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Lecture 2019: Exploring Identity and Challenging Beliefs in Our Field

By Jorge L. Beltrán Zúñiga

Our annual signature event, the Applied Linguistics and Language Education (aka APPLE) Lecture, was held at Teachers College on February 22, once again bringing together students and professionals in TESOL and applied linguistics. This year's topics appealed to many current students and alumni given their practical relevance. Our guest speaker, Dr. Paul Kei Matsuda, professor of English and director of Second Language Writing at Arizona State University, shared his insights on issues that affect us all: identity in written discourse and the role of corrective feedback in second language teaching. Dr. Matsuda is best known for his work in second language writing, but the versatility of his research interests made the selection of the topics for the lectures particularly challenging. Given the high turnout, it would seem the choices were the right call. In the afternoon colloquium, Dr. Matsuda discussed how linguistic choices translate into writers' identities and the

importance of understanding how these choices affect their audience. In the evening lecture, he problematized the use of punitive assessment practices and invited us to reflect on the role of corrective feedback.

In the colloquium *Identity in Written Discourse*, Dr. Matsuda addressed one of the most popular yet least understood concepts in writing pedagogy: "voice." He problematized the notion of voice in the teaching of writing with a quote which highlighted the elusiveness of the concept and alluded to the difficulty of teaching students to "write in their own voice." In order to unify our frames of reference, Dr. Matsuda defined *voice* as "the amalgamative effect of the use of discursive and non-discursive features that language users choose, deliberately or otherwise, from socially available yet ever-changing repertoires" (Matsuda, 2001, p. 40). From this definition, it should be noted that the effect on the audience comes from choices that may

or may not be deliberate, a key issue to consider with language learners and novice writers. For example, writers will be perceived in different ways if they decide to use the ‘idealized dominant language practice’ (i.e. the “standard”), or if they employ a deviational ‘actual language practice.’

However, the study and teaching of voice has faced resistance from both teachers and researchers for various reasons (e.g. for its idiosyncratic nature, for being considered unteachable, or for its alleged association with Western culture). Therefore, Dr. Matsuda continued by discussing the findings of three studies that shed a positive light onto the exploration of voice and identity.

The first study provided evidence against the notion that individual voice is non-existent in so-called ‘collective’ cultures. In his 2001 study, Dr. Matsuda set out to investigate how individual voice might be constructed in Japanese and to identify a language-specific repertoire for doing so. He analyzed a database from a popular web diary in Japan. The analysis showed that individual voice was achieved through the deviational use of 1) self-referential pronouns, 2) Katakana, and 3) sentence final particles. For instance, by using self-reference pronouns and sentence final particles that are usually employed by men, the author of the popular web diary series, a married woman, constructed a unique writer identity. Her deliberate choice of deviational linguistic forms was key in constructing her individual voice in Japanese. This, however, also suggests that L2 writers might find difficulties in constructing their identity given their limited L2 language-specific repertoire (Matsuda, 2001).

The second study investigated the notion that voice is not relevant in academic writing. Matsuda and Tardy (2007) aimed at examining whether voice might play a role in a high-stakes academic situation. A manuscript by a novice scholar was independently reviewed by two

journal manuscript reviewers. In their reports and a follow up interview, both positioned the author as a relative novice. Some of the features that helped construct his voice as a novice writer were the choice of journal, rhetorical moves, (mis)use of terms, formatting, and his gender/race lens. These findings imply that voice does play a role in academic writing, even in the blind review process. While the author attempted to control his voice, he was not successful and was still perceived as a novice.

Finally, in a follow-up study, Tardy and Matsuda (2007) surveyed 70 editorial board members of six journals in applied linguistics, composition studies, and TESOL. An interesting finding was that a large proportion of reviewers had attempted to guess on certain aspects of the authors’ identities, such as experience in the field (61.4%), disciplinary background (48.6%), and linguistic background (42.9%). Some of the features that gave away the identity of the authors to the reviewers were display of breadth of knowledge, topic, representation of the field, and signs of the authors’ L1.

In this way, Dr. Matsuda provided some food for thought by challenging misconceptions of voice and discussing implications of identity for language learning. He discussed how voice is an ubiquitous concept in written discourse and reminded us it should not be ignored just because it is a complex phenomenon. Understanding that our discursive (and nondiscursive) choices have an effect on our audience is essential for language learners and novice writers. Raising their awareness of the effects of their choices can help them monitor their own discourse moves in order to help achieve their intended effects on readers.

The evening lecture continued to question paradigms, now in the context of corrective feedback. The lecture was entitled: *Beyond Corrective Feedback: Rethinking Feedback and Assessment in the Writing Classroom*. Dr. Matsuda

began by addressing the gap in the literature on the effectiveness of corrective feedback. While there is research in support of corrective feedback and its impact on learning transfer (Biltchener, 2008; Bitchener, 2010; Ellis, Sheen, Murakami & Takashima, 2008; Sheen, 2007), evidence is still limited, particularly considering that these studies also suggest that feedback does not necessarily lead to learning. When it comes to grammatical accuracy, feedback is given with the expectation that students will notice the differences between their performance and the “standard” grammatical structures, yet learners may fail to internalize these corrections.

Given the mismatch between the desired effects of feedback and the reality of its lack of uniformity, the question then becomes: if language learning outcomes are not achieved because they are unachievable, is it fair for students to be held accountable? If there is no intake upon receiving

corrective feedback, is the learner to blame? If not, Dr. Matsuda asks, “Why don’t we stop grading students for grammar development?” This does not mean that grammar is to be ignored or that feedback should not be provided. The invitation is to avoid punitive grading due to inaccuracies in their use of grammar. The expectation for teaching writing, then, is to require students to address their mistakes in a revised draft. While the language does not have to be perfect, they should demonstrate that they have reflected on their performance by explaining the rationale behind their revisions. A teacher’s focus, then, should be on this instructional sequence rather than on grading. Grading should not focus explicitly on grammatical accuracy. There are many other criteria that are often overlooked, such as: overall effectiveness, organization, audience awareness, genre appropriateness, vocabulary development, revision, and reflection, to name a few.

Finally, Dr. Matsuda shared a series of principles to be considered in order to encourage grammar learning.

Establish a productive working relationship. Rather than antagonizing different teaching and grading styles, teachers should work as a united front, and help one another when there are differences in teaching expertise. This remark is particularly important when we think of the differences in criteria between language and content area teachers. As language teachers, we should ultimately assess our students’ needs (including their concerns on writing for content area classes).

Discuss principles of SLA. Do not underestimate your students. They are most often eager to learn, and rather than having them rely solely on teacher feedback, discussion of language acquisition phenomena and learning strategies should be part of the class.

Discuss the rationale for your pedagogy. Students should understand why they are doing what is asked of them in class. For teachers, it might be very clear why a given activity is beneficial to their students. Learners, however, benefit from having learning goals made explicit, since the purpose of an assignment is not always transparent.

Discuss implications for grammar errors. Students sometimes minimize the importance of attending to grammar once they are able to get their meaning across. However, as pointed out in the afternoon discussion, their linguistic choices will affect how their voice is perceived. Discussing how errors may affect their intended meanings outside of the classroom can help raise awareness of the importance of grammar.

Discuss benefits of peer feedback. Many teachers give up on peer-feedback after a failed first attempt. However, successfully using peer-feedback requires training our students and discussing its benefits in our classes. Giving feedback to a peer, when done properly, involves reflection and requires a solid knowledge base. To get there, in turn, teachers need to be more persistent.

The APPLE Lecture 2019 successfully brought together TESOL/AL professionals to engage in meaningful discussions on topics that are relevant to us all. This was the case for the roughly hundred participants that attended the evening lecture. In its 19th iteration, the APPLE Lecture Series continues to

represent an opportunity to reflect on our practices and spark potential research agendas, as well as connect/reconnect with the Teachers College community. Stay tuned for next year's lecture, which will surely be another thought-provoking academic gathering.



Dr. Matsuda's full lecture and an interview will be available soon at the SALT Web Journal site: <https://tesol.columbia.edu/>

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46E Horace Mann: A Year in Review

By Allie King

This has been a busy and productive year in 46E Horace Mann, home to the Community Language Program (CLP) and the TESOL Certificate Program (TCP), as well as two developing programs: the International Researchers Language Program (IRLP) and the Language Program Management Certificate (LPM). We are excited to share some recent news about each of these programs!

CLP

As most are aware, the CLP is the AL/TESOL language

education lab school, which offers classes for learners of both English and select foreign languages. In the fall and spring semesters, we served nearly 700 language students in the CLP, while close to 60 M.A. students in TESOL and Applied Linguistics completed their practica. We saw a lot of hard work and reflection taking place in the CLP, especially on the part of our teachers-in-training. When asked about their CLP teaching experience, a couple of our practicum teachers had some great things to say:

“It has been a phenomenal experience empowering my students in the CLP. Inspired by their motivation, I strive to help each of them find their own voice in communication as an ESL speaker.” ~Chander Kuo-Yi Tseng (Practicum II)

“[The] CLP is a wonderful place to gain teaching experience - both initial and continuing. Thanks to [the] CLP, I learned so much about the nuts and bolts of an ESL career in a supportive atmosphere.” ~Roman Pechenov (Practicum II)

This summer we will implement an eight-week semester for the first time. The decision to lengthen the semester is aligned with our effort to better meet the needs of both the language learners

and our teachers-in-training in the M.A. and TCP programs by allowing more time for teaching and learning than the traditional five-week TC summer semesters.

TCP



This year marks the 20th anniversary of the TESOL Certificate Program (TCP). With a close collaboration with the Applied Linguistics & TESOL Programs, this program has offered a rigorous curriculum that reflects current research developments in the field of TESOL. Students are trained to make informed decisions about pedagogy based on their knowledge of how languages are learned, structured, and used, and with hands-on exposure to activities design and classroom management in the onsite part of the program.

TCP students, Alumni, and AL/TESOL students have also been given the opportunity to attend professional development workshops. Since summer 2017, we have given 16 workshops that were attended by 252 participants.

Further, since fall 2018, Post-Certificate Teaching Associate (PCTA) positions in the CLP have been granted to eligible TCP graduates to maximize their Program experience and enhance their classroom training. This is what one of them said about the opportunity:

“I was a Post-Certificate Teaching Associate at Teachers College in the fall of 2018, and it was a terrific experience in every way. I taught three 2-hour classes per week, which for me was just right, with strong continuity from class to class and plenty of time to prepare. My students were dedicated and hardworking, and also a lot of fun! The support from Teachers College was top-notch and I was mentored by the Program Director, whose experience and guidance were invaluable. Overall, I’m tremendously grateful for the PCTA program. I can’t imagine a better way to begin my TESOL career!” ~ (Peter Knapp, PCTA Fall 2018)

IRLP

2018-2019 was the inaugural year of IRLP, a new developing program for international researchers at Columbia, Teachers College, and other higher education institutions around the tri-state area. To determine the various needs of the international scholars the program would support, data were collected in spring 2018 through a survey administered to 206 international researchers at Columbia. Based on the identified language development needs, two courses were designed by instructors Elizabeth Reddington and Nadja Tadic in cooperation with CLP Director Dr. Silvana Dushku. Elizabeth and Nadja are both seasoned doctoral students in the Language Use track of Applied Linguistics at Teacher College.

The two hybrid courses, *Academic Research Writing for International Researchers* and *Academic Culture and Communication for International Researchers*, have both had successful fall and spring semesters, serving 70 scholars with L1 backgrounds in over 10 different languages who were working as visiting researchers at Columbia and Teachers College as well as at other institutions, including the University of Pennsylvania. Here are some comments the scholars have made about their experience in the IRLP courses:

“This is my first systematic study of how to do a normative academic presentation. In the Academic Culture and Communication course, I have learned a lot about the North American culture and cross-culture academic knowledge and skill which will be of great help and inspiration for my

future academic research and thesis presentation!” ~ (Peijun Han, TC Visiting Scholar in Music Education, Academic Culture & Communication course)

“I’m in my forties, and I’ve published several papers in academic journals in English, without learning how to write academic papers systematically. This is a useful course to get the overview of academic writing and to have essential strategies and moves under your belt.” ~ (Anonymous, Academic Research Writing course)

We were happy to welcome the next cohort of scholars this past May.

LPM

This year, we are working closely with Applied Linguistics & TESOL faculty and graduate students, as well as the Office of the Provost for Digital Learning to develop a new online language program management (LPM) certificate. This unique program is designed to train language professionals to design, develop, manage, and evaluate language programs. The four online courses introduce aspects of program administration and operations, curriculum design and review, teacher development and supervision as well as program accreditation, assessment, and accountability.

Domestic and international students enrolled in or graduated from M.A. in TESOL, M.A. in TFL, M.A. in IEM programs, B.A. in language, as well as language program administrators have the opportunity to attend the LPM Certificate Program. At least five years of experience in teaching English or other languages are required.

The program will launch in January 2020. We count on you to help us spread the word about this program and hope to serve those of you who choose to apply!

Celebration of Teaching

By Hannah Van-Dolsen

The fifth annual Celebration of Teaching conference, “Embracing Multilingual Learners Through Storytelling: Access, Equity, and Agency” occurred at TC on Saturday, March 9th. This conference is organized by the TESOL PreK-12 track with the goal of exchanging practical and creative activities and methods for engaging multilingual learners in the classroom. The hope is that attendees will be able to bring new ideas into their classrooms immediately. One 2019 participant even exclaimed, “I can use this next week in my middle school classroom!”

The conference had over 80 registered participants and was an inspiring day for all with seven round robin-style presentations, as well as a keynote address from Dr. Emma Otheguy. During these innovative and exciting demo lessons, presenters engaged attendees in a variety of different subject matter. Attendees placed in small groups participated as mock-students in each demo, asking specific questions afterward about the makeup of the lesson, as well as its potential for extension and development. The presenters included three TC students in the TESOL PreK-12 program, Rebecca Rose: *Variations on a Micrologue: Understanding Narrative Structure in the Elementary School*, Xiaozhou Liu: *Using Collaborative Storytelling to Build Vocabulary*, and Zoé Schroeder: *Learning Character Traits with Instagram*. Schroeder’s presentation included a variety of props to help students develop character traits for their chosen stuffed animal. This playful activity gave students the chance to explore characterization within curriculum in a unique way that responds to our increasingly technological world. Students created narratives for specific characters and were expected to post them to a private, class-based Instagram account.



The activity also allowed for community-building and collaboration.

In addition, there was one presenter from the TESOL general track, Chander Kuo-Yi Tseng: *A ‘Bird Box’ Approach: Vocabulary Learning through Information Gap & Video*. Chander’s lesson was geared to adults, though it could be adapted for many types of learners, and sought to engage students in vocabulary related to weather patterns and climate change. Students worked in pairs; one student watched video footage without sound and then recounted it to their partner. Students then switched places and had the opportunity to watch the clip. This activity allowed for visual support, which is especially important for multilingual learners, as well as opportunities for discussion and negotiation of meaning. Finally, Van Anh Tran from the TC Social Studies track presented with *Crash Course- Students as Experts in the Social Studies Classroom*. Van Anh’s lesson

redefined what a “historian” is and allowed for students to explore the topic of justice through a variety of scenarios. These scenarios forced students to make difficult decisions and think about choices they would make when put into seemingly impossible circumstances.



Zoé Schroeder demonstrating her lesson on *Learning Character Traits with Instagram*

The other two presentations were delivered from TC graduates in the TESOL PreK-12 track.

Both of these presenters participated in the planning and execution of previous CoT conferences, and we were very excited to have them back! Eliza Desind presented *Sentence Expansion: Writing with Questions* and Brendan Gillett presented *Picturing Empathy in Story Books*. Gillett’s presentation was a small sample of a unit he uses at International High School Prospect Heights, which is specifically designed for students learning English. First, the demo involved a read-aloud of the children’s book *Red: A Crayon’s Story* by Michael Hall. After reading together, students brainstormed some themes from the book and using sentence starters, decided which theme they wanted to focus on. Gillett’s lesson exemplified how children’s literature can be an accessible platform for exploring deeper and important themes with high school learners.

After the demos, there was a keynote address from Dr. Emma Otheguy. Otheguy is a children’s author and historian who seeks to share stories and celebrate Latinx historical figures and heroes. In her address, she shared her own experiences as a multilingual learner in the public school system and how she struggled navigating different spaces as a Cuban American young girl and woman. She encouraged attendees to support and celebrate *all* learners and explained how books can be such an incredible way to do so. Attendees left with additional resources to bring into their classrooms and with anticipation for Otheguy’s young adult novel, *Silver Meadows Summer*, which was released in April of this year.

Celebration of Teaching is thanks to the continued support of students and faculty. A particular thanks to John Balbi, Nancy Boblett, and Tamika Bota for making this event possible each and every year. An additional thanks to the Office of the Vice President for Diversity and Community Affairs and the TC Student Senate for their support. We look forward to the March, 2020 conference, and we hope to see you there!

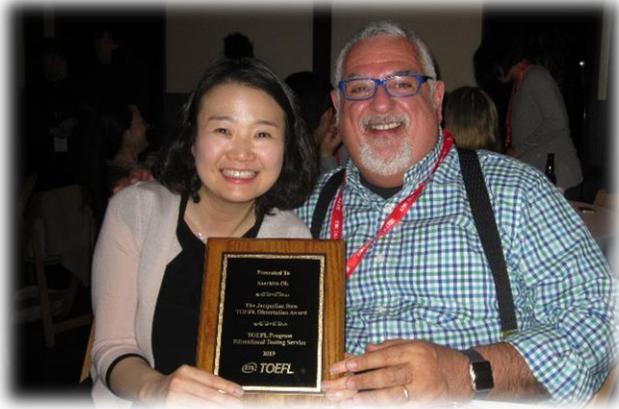
The Assessment Buzz at TC

By Fred Tsutagawa

The 2018-19 academic year has been an extremely busy and eventful one for students and faculty in the Assessment Track of the Applied Linguistics & TESOL Program. Some received various awards, grants & honors and published papers, while many others presented at major conferences. Here are the highlights from the past year, and congratulations to everyone for your hard work and well-deserved recognition. *Well done!*

Award & Grant Recipients

Saerhim Oh



Dr. Saerhim Oh won the 2019 Jacqueline Ross *TOEFL* Dissertation Award for her 2018 doctoral thesis, “Investigating test-takers’ use of linguistic tools in second language academic writing assessment.” She follows in the footsteps of our very own Dr. Kirby Grabowski, who won this very prestigious award in 2011. That makes two now for Professor Purpura! (But who’s counting?)

Yuna Seong

Yuna was the recipient of the 2018 MwALT (Midwest Association of Language Testers) Graduate Student Award for Excellence in Language Assessment Research, known more commonly as the MwALT “Best Student Paper Award.” She presented her paper, “Examining the cognitive dimension of L2 academic speaking ability through a scenario-based assessment approach,” in September at the University of Wisconsin at Madison.

Heidi Liu Banerjee

Dr. Heidi Liu Banerjee, who successfully defended her dissertation on February 21st—*Congratulations!!!*—has some other notable achievements this year. In February, she was awarded one of the 2018 ETS *TOEFL* Small Grants for Doctoral Research in Second or Foreign Language Assessment to help her complete her dissertation work. In October, presenting her dissertation results at a major conference for the first time, she won the 2018 ECOLT (East Coast Organization of Language Testers) Best Student Presentation Award for her paper entitled, “Measuring complex constructs of second language communicative competence using scenario-based assessment.” For her current work at Northeastern University (NU) in Boston, Massachusetts, she won the 2018 NU Global Teaching Excellence Award for going above and beyond for her ESL students.

Jorge Beltrán

Jorge was one of five recipients of the 2018 British Council Assessment Research Award to assist in his doctoral dissertation research. He is designing an innovative scenario-based speaking assessment that examines the impact of choice on student responses.

Qie (Chelsea) Han

Chelsea received a Teachers College Provost's Grant for Conference Presentation and Professional Development this year. Officially a Doctoral Candidate now, she is currently collecting and analyzing her dissertation data that looks at the effects of rater working memory capacity on the scoring of L2 speaking performance.

Other Honors

Our very own Professor James Purpura has been appointed as a member of the committee on *Foreign Language Assessment for the U.S. Foreign Service Institute* in the National Academy of Sciences, Engineering and Medicine's Division of Behavioral and Social Sciences and Education. Congratulations to Dr. Purpura for such a distinguished appointment!

Student Conference Presentations

The Assessment Track doctoral students were also very active at many major conferences over the past year:



MwALT 2018 at the University of Wisconsin at Madison

In September, Yuna Seong and Michelle Stabler-Havener were each able to present their own original doctoral research at the conference. Yuna presented her pilot study results (see Award above), and Michelle (pictured) spoke on the topic of “Assessing K-12 teachers’ language assessment literacy.”

ECOLT 2018 at Educational Testing Service in Princeton, NJ

At ECOLT this past October, Qie (Chelsea) Han and Heidi Liu Banerjee each presented their own dissertation work at the conference. In addition, several students from Dr. Payman Vafae's A&HL 6000 Second Language Test Validation course from the Spring 2018 semester presented their final project results. Among them were Jorge Beltrán, Brian Carroll, and Peter Kim (from the SLA Track) as co-authors on one project, and Hee-Jin Kim, Michelle Stabler-Havener, Andrea Durkis, and Payman Vafae on another.

LTRC 2019 in Atlanta, GA

Dr. Heidi Liu Banerjee presented her completed dissertation results at the 2019 Language Testing Research Colloquium (LTRC), which was held this March in Atlanta, Georgia. Her paper was called, “Justifying the use of scenario-based assessment to measure complex constructs of communicative language competence.”

AAAL 2019 in Atlanta, GA

Taking place immediately after LTRC, Jorge Beltrán, Qie (Chelsea) Han, and Michelle Stabler-Havener were able to showcase their respective dissertation work at the American Association of Applied Linguistics (AAAL) conference in March. Jorge spoke on “Test-taker choice in scenario-based assessment of spoken argumentation.” Chelsea's presentation was titled, “Investigating the effects of rater expertise and working memory capacity on the scoring of L2 speaking performance.” Michelle presented “The effect of feedback on learning the context of classroom-based language assessment.”

British Council New Directions Conference in Language Assessment in Mexico City, Mexico

Two doctoral students, Colin Barnett and Jorge Beltrán, and Professor James Purpura attended the British Council New Directions Conference in Language Assessment in Mexico City, Mexico, from March 21-23. Colin presented on the topic, “Unearthing spontaneous assessment events in

student-teacher conferences,” and Jorge spoke on “Testing spoken argumentation: Impact of choice on scenario-based assessment.” As an invited plenary speaker, Jim Purpura’s presentation was entitled, “Insights gained from using a learning-oriented approach to scenario-based assessment.” They await a decision on whether their work will be published in the conference proceedings.

Other Invited Keynotes, Plenaries, Workshops, and Lectures

Even though Professor Purpura has been on a half-year sabbatical since the Spring term (don’t worry, he will return to TC in Autumn 2019!), he was not to be outdone by his students and has been extremely busy attending conferences and writing (show us how it’s done, Jim!). The following are a list of his various additional speaking engagements:

- Purpura, J. E. (2019). Invited Workshop. The foundations of language assessment. USIA/Ministry of Education in the Dominican Republic, Santo Domingo, Dominican Republic.
- Purpura, J. E. (2019). Insights gained from using a learning-oriented approach to scenario-based assessment. 1st *International Perspectives on Assessing World Languages Conference*, Cairo, Egypt.
- Purpura, J. E. (2018). Invited Plenary. What scenario-based assessment offers that traditional or task-based language assessment don’t. Twentieth Anniversary of the CILS Exam, University for Foreigners of Siena, Siena Italy.
- Everson, H., & Purpura, J. E. (2018). Reexamining the measurement of the DLI ELC Exam. Defense Language Institute, English Language Center, San Antonio, Texas.
- Purpura, J. E. (2018). Invited Plenary. Building an argument for a meaning-oriented model of L2 proficiency. University of Macau Language Assessment Conference.
- Machetti, S., & Purpura, J. E. (2018). Examining claims underlying the B1 Level CILS Exam—A certification test of Italian as a foreign language. University of Macau, Macau.
- Purpura, J. E. (2018). Invited Plenary. The affordances of using scenario-based assessment for a comprehensive measurement of content and language-integrated learning outcomes. The *Lingua e Nuova Didattica (LEND) Conference*, Portonovo, Italy.



(Mostly) Past and present students of Prof. James Purpura at the LTRC
2019 banquet in Atlanta, GA on March 7th, 2019

Language Assessment Publications

Marcus Artigliere

Artigliere, M. (May, 2019). The proficiency, instructional and affective domains of long-term English language learners: A review of the research. *Teaching English as a Second or Foreign Language- Electronic Journal*. Available from: <http://www.tesl-ej.org/wordpress/>

Heidi Liu Banerjee

Banerjee, H. L., & Timpe-Laughlin, V. (2019). Designing an end-of-unit assessment for a computer-based pragmatics learning tool: First steps toward a prototype module (Research Memorandum No. RM-19-01). Princeton, NJ: Educational Testing Service. Available from: <https://www.ets.org/Media/Research/pdf/RM-19-01.pdf>

Banerjee, H. L. (2019). A dynamic view on advice giving in dyadic interaction. In Z. Han (Ed.), *Profiling the dynamic system of learner language* (pp. 83-103). Multilingual Matters.

Michelle Stabler-Havener

Stabler-Havener, M. L. (2018). Defining, conceptualizing, problematizing, and assessing language teacher assessment literacy. *Studies in Applied Linguistics & TESOL*, 18(1), 1-22.

Professor James Purpura

Purpura, J. E., & Dakin, J. W. (2020). Assessment of the linguistic resources of communication. In C. Chapelle (Ed.), *The Concise Encyclopedia of Applied Linguistics: Assessment and Evaluation* (pp. 1-10). Oxford, UK: Wiley.

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LANSI 2018 – 2019: A Year in Review

By Kelly Frantz

The Language and Social Interaction Working Group (LANSI) experienced another productive year. Founded by Dr. Hansun Zhang Waring in 2010, LANSI brings together students and scholars who work with audio- and video-recorded data from naturally occurring interaction. Through the group's monthly data sessions and annual conference, LANSI promotes dialogue among analysts and students from diverse fields of language and social interaction.

The 8th annual LANSI conference took place at Teachers College on October 12-13. The invited speakers this year were Srikant Sarangi from Cardiff University and Rebecca Clift from the University of Essex. Sarangi's talk, titled "Modes of En'gaze'ment and Analytic Accountability in Discourse and Interaction Studies," centered on the notion of "data-driven-ness" – a characteristic at the heart of research in discourse and interaction. He explained that no single interpretation of the data is guaranteed. Rather, it is possible that "the same data can be subjected to different – and even competing – formats of data-driven-ness."

Clift's presentation was titled "On 'filthy looks' and skeptical looks: facial expression, visibility, and action." She analyzed instances of



conversational repairs that follow two types of looks: filthy looks and skeptical looks. Her purpose was to understand to what extent these looks constitute actions during face-to-face interaction. During a conversation after her presentation, Clift commented on the analytical power of discourse studies to address mundane interactional occurrences, such as body language: "I show my students something that they are utterly familiar with, like an eye roll or a drop of a hand to the table, and then we start to look at, literally, 'why that now?' What is exciting in data sessions is learning how to see, learning how to interrogate the data, and seeing that there are questions to be asked."

In addition to the plenary speakers, the diverse group of presenters covered a wide range of topics, such as complaints during teacher-mentor post-observation meetings, reported thought in writing center talk, telepresence robots

in healthcare settings, and university police dispatchers' interaction during 911 calls.

Presenters and participants shared their experiences at LANSI through our Humans of LANSI initiative, which featured photos and brief interviews with LANSI participants on our social media accounts. One presenter, Joshua Raclaw from West Chester University, shared his thoughts on the conference: "This is my third LANSI conference...It's my favorite conference because it's the perfect size, it's small ... and it's smart." During his presentation, Raclaw, along with Amanda Berger, Caroline Fritz, and Samantha Mineroff, explored the role of interpersonal touch as a resource for developing shared understanding.

Another presenter, Katie E. Bradford from the University of Texas at Austin, explained: "My advisor, Dr. Jürgen Streeck, recommended that I attend LANSI. He was here last year as a plenary speaker and he forwarded the announcement to me. I thought, that sounds like a great place to be! I met a lot of interesting people here – from retired scholars all the way down to young new scholars, and everyone is so encouraging and inspiring!



Bradford and her colleague, Matthew Bruce Ingram, presented on how families develop interactional strategies to integrate smartphone use into their dinner conversations.

The 8th annual meeting of LANSI successfully brought together experienced analysts and newcomers from all over the world to share their work and engage in diverse intellectual exchanges. The success was largely thanks to the LANSI 2018 Co-chairs: Hansun Waring, Di Yu, Carol Lo, and Allie King.

The 9th annual LANSI conference will be on October 11-12, 2019. Invited speakers will be Elizabeth Couper-Kuhlen (University of Helsinki) and Steven Clayman (UCLA). LANSI is currently calling for proposals. Abstracts are welcome from colleagues working on a variety of topics using discourse-analytic approaches that include but are not limited to conversation analysis, interactional sociolinguistics, linguistic anthropology, and critical discourse analysis. The deadline for electronic submission is June 15, 2019. For more information, visit www.tc.edu/lansi.

LANSI continues to meet for monthly data sessions, during which both experts and novices interested in working with data from naturally-occurring interaction are invited to collaborate. For dates of our data sessions and more information, please visit our website at www.tc.edu/lansi or contact us at lansi@tc.edu. You can also follow us on Twitter @lansi_tc.

Discourse Publications

Boblett, N. (2018). Doing exploratory talk in the language classroom: A sequential account. *Hacettepe University Journal of Education*, 33, 261-177.

King, A. H. (forthcoming). Curating the Q&A: The art of moderating webinars. In H. Z. Waring & E. Reddington (Eds.), *Communicating with the public: Conversation analytic studies*. London, U. K.: Bloomsbury.

King, A. H. (2018). Collaborative completions in everyday interaction: A literature review. *Teachers College, Columbia University Working Papers in Applied Linguistics & TESOL*, 18(2), 1-14.

King, A. H. (2018). Joint initiation and joint feedback: Connecting collaboration with pedagogy in co-teaching. *Hacettepe University Journal of Education*, 33, 4-15.

King, A. H. (2018). Doing being the moderator: Use of 'Respondent Selection' during webinar Q&As. *Teachers College, Columbia University Working Papers in Applied Linguistics & TESOL*, 18(1), 23-30.

King, A. H. (2018). [Review of Raymond, G. Lerner, G. & Heritage, J. (2017) *Enabling Human Conduct: Studies of Talk-in-interaction in Honor of Emanuel A. Schegloff.*] *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 18(1), 51-55.

Lo, C. H. Y., & Tadic, N. (forthcoming). Managing a delicate telling in the adult ESL classroom: A single case analysis. In J. Wong & H. Z. Waring (Eds.), *Storytelling in multilingual interaction: A conversation analysis perspective*. New York: Routledge.

Lo, C. H. Y., & Yu, D. (forthcoming). Enabling institutional messaging: TV journalists' work with interviewee responses. In H. Z. Waring & E. Reddington (Eds.), *Communicating with the public: Conversation analytic studies*. London, UK: Bloomsbury.

Lo, C. H. Y. (2019). Wearing two hats: managing affiliation and instruction when responding to learner-initiated experiences in the adult ESL classroom. *Classroom Discourse*. <https://doi.org/10.1080/19463014.2019.1602843>

Reddington, E., Clemente, I, Waring, H. Z., & Yu, D. (in press). "Doing being collegial": Participants' positioning work in Q&A sessions. In C. Ilie (Ed.), *Questioning-answering practices across contexts and cultures*. Amsterdam: John Benjamins.

Reddington, E., Yu, D., & Tadic, N. (forthcoming). A tale of two tasks: Facilitating storytelling in the adult ESL classroom. In J. K. Hall & S. Looney (Eds.), *The embodied achievement of teaching*. Bristol, U. K.: Multilingual Matters.

Discourse Presentations

Reddington, E., Tadic, N., Lo, C., & Yu, D. (2019, March). Co-constructing rapport in English as a Second Language classroom contexts. Paper presented at the Annual Conference of the American Association for Applied Linguistics (AAAL), Atlanta, GA.

Tadic, N. (2019, March). Socializing egalitarianism in parent child interaction. Paper presented at the American Association of Applied Linguistics (AAAL): Atlanta, GA.

Takahashi, J. (July, 2019). Answering vs. exploring: A comparative study of participation styles by native-English-speaking students and East Asian students in the American graduate classroom. Paper to be presented at The Japanese Society for Language Sciences (JSLS), Sendai, Japan.

Yu, D. (2019, July). Practices for configuring safe passing distances in horseback riding lessons. Paper to be presented as part of the Panel *Embodied Practices in Sports and Performing Arts* at the 2019 International Institute for Ethnomethodology and Conversation Analysis (IEMCA) conference, Mannheim, Germany.

Yu, D., & Lo, Carol. H. Y. (2019, March). "It's not mommy's fault:" Socializing a child into a moral being at mealtime. Paper to be presented as part of the Colloquium *Language Socialization in Parent-child Interaction: Conversation Analytic Accounts* at the American Association for Applied Linguistics Annual Conference (AAAL), Atlanta, GA.

Yu, D. (2018, November). Spatially emergent learning opportunities in horseback riding lessons. Paper presented the 11th Australasian Institute of Ethnomethodology and Conversation Analysis (AIEMCA) Conference, University of Macau, Macau.

Reddington, E., Yu, D., & Tadic, N. (in press). A tale of two tasks: Facilitating storytelling in the adult ESL classroom. In J. K. Hall & S. D. Looney (Eds.), *The embodied achievement of teaching*. Bristol: Multilingual Matters.

Reddington, E. (2018). Managing participation in the adult ESL classroom: Engagement and exit practices. *Classroom Discourse*, 9(2), 132-149.

Tadic, N. & Yu, D. (forthcoming). Constructing the audience in informational media Interviews. In H. Z. Waring & E. Reddington (Eds.), *Communicating with the public: Conversation analytic studies*. London, U. K.: Bloomsbury.

Tadic, N. & Box, C. D. (forthcoming). Attending to the interpersonal and institutional contingencies of interaction in an elementary classroom. In J. K. Hall & S. Looney (Eds.), *The embodied achievement of teaching*. Bristol, U. K.: Multilingual Matters.

Tadic, N. (2019). "My brain hurts:" Incorporating learner interests into the classroom. *Language and Education*, 33(1), 68-84.

Takahashi, J. (2019). East Asian and native-English-speaking students' participation in the graduate-level American classroom. *Communication Education*, 68(2), 215-235.

Takahashi, J. (2018). Practices of self-selection in the graduate classroom: Extension, redirection, and disjunction. *Linguistics and Education*, 46,70-81.

Takahashi, J., & Song, G. (2018). In pursuit of conversation analysis: An interview with Professor John Heritage. *Teachers College, Columbia University Working Papers in Applied Linguistics & TESOL*, 18(1), 59-63.

Waring, H. Z., & Reddington, E. (Eds.) (forthcoming). *Communicating with the public: Conversation analytic studies*. London: Bloomsbury Publishing.

Waring, H. Z., & Song, G. (2018). Advice in education. In E. MacGeorge & L. Van Swol (Eds.) *The Oxford handbook of advice* (pp. 217-236). Oxford: Oxford University Press.

Waring, H. Z., Reddington, E., Yu, D., & Clemente, I. (2018). *Going general: Responding to yes-no questions in informational webinars for prospective grant applicants. Discourse & Communication*, 12(3), 307-327.

Yu, D., & Tadic, N. (forthcoming). Narrating the visual: Projecting and accounting for actions in webinar Q&As. In H. Z. Waring & E. Reddington (Eds.), *Communicating with the public: Conversation analytic studies*. London, U. K.: Bloomsbury.

Yu, D. (2019). Bill Maher Profile. In J. Baumgartner (Ed.), *American Political Humor: Masters of Satire and Their Impact on U.S. Policy and Culture*. ABC-CLIO.

Yu, D., & Tadic, N. (2018). Narrating the Visual: Accounting for and Projecting Actions in Webinar Q&As. *Working Papers in Applied Linguistics & TESOL*, 18(1), 31-35.

Messerli, T., & Yu, D. (2018). Multimodal Construction of Soccer-Related Humor on Twitter and Instagram. In R. Askin, C. Diederich, & A. Bieri (Eds.), *The Aesthetics, Poetics, and Rhetoric of Soccer*. Routledge.

Recent Awards

Junko Takahashi:

East-Asian Students' Self-selection Practices in the American Graduate Classroom: A Conversation Analytic Study
Teachers College Vice President's Grant for Student Research in Diversity

Elizabeth Reddington:

Managing Multiple Demands in the Adult ESL Classroom: A Conversation Analytic Study of Teacher Practices
Teachers College Research Dissertation Fellowship

Gahye Song:

Person References in Korean
NFMLTA (National Federation of Modern Language Teachers Association) Dissertation Support Grant

Nadja Tadic:

Diversity in the Adult ESL Classroom: A Microanalysis
Teachers College Vice President's Grant for Student Research in Diversity

SLA PUBLICATIONS

Natalia Sáez

Publications (book chapter):

1) Sáez, N. (2019). A dynamic view on prepositions, modal auxiliaries and metaphorical functions in dyadic interaction. In Z.-H. Han (Ed.), *Profiling Learner Language as a Dynamic System* (pp. 48-82). New York, USA: Multilingual Matters.

Conference Presentation:

2) Sáez, N. (2019, September). L2 development of prepositions, modal auxiliaries and metaphorical functions from a complex dynamic systems view. Barcelona Summer School on Bilingualism and Multilingualism. Barcelona, Spain.

Farah Akbar

Publications:

- 1) Akbar, F. S. (2019). A Dynamic View on Topic Management in Dyadic Interaction. In Z.-H. Han (Ed.), *Profiling Learner Language as a Dynamic System* (133-155). New York, USA: Multilingual Matters.
- 2) Akbar, F. S. (2019). Engaging Language Learners Through CALL [Review of the book, by N. Arnold & L. Ducate]. *The Linguist List*: doi: <http://linguistlist.org/pubs/reviews/browse-by-pub1.cm>.

Awards:

- 1) Provost's Grant for Conference Presentation & Professional Development, May 2019.

Conference presentations:

- 1) Second Language Research Forum (SLRF, September 2019), individual paper presentation title: *Interactional Feedback in Naturalistic Synchronous Text and Voice-Based CMC* (Michigan State University, Michigan).
- 2) Computer Assisted Language Instruction Consortium (CALICO, May 2019), individual paper presentation title: *Interactional Feedback in Written & Voice-Based SCMC*.
- 3) American Association of Applied Linguistics (AAAL, March 2019), individual paper presentation title: *Interactional Feedback in Text-based and Voice-based SCMC*.
- 4) *Studies in Applied Linguistics and TESOL, REAL Doc* (October 2018). *Feedback in SCMC*.
- 5) TESOL/AL Roundtable Research and Pedagogy Forum (April 2018), Dept. of Arts & Humanities, TCCU: *Interactional Feedback in SCMC*.

TESOL/AL Roundtable

By Anansa Benbow

The TESOL/AL Roundtable is proud to say that it hosted thirteen events during the 2018-2019 school year. The committee's events ranged from socials to research forums and brought representatives together from all three tracks of Applied Linguistics and TESOL. Fall 2018 started off strong with a game night and research-focused event, both in September. Social Operations Co-Chairs, Deepika Vasudevan and Hannah Van-Dolsen, arranged socials which engaged the program through study breaks, ramen, and ice cream. Research Operations Co-Chairs, Laurel Dispenza and Kelly Frantz worked diligently to provide multiple research-focused discussions throughout the year. Students in our program received an introduction to research in the field, tips from doctoral candidates, tips on writing literature reviews, and suggestions for resumé and cover letter enhancement. The TESOL/AL Roundtable hosted two Research and Pedagogy Forums under the leadership of Chander Kuo-Yi Tseng, Roundtable Operations Chair. The forums provided a space for 13 students to present their work to the Teachers College community.



Holiday Party



Doctoral students sharing about their respective branches of research



TESOL/AL 101 Event

CENTER FOR INTERNATIONAL FOREIGN LANGUAGE TEACHER EDUCATION (CIFLTE)

Yonkers Public School Workshops

CIFLTE partnered up with Yonkers Public Schools and provided professional development workshops to 30 teachers to improve the quality of English and foreign language instruction.

'As a teacher who went through this program, I agree that the Center's work is both interesting and impactful.' - Timothy Montalvo (Martin Luther King Jr. Academy)



Osaka Summer Program

The Summer TESOL/TCSOL Dual Certificate Program in Osaka, Japan this year marked the very first time we held the summer program in a new location in addition to Beijing. The student body represented a variety of backgrounds including expatriate English teachers in Japan, local Chinese teachers, and Chinese/English teachers from other countries/regions such as mainland China, Hong Kong, and the US.

Public Talk: Economics Perspective on Second Language Learning

Professor Weiguo Zhang from Shandong University, China, gave two talks on the trade effect of English as a lingua franca and on Chinese acquisition in relation to the linguistic distance between Chinese and the learner's native language. Attendees, mostly students from TESOL/AL and the TCSOL Certificate Program, were fascinated and inspired by such a new perspective on the study of second language learning.



CIFLTE Open House / Chinese New Year Celebration

CIFLTE's signature event – CIFLTE Open House / Chinese New Year celebration – was held by the current TCSOL students again in Everett Lounge at TC this year. Over 100 guests attended this event, showing great interests in the programs offered at CIFLTE while enjoying the celebration of Chinese culture. Among the guests were potential students, CIFLTE alumni, TESOL/AL faculty members, TC admin representatives, and the legendary Dr. Larry Selinker!

Workshop: Mobile Language Learning and Teaching: Know-How for A Smart Classroom

CIFLTE invited Dr. Sonia Rocca from The Lycée Français de New York to give a one-day continuing professional development workshop /on incorporating the use of technology in the classroom of foreign language. This workshop was offered both onsite at TC and also online, attended by over 40 teachers of different languages from New York, other states of the US, and even other countries.





English Language Programs recognizes top participant institutions of 2018-19: Teachers College, Columbia University

Every year, hundreds of applicants compete for the opportunity to teach abroad through the English Language Fellow Program. Sponsored by the Department of State and administered by Georgetown University, the program sends highly qualified U.S. educators in the field of second language learning abroad on 10-month assignments to perform a range of teaching and training assignments at targeted host institutions.

But who are these applicants and how do they gain the necessary training and expertise to have a successful overseas teaching experience? Along with relevant teaching experience, Fellows must have earned an MA TESOL or similar credentials, in order to apply. While this degree is offered at a number of institutions around the country and the world, several universities have consistently stood out as regularly producing a large number of Fellows.

This year, the English Language Programs named Teachers College, Columbia University, as the top Fellow producing institution for 2018-2019. Teachers College was recognized in March during a special invited speakers' session at the 2019 TESOL International Convention & English Language Expo in Atlanta, Georgia, for its consistent support of the English Language Programs through their graduates.

Teachers College alumni Chloe Bellows (Brazil), Christina Berry (Lithuania), Saada Muntasser (Bahrain), Allison Orr (Thailand), Lyndsey Reed (Turkey), Cara Schroeder (Mexico), Megan Shudde (Morocco), and Rachel Wang (Indonesia) are all currently serving as Fellows. The program recently spoke with three of these alumni - Chloe Bellows, Megan Shudde, and Rachel Wang - who shared their reflections on their experience at Teachers College and how they are using what they gained there as a foundation for their current work. All three credit TC's strong international perspective and active support of the English Language Program as fundamental to their interest in their decision to become a Fellow.

Bellows started her fellowship in the Municipal Education Secretariat in Joao Pessoa, Brazil, in February of this year, an "off-cycle" assignment that follows the different academic calendar in the southern hemisphere. She is supporting the development of teacher training in a new bilingual school and wasn't at all surprised to hear Teachers College had been recognized. "I have gone straight back to the topics I studied at TC to develop training materials and presentations here in Brazil. However, sometimes I have to condense an entire semester-long class into a one-day workshop," she added with a laugh.

Shudde is teaching undergraduate students at the Ben M'Sik Faculty of Letters and Humanities at Hassan II University in Casablanca, Morocco, and is also involved in public school teacher training programs. She credits her co-curricular "student job" in the Pre-College Program with Chinese students as central to her passion for English language teaching and desire to work abroad. Although she had studied Arabic and Spanish as an undergraduate, her first overseas job was in China; she finally has been able to put her Arabic speaking skills to work this year. "Every day is exciting," Shudde stated. "I get to imagine something new and then create a project that brings it to life." She particularly enjoys giving her Moroccan colleagues tools to help students work collaboratively.

Wang is teaching undergraduates and doing teacher training at Sam Ratulangi University in Manado, Indonesia. She particularly credits the Phonetics and Phonology class with Howard Williams, the Pedagogical English Grammar class with Vivian Landhardsen, and her Practicum with Nancy Boblett as being central to her current efforts. “The two biggest things I got out of my time at TC were having a community of passionate teacher-scholars and the practical experiences of teaching as well as organizing events and presenting research.”

The English Language Program congratulates Teachers College and acknowledges its profound effect on the quality and quantity of both applicants and Fellows



Saada Muntasser training colleagues of Non-Standard Arabic and Modern Standard Arabic in TEFL in Bahrian



Lyndsey Reed completing a Task-Based learning and Teaching certificate program for local English teachers and community youth in Turkey



Christina Berry collaborating with the Lithuanian Association of Teachers of English as a Foreign Language, LAKMA to facilitate a teacher training conference in Lithuania

Alumni Profiles:

Chaya R. Nove (Class of '11)

After Graduating from the master's program at TC in 2011, I taught at Rockland Community College (Suffern, NY) and Bais Yaakov of Rabbi S. R. Hirsch (Spring Valley, NY). Among the courses I taught were Fundamentals of Speech; Voice and Diction for International Students; Diversity in American Speech; and Language and Power, Persuasion and Propaganda. In the fall of 2014, I joined the doctoral program in theoretical linguistics at the Graduate Center, City University of New York. As a Graduate Center fellow and later as a Mellon Humanities Alliance fellow, I was assigned to teach linguistic courses at Hunter College and LaGuardia Community College. In 2019-2020 I will be serving as a Writing Across the Curriculum fellow at John Jay College of Criminal Justice.



My research focuses on contemporary Hasidic Yiddish in New York state. Recent U.S. Census data indicate that Yiddish speakers are one of the fastest growing language groups in this region, yet this dialect has not yet been thoroughly investigated. My first qualifying paper in the program investigated variation and change in the morphosyntax of the spoken language. Later, I turned to an examination the phonetics and phonology of Hasidic Yiddish vowels. My dissertation will be an acoustic analysis, tracing change in the phonetic properties of the long and short correlates of /i/, /u/ and /a/ in New York Hasidic Yiddish across several generations of speakers. This summer, I will be traveling to Jerusalem to collect Yiddish language data there, in order to examine the extent to which the dialects spoken in New York and Jerusalem have diverged from their (Eastern European) origin dialects.

I continue to look back with pleasure and gratitude at the time I spent at TC. The courses I took and the people I met in this program inspired my current research interests and opened many doors in my academic career.



Katherine Kang (Class of '15)

After graduating from TC, I went on to pursue a Ph.D. in Educational Linguistics at the University of Pennsylvania. I have just completed my fourth year here, and recently passed my oral proposal hearing in April. In my dissertation research, I plan to investigate learners' development of second language vocabulary knowledge across multiple dimensions by comparing the effects of several variants of form-focused instruction. I am also serving as a coordinator for the Engineers' English Club (EEC), a student organization at Penn which provides free English classes for international graduate students and visiting scholars. I am truly grateful for all the memories I made during my time at TC and for the rigorous training provided by the M.A. program in Applied Linguistics which prepared me well for my doctoral studies and work in language education.

APPLE Award Recipients 2019

John Dundon (AL), "Cross-Examining English Legal Education"

Kelly Frantz (AL), "Language Learning in repeated storytellings: Analysis of one learner's repair practices"

Rebecca Pred-Sosa (AL), "Quantitative and Qualitative Approaches to the Question: What Features of an Essay Make It Easy or Difficult to Score?"

John F. Fanselow Award Recipients 2019

Sarah Dylan Walker, "Activism and Organizing: *The Streets are Free* Unit Plan".

Erinn Arbalaez-McLaughlin, "Exploring Moral Ambiguity with 11th Graders in *Sold*"

Completed Dissertations

1. Ga Hye Song, "Person References in Korean".

Dissertation Advisor: Hansun Waring

2. Mi Sun Park, "An Exploratory Study of Foreign Accent and Phonological Awareness in Korean Learners of English".

Dissertation Advisor: ZhaoHong Han

3. Heidi Liu Banerjee, "Investigating the Construct of Topical Knowledge in a Scenario-Based Assessment Designed to Simulate Real-Life Second Language Use".

Dissertation Advisor: Jim Purpura



AL/TESOL

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