AL/TESOL TIMES

Annual Newsletter of the Applied Linguistics & TESOL Program Teachers College, Columbia University *New York, New York*

JUNE 2020

Uncertainty [and Innovation] in the Air A word from the Editor and Dr. Williams

Since its first issue in 1999, the AL/TESOL Times has dutifully captured our academic community's highlights and achievements. This year's edition reflects the great challenge we were faced with, both as a program and society. In response to the threat posed by COVID-19, Teachers College, like most other institutions, went virtual. While classes and many of the traditional AL/TESOL events took place online, primarily through the web conference system Zoom, some did not come to fruition at all, postponed to the following academic year—a year whose shape we are still unsure of.

The sixth annual Celebration of Teaching, for example, was scheduled to take place March 7. Just days before, President Thomas Bailey gave word that all 'nonessential' TC functions would be cancelled or postponed. Soon after, Columbia, Barnard, and TC shut down their campuses and began the sudden shift toward online education, continuing studies remotely.

For many of our international students this meant returning home, a trip that became increasingly difficult as days went by—and most significantly, extended (and in some cases multiple) periods of quarantine. Many of our domestic students



Contents

A Challenging but Rewarding Year for Roundtable **CIFLTE Updates** LANSI: A Year in Review Assessment Buzz Fall Real Doc Feature p. 13 **APPLE 2020** p. 14 Completed Dissertations A Graduation Like No Other Recent and Projected Accomplishments p. 24 End-of-the-year Party Our Alumni Peace Corps Update D. 34

also retreated to their hometowns, while others hunkered down in dorms or apartments, emerging only occasionally for grocery trips and early-morning exercise walks, sometimes with friends but always guarded with masks, gloves, and physical distance, able to continue the conversations of normal days but always inclined toward sharing notes on the crisis.

Except for those living in the dormitories, the campus itself became off-limits to all, including faculty, and remains so as of this writing. For a time in March, a weekday on Broadway looked like a normal Sunday. By April the street emptied of people, its shops closed, its kiosks shuttered, its trees' snowy apple blossoms blooming and falling for almost no one. Its post-pandemic shape is likely to be different. Kiosks, already beleaguered in the online newspaper era, may never reopen. Familiar restaurants may disappear. The forced move to remote work in many occupations is likely to change the economics of the city as a whole.

Perhaps the greatest burden was borne by our novice CLP teachers who had begun the semester with inperson teaching but soon found themselves compelled to learn to conduct classes through Zoom. Student teachers in our initial certification program were also put to the test, faced with the challenge of supporting English language learners in the public school system, designing and offering online lessons, reaching out to students who had trouble accessing technology, and providing online resources for their cooperating teachers and students.

Each of us did our best to grow accustomed to monumental changes because we had to. These were not limited to exploring educational alternatives. We took advantage of new and creative forms of communication to connect with loved ones; we reassessed the many ways in which we are fortunate; we were reminded of the many ways in which our world still needs to evolve. Adaptations like these did not always come easily or without a price. Still, we did what we could, learning to be patient with ourselves and each other along the way.

As we compile this newsletter, the shape of the approaching semesters is still uncertain. We have braced for virtual Summer sessions and await news about the fall. When and to what capacity TC will be 'open' is still unknown. For the time being we hope and trust that our quality of education, research, and meaningful connections are sustained—perhaps even deepened. Our community was physically disconnected, but we are intact in spirit. We think we speak for the majority in hoping for the speedy return of face-to-face interactions. On behalf of the AL/TESOL community, thank you to all who worked so hard to contribute to our program, whether or not those efforts came to pass as planned. We appreciate our students and staff who, despite trying times, continued to contribute, create, question, and seek creative alternatives.



A Challenging but Rewarding Year for Roundtable

John Davis

The AL/TESOL Roundtable encountered many challenges this 2019–2020 school year. Despite scheduling conflicts and unforeseen global circumstances making for a year with few events, the linguistic comradery of the Roundtable prevailed.

