Baer  
Dr. Elke Frederiksen

Arabic  
Dr. Sayed Elsis

Persian  
Dr. Nahal Akbari-Saneh

Russian  
Dr. Cynthia Martin

Second Language Acquisition  
Dr. Robert De Keyser

Spanish  
Dr. Eyda Merediz  
Mr. Fabian Faccio

Chinese  
Dr. Andrew Schonebaum

Japanese  
Dr. Lindsay Yotsukura

French  
Dr. Valerie Orlando  
Dr. Mercédès Baillargeon  
Dr. Sarah Benharrech

Italian  
Ms. Margherita Morando

Romance Languages  
Ms. Stefania Amodeo

Film Studies  
Dr. Hester Baer  
Dr. Valerie Orlando

+ *Magna Cum Laude*

\* *Summa Cum Laude*

Name: Phuong Hoang, Phd in Modern French Studies

Dissertation Title: The Sword and the Pen: Life Writings by Militant-Authors of the Việt Minh and Front de Libération Nationale (FLN)

Director: Dr. Valerie Orlando

This dissertation examines four life writings by militant-authors of the Việt Minh and Front de la Libération Nationale (FLN): Ngô Văn Chiêu's *Journal d'un combattant Viet-Minh* (1955), Đặng Văn Việt's *De la RC 4 à la N 4: la campagne des frontières* (2000), Si Azzedine's *On nous appelait fellaghas* (1976), and Saadi Yacef's two-volume *La Bataille d'Alger* (2002). The texts reveal that four key factors motivated the militants and led them to believe that independence from France was historically inevitable: (1) A philosophical, political, and ideological framework, (2) the support of multiple segments of the local population, (3) the effective use of guerrilla and psychological warfare, and (4) military, moral, and political assistance from international allies. By participating in and publishing on their respective national liberation movements, the four militant-authors leave their mark on the world using both the sword and the pen.

Name: Anne-Marie Lanz, Phd in Modern French Studies

Dissertation Title: "I will not let you know, my dear son": The Correspondence of Catherine de Charrière de Sévery, 1780-1783

Director: Dr. Sarah Benharrech

This dissertation examines the principles of education as understood through a three year long correspondence between an eighteenth century woman from the French speaking region of Vaud, now Switzerland, and her teenage son. Despite a great respect for the literature and ideas of the new pedagogues of the Enlightenment, Mme de Sévery maintained the traditional perspective of education of the Ancien Régime. To explore the concepts of education and instruction through the epistolary practice, this research is based on the corpus of a 107 letters that the mother wrote to her son between 1780 and 1783. The study analyzes the educational principles that appear through Mme de Sévery's letters in conjunction with three literary works of the 18th century: a familiar correspondence from Lord Chesterfield; a pedagogical treatise written as an epistolary novel by Mme de Genlis and the fundamental education treatise by J.J. Rousseau, *Émile, ou de l'Éducation*.

Name: Ilina Kachinske, Phd in Second Language Acquisition

Dissertation Title: The Role of Rules, Examples and Individual Differences in the Acquisition of Declarative and Procedural Second Language Knowledge

Director: Dr. Robert DeKeyser

The relevance of explicit instruction has been well documented in SLA research. However, one issue that is largely neglected in previous empirical studies — and one that may be crucial for the effectiveness of explicit instruction - is the timing and integration of rules and practice. The present study investigates the extent to which grammar explanation (GE) before practice, grammar explanation during practice, and individual differences impact the acquisition of L2 declarative and procedural knowledge of two grammatical structures in Spanish. In this experiment, a group of 128 English-speaking learners of Spanish were randomly assigned to four experimental treatments and completed comprehension-based task-essential practice for interpreting object-verb (OV) and ser/estar (SER) sentences in Spanish.

Results confirmed the predicted importance of timing of GE: participants who received GE during practice were more likely to develop and retain their knowledge successfully. Results further revealed that the various combinations of rules and practice posed differential task demands on the learners and consequently drew on language aptitude and working memory to a different extent. Since this correlation was the least observed in the conditions that received GE during practice, we argue that the suitable integration of rules and practice ameliorated task demands that were burdensome for the learner, and accordingly mitigated the role of participants' individual differences.

Name: Susan Benson, Phd in Second Language Acquisition

Dissertation Title: Explicit Written Corrective Feedback and Language Aptitude in SLA: Implications for Improvement of Linguistic Accuracy

Director: Dr. Robert DeKeyser

Most second language researchers agree that there is a role for corrective feedback in L2 writing classes. However, many unanswered questions remain concerning which linguistic features to target and the type and amount of feedback to offer. This study examined two new pieces of writing by 151 learners of English as a Second Language (ESL), in order to investigate the effect of direct and metalinguistic written feedback on errors with the simple past tense, the present perfect tense, dropped pronouns, and pronominal redundancy. This inquiry also considered the extent to which learner differences in language-analytic ability (LAA) mediated the effects of these two types of explicit written corrective feedback. Both treatment groups, direct and metalinguistic, performed better than the comparison group on new pieces of writing immediately following the treatment sessions, yet direct feedback was more durable than metalinguistic feedback for one structure, the simple past tense. Participants with greater LAA proved more likely to achieve gains in the direct feedback group. Overall, the findings of the present study confirm the results of prior studies that have found a positive role for written corrective feedback in instructed second language acquisition.

Name: Luis Fernando Charry, Phd in Spanish Language and Literature

Dissertation Title: Alan Pauls: Poeticas Del Anacronismo

Director: Dr. Laura Demaría

Alan Pauls (b. 1959) is an Argentine novelist and essayist whose work has barely been studied outside of Latin America. My scholarship is among the first to address his oeuvre and raise awareness of his importance to Contemporary Latin American Literature. The fundamental concept of my thesis is anachronism, which I develop by investigating the ways in which the present and the past are interconnected in the same temporal space. My dissertation has two parts. First, I develop an approach to Pauls' literary work that emphasizes its engagement with literary and cultural theory. How one can narrate a fictional text without strictly appropriating narrative devices? I suggest that Pauls' conception of literature is inevitably related to critical discourse. In the second part, I examine a trilogy that Pauls wrote about the 1970s in Argentina. Here I focus on how Pauls uses the 1970s to propose a new conceptualization of the "political." For Pauls, the "political" is not represented in the great events of a particular time but rather in the "effects" that these events produce. This interrelation between theory, politics, history, and fiction defines the path of my dissertation, which is just the "starting point" in my effort to reconfigure the map of the Latin American literary contemporaneity.

Name: Payman Vafae, Phd in Second Language Acquisition

Dissertation Title: The Relative Significance of Syntactic Knowledge and Vocabulary Knowledge in Second Language Listening Comprehension.

Director: Dr. Steven Ross

This dissertation study examines the role of vocabulary knowledge (VK) and syntactic knowledge (SK) in second language listening comprehension, as well as their relative significance. Unlike previous studies, the current project employed assessment tasks to measure aural and proceduralized VK and SK. In terms of VK, to avoid under-representing the construct, measures of both breadth (VB) and depth (VD) were included. Additionally, the current study examined the role of VK and SK by accounting for individual differences in two important cognitive factors in L2 listening: metacognitive knowledge (MK) and working memory (WM). Also, to explore the role of VK and SK more fully, the current study accounted for the negative impact of anxiety on WM and L2 listening. Data collected from 263 participants were subjected to several quantitative data analysis methods such as Rasch Modeling and Structural Equation Modeling (SEM). The results revealed a significant role for both VK and SK in explaining success in L2 listening comprehension, which differs from findings from previous empirical studies. Descriptive results of the SEM analysis also indicated to a more significant role for VK.