In Fall 2019, the Roundtable hosted first-year MA students from inside and outside the program at a game night hosted by Social Chair Sarvy Khooshroo. This September 25th event allowed Sarvy and Roundtable President John Davis to meet and mingle with several new students over snacks and games. The Arts and Humanities Department was quick to share photos of the event on their Instagram page.

Research Chair Maria Tierney followed close behind with an event focused on the basics of research literacy in the AL/TESOL discipline. The event attracted a classroom full of eager students to hear Maria's tips. Publicity chair Gabbriela Constantin-Dureci



aided this event's success by designing posters for this and other Roundtable functions.



The premier research event of the Fall semester, however, occurred on November 8th thanks to the diligent work of our Fall Forum Co-chairs Shengyi Li and Ayano Kawasaki. Together, they put together an excellent lineup of original research and poster presentations by our students. The afternoon of the event saw close to 30 audience members and linguistics enthusiasts engage in intellectual conversations about a wide variety of topics.

To wrap up the semester, the AL/TESOL Roundtable officers teamed up with the AL/TESOL Program office to plan and execute a Holiday Potluck party with food, drink, and merriment from our faculty, students, and staff. A big thank you is owed to Dr. Williams for his remarkable potluck contributions!

The events schedule for the Spring 2020 semester was largely derailed due to the campus closure. Nevertheless, the forum co-chairs were able to adapt to these challenging circumstances. The Spring Research and Pedagogy Forum was held online for the first time ever, providing a much-needed space for reconnecting with intellectual peers in the absence of in-person classes. What's more, the Office of Graduate Student Life &



Development (GSLD) acknowledged the success of this year's Roundtable forums with the Outstanding Annual Program Award. Hats off to organizers Shengyi and Ayano!

For now, we are bracing for next year's recently-appointed student leaders and brainstorming ways to adapt to our new way of learning while still engaging in dialogue with other TESOL/AL enthusiasts, whether they be part of the Teachers College community or from outside institutions. It is our hope that the AL/TESOL Roundtable may serve to strengthen the sense of community within our disciplines by drawing on the diverse knowledge and talent of our university, our city, and the world at large.



A sight for sore eyes: a shared meal and good company at the Holiday Potluck

2020-2021 CHAIR MEMBERS

Jenny Moon Co-President and Publicity Co-chair

Claire Li Co-President and Social/Publicity Co-chair

Sarah Carey Research and Forum Co-chair

Yuxin Yang Social and Forum Co-chair

Wei Yin Research Co-chair

CENTER FOR INTERNATIONAL FOREIGN LANGUAGE TEACHER EDUCATION (CIFLTE) Rainie Zhang

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 classrooms of foreign languages. This workshop was offered both onsite at TC as well as online, attended by over 40 teachers of different languages from New York, other states of the US, and abroad.





Dr. Sonia Rocca facilitating a workshop Professor Peter MacIntyre at our public talk

Public Talk: Economics Perspective on Second Language Learning

Professor Peter MacIntyre from Cape Breton University, Canada gave two talks on the conceptualization of L2 learners' psychological factors within the framework of Complex Dynamic Systems Theory. These talks, under

this relatively new theoretical framework in the field of SLA, provided the attendees with a new perspective into the research on individual differences in SLA.

International Forum on Linguistics and Chinese Education

The 5th IFOLCE, held at Columbia University this year, was coorganized by Prof. Lening Liu—the co-director of CIFLTE's one-year TCSOL program. Among the attendees were many CIFLTE's alumni and students. The CIFLTE office also held an information station to introduce to outside attendees the language teacher education programs offered in New York, Osaka, and Macau.



Macau Summer Program

CIFLTE announced its collaboration with Macau University of Science and Technology (MUST) in co-sponsoring the Summer TESOL/TCSOL Dual Certificate Program*.

*Due to concerns about COVID-19, the first iteration of this summer program and the Osaka summer program are offered exclusively online.





TCSOL Program Going Online

As a quick response to the COVID-19 outbreak in New York, CIFLTE's oneyear TCSOL certificate program moved entirely online beginning in early March. The students have shown great engagement and effort in these extremely tough times. We appreciate the dedication and hard work of both students and instructors.

LANSI 2019–2020: A Year in Review Carol Lo

The Language and Social Interaction Working Group (LANSI) has had a rewarding academic year with many accomplishments worth celebrating: the lecture success of the 9th annual LANSI conference, well-attended guest lectures, the launch of remote data sessions, publications by many LANSI members, and an impressive record of four doctoral students graduating.

This year's annual conference, co-chaired by the founder of the group, Hansun Waring, and doctoral students Di Yu and Lauren Carpenter, once again brought together respected researchers and budding scholars interested in language and social interaction from different parts of the world. The topics covered in the conference, to name just a few, included diversity in the language classroom, the use of laughter in complaints, conflict talk between President Trump and the media, video-mediated communication in migrant families, and police encounters with civilians with psychological challenges.



Two invited lectures were delivered by Steven Clayman from UCLA and Elizabeth Couper-Kuhlen from the University of Helsinki, whose research has significantly shaped the scholarship on broadcast journalism and grammar in interaction, respectively. Clayman examined how US politicians responded to questions regarding same-sex marriage, charting the shifts in how positioning questions were broached and pursued in the past two decades; Couper-Kuhlen detailed how the uses of the particle 'okay' changed over a period of roughly thirty years, illustrating a novel approach to examine language change.

As in previous years, the two-day conference promoted intellectually stimulating dialogue about exciting discoveries and new possibilities in analyzing talk. On the atmosphere of the conference, Mary Kim from University of Hawaii, one of the presenters, remarked: "My first time at LANSI this year took me back to Chuck [Goodwin]'s discourse lab [at UCLA], where everyone felt so welcomed and supportive of any topic people wanted to discuss and understand." Mary's comment succinctly underscores LANSI's spirit of diversity and dialogue—it is precisely such a nurturing and invigorating forum that LANSI seeks to provide to its participants.

Our yearly guest lecture was also a success. In October, LANSI had the great pleasure of welcoming quest speaker Galina Bolden, Professor of Communication at Rutgers University. Professor Bolden's workshop focused on the foundations of Conversation Analysis (CA), where she walked the participants through the process of CA research, from transcribing and analyzing a small piece of data to building a collection of cases and articulating an well-attended This interactional phenomenon. workshop developed and consolidated participants' understandings of how CA research is conducted. LANSI's monthly data sessions have remained an

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important training ground for novice and seasoned researchers to flex their analytic muscles. In March, in lieu of an in-person data session, LANSI held its very first remote data session via Zoom. What was intended to be a solution to social distancing turned out to be an opportunity for those living outside of New York City to participate; the virtual session enabled scholars based in New York City, Albany, Philadelphia, Minneapolis, and Canada to work side by side. Despite the challenging times we are in, our data session will continue to run in the summer, whether in person or remotely.

Another highlight of the year are two edited volumes featuring book chapters authored by many of our LANSI members. The first one, already published, is *The Embodied Work of Teaching* edited by Joan Kelly Hall and Stephen Looney from Penn State University. The chapters arose from a two-day research symposium Penn State at University back in 2016, where doctoral students and faculty who classroom interaction study exchanged research ideas. The second one, currently in press, is Communicating with the Public, edited by Hansun Waring and Elizabeth Reddington. The volume came out of a multi-year grantfunded research project that studied how а philanthropic organization communicates with public audiences. John Heritage, a well-cited, leading figure in the studv of institutional talk.

graciously penned this book's foreword.

This coming October will mark the 10th year anniversary of LANSI's founding. To celebrate the beginning of a new decade for LANSI, the upcoming conference, scheduled to be held on October 9-10, will feature three renowned speakers: Candy Goodwin (UCLA), Adam Hodge (University of Colorado Boulder), and Douglas Maynard (University of Wisconsin-Madison). There will also be two workshops on an advanced CA topic taught by CA experts Galina Bolden and Alexa Hepburn (Rutgers University). The conference will culminate in an exciting panel discussion featuring all five speakers.

For information on LANSI data sessions, conferences, and calls for proposals, visit <u>www.tc.edu/lansi</u> where you can join the LANSI listserv. Please also follow us on Twitter @lansi_tc and Facebook for updates and announcements about LANSI events.

Assessment Buzz Jorge Beltrán Zúñiga

While this year has brought about new challenges for educators and researchers alike, TC students and faculty have risen to the challenge and remain busy at work. Throughout the 2019–2020 academic year, students and faculty in the Assessment track of the AL/TESOL Program participated in major conferences, conducted innovative research projects, published an abundance of papers, and received renowned honors and awards. The following captures such highlights as well as some recommendations for summer reading (or watching). To our cohort and the rest of our remarkable program, congratulations on all your achievements!

Awards and Other Honors Qie Han

This year was full of achievements for Qie (Chelsea) Han, who received three awards for her dissertation (see page 19). In September of 2019, she was awarded а TIRF 2019 Doctoral Dissertation Grant—a prestigious grant awarded by the International Research Foundation for English Language Education. Also last year, she received 2019 Dissertation а Research Fellowship from Teachers College. This fellowship is given to support doctoral



Jorge received the award at MwALT from Dr. Xun Yan (Michigan State University) and Dr. Sun-Young Shin (Indiana University), conference chair

students whose research projects promise to advance inquiry and innovation in education. And finally, this spring of 2020, she received one of the 2020 Doctoral Dissertation Grants. Out of ten grants awarded this year, two went to the Applied Linguistics/TESOL Program! And the cherry on top of the cake: Chelsea successfully defended her dissertation this past April. Congratulations, Dr. Qie Han!

Jorge Beltrán Zúñiga

Jorge Beltrán was the recipient of the 2019 Midwest Association of Language Testers (MwALT) Graduate Student Award for Excellence in Language Assessment Research, also known as the "MwALT Best Student Paper Award." He presented his paper "Assessing the Dependability of a Scenario-based Test of Spoken Argumentation and the Impact of Choice on Performance" and accepted the award in Bloomington, Indiana this past October.



Dr. Heidi Banerjee, alumna and current research project manager at TC

Honorable Mention

Dr. Heidi Han-Ting Liu Banerjee's dissertation, Investigating the Construct of Topical Knowledge in a Scenario-Based Assessment Designed to Simulate Real-Life Second Language Use, was selected as a finalist for the 2020 Jacqueline Ross TOEFL Dissertation Award. Dr. Banerjee's dissertation was supervised by Dr. James Purpura. We strongly recommend this interesting summer read to all! For a condensed version of the results of her study, check out her published article *in Language* Assessment Quarterly. Congratulations, Dr. Banerjee!

Nomination

Our cohort's language assessment literacy specialist, Michelle Stabler-Havener, was recognized for her work at Educational Testing Service (ETS), nominated for the ETS Presidential Award for her project *Teaching Academic English*. Congratulations, Michelle!

Presentations, Workshops, and Other Happenings

Although 2020 has seen both cancellations and rescheduling, the doctoral students in the Assessment track were still very active at many major conferences over this past year.

ECOLT 2019 at Georgetown, in Washington, D.C.

Applying what we learn at TC is a core value of our community. In September of 2019, Qie (Chelsea) Han and Fred Tsutagawa did just that by presenting their results at the East Coast Organization of Language Testers (ECOLT) with their paper entitled, *Construct Validation of a Discourse Completion Test: A Multitrait-multimethod Approach,* which discussed the internal structure of a DCT pragmatics test.

AAAL 2020 in Denver, CO

Unfortunately, this year's American Association for Applied Linguistics (AAAL) conference was cancelled due to the current pandemic. While we hope to join the conference in 2021, we would like to give a shout-out to the students who would have presented this past March. Qie (Chelsea) Han had been accepted to report some of the findings of her dissertation, and Jorge Beltrán would have showcased a competency-based performance analysis from his dissertation's pilot study.

LTRC 2021 in Hammamet, Tunisia

Originally, TC members of our program were to present their work on scenario-based assessment in Tunisia this June but given the worldwide halt due to the pandemic, the conference has been rescheduled and they will now hold a symposium in 2021. This symposium will showcase work from TC faculty and staff in the scenario-based research group, doctoral students, and researchers from ETS. Dr. Jim Purpura and alumna and project manager Dr. Heidi Banerjee will present an overview of scenario-based assessment. Current doctoral students Yuna Seong and Jorge Beltrán will present findings from their pilot studies on the cognitive dimension of speaking assessment and the role of test-taker choice in spoken argumentation assessment, respectively.

Workshop on Academic English in China

Last November, doctoral student Michelle Stabler-Havener co-facilitated a workshop entitled, "Teaching Academic English with the TOEFL iBT test" with Dr. Larry Davis. The workshop was held at the Foreign Language Teaching and Research Press International Convention Centre, in Beijing, China.

Funding for Dr. Purpura's Scenario-Based Research Project



Doctoral student Michelle Stabler-Havener facilitating a workshop in Beijing, China

Over the last few years, Dr. Jim Purpura has been spearheading a project on scenario-based language assessment at Teachers College. While there have been various hurdles along the way, this past year marked a milestone for this initiative. This fall, a proposal submitted by Dr. Purpura was awarded a gift from an anonymous donor towards the development of scenario-based language assessments for a PI of \$200,000. This incredibly generous gift will be used to fund the research and development of assessment instruments and technological tools that are being used in the Community Language Program's placement program and will be piloted at other institutions. Furthermore, two other less commonly taught languages have been included in the project: Korean and Farsi. Two teams are currently working on the development of scenario-based tests for these languages, including current students, alumni, and faculty members (Dr. Vafaee is part of the Farsi test development team). We look forward to learning more about these projects as they enter the piloting stage.

Distinguished Speaker Series Lecture

On October 10 of 2019, Dr. Purpura opened the 2019-2020 cycle of the Arts and Humanities Distinguished Speaker Series (AH-DSS). This lecture series showcases the scholarship of faculty in A&H department. In his talk entitled, "Questioning the Currency of Second and Foreign Language Certification Exams," Dr. Purpura problematizes the types of constructs and designs of widely-used proficiency tests. He proposes the

theoretical orientation of a learningoriented approach to assessment, as well as the broadening of construct definition through the use of scenariobased language assessment designs. If you want to know more, you can watch the lecture on the A&H website

--a great summer watch! https://www.tc.columbia.edu/arts-andhumanities/ah-distinguished-speaker-series/



Member of the National Academies of Sciences, Engineering, and Medicine

This past year, Dr. Purpura joined the Committee on Foreign Language Assessment for the U.S. Foreign Service Institute (FSI). This committee is formed by experts in language assessment from different institutions in the US (e.g., TC alumnus Dr. Elvis Wagner, professor at Temple University). Theoretical contributions from these reports will help inform projects for the government and military in terms of their approaches to language



assessment practices and test development. For example, one of the goals of the committee is examining how the State Department's Foreign Service Institute (FSI) could potentially use current research in applied linguistics to assess language proficiency: a great example of our field's research impacting high-stakes policy making.

Fall Real Doc Feature: Kaylee's Perspective

Kaylee Fernandez

On December 10, 2019, I presented my work in progress at the Real Doc Lunch and Learn sponsored by the *Studies in Applied Linguistics and TESOL* (SALT) journal. These meetings are meant to provide doctoral students with the opportunity to present their work in progress and to receive peer feedback. It was my second time presenting at Real Doc Lunch and Learn. I signed up to present again after having a great experience the first time.

After I briefly discussed the background of my topic—confounding variables in task sequencing—the audience was involved in a hands-on examination of data from my pilot study. The data from my pilot study consisted of learner language obtained from a written task. Participants wrote a story in their native language, as well as in English, based on a four-strip comic. During the working session, I gave the audience several criteria by which to examine the data, and audience members worked in pairs to examine transcribed L1 and L2 data from several participants.

Attendees included students from different tracks as well as several professors who contributed valuable feedback on my data from varying perspectives. Moreover, the presentation was a great opportunity to discuss my topic with an audience that may not be as familiar with such research. Overall, it was a wonderful experience which I highly recommend to all doctoral students regardless of where they are in their studies.



APPLE 2020 Lessons in 'History-in-Person' and Teaching Culture



Eons ago (or rather, 2000), our program launched its annual lecture series, the APPlied Linguistics and Language Education Lecture, also known as APPLE. For many new students and staff this was an exciting 'first'—and it did not disappoint.

From Andrew Cohen to Roy Lyster, we have received a myriad of influential contributors to our department's relevant fields through this series. On March 6 of this year we were graced by the presence and expertise of Dr. Richard Donato: specialist in foreign language teacher training and the current Chair of the Department of Instruction and Learning at the University of Pittsburgh.

As is tradition for our program's APPLE event, two lectures took place. The first, reserved for the TC AL/TESOL community, highlighted Donato's recent investigation into how foreign language teacher candidates internalize their personal language learning experiences. Bearing the title, "History-inPerson and Teacher Development: Bringing the Past into the Present", this presentation essentially asked how we can "revisit the past to transform the present" in the context of language instruction. In an intimate and engaging meeting, Dr. Donato pushed the audience to explore Holland and Lave's (2001) concept of 'history-in-person'. Through this, Donato implored teachers and soon-to-be-teachers of foreign language to tap into their own language learning experiences and, importantly, to live and learn from such experiences in their own classroom practices.

The second lecture was extended to the public, drawing at least a few fresh faces. This presentation, titled, "Culture as Context: Exploring Cultural Products, Practices, and Perspectives", explored innovative ways in which language educators can approach culture. EFL circles, among other areas of education, have pained over how to broach this essential factor of language learning. To confront this persistent debate, Donato asked us to reflect on how we as teachers "balance language and this cultural know-how". He suggested teachers consider Donato and Glisan's (2017) IMAGE Model, the acronym of which expands to its key tenets: Image, Making observations, Analyzing additional information about the product and/or practice, Generating hypotheses about cultural perspectives, and Exploring perspectives and reflecting further. Through these five components, teachers may encourage their students to engage in more empirical and critical understandings of intercultural

competence. Donato guided the audience—enthusiastic and curious—through various foreign language lessons using this model and, as a parting gift, offered a lesson plan template based on the IMAGE Model.

Donato's lecture series, despite being a success, nearly did not happen. Just the night before, all of TC received an email notifying staff and students that 'nonessential' TC events would be cancelled or postponed. Yet the event went on. Especially considering the circumstances, we are thankful for Dr. Donato's time and genuine company. Further, we appreciate those who organized, volunteered, and attended for keeping this outstanding tradition not just alive, but flourishing.

FOR MORE ON DR. DONATO AND HIS LECTURES, CHECK OUT SALT'S EXCLUSIVE INTERVIEW: https://journals.library.columbia.edu/index.php/SALT/article/view/6052 FOR A RECORDING OF THE INTERVIEW, CHECK OUT: https://www.youtube.com/watch?v=JBxskOpf4h0&feature=youtu.be



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"Age, Task Characteristics, and Acoustic Indicators of Engagement: Investigations into the Validity of a Technology-Enhanced Speaking Test for Young Language Learners"

Edward Getman Advisor: Dr. Jim Purpura

Despite calls for engaging assessments targeting young language learners (YLLs) between 8 and 13 years old, what makes assessment tasks engaging and how such task characteristics affect measurement quality have not been well studied empirically. Furthermore, there has been a dearth of validity research about technology-enhanced speaking tests for YLLs. Thus, the purpose of the current study was to explore relationships among examinee age, task characteristics, engagement, and performance in the context of gathering evidence to back a test validity argument. Following a mixed-methods approach,



the investigations involved over 400 YLLs in 11 countries who responded to TOEFL Primary[®] Speaking test tasks (Educational Testing Service, 2013). Results from many-facet Rasch measurement revealed that, in terms of evaluation claims, tasks and raters functioned well across examinee age groups. Generalizability theory was then applied to confirm that examinees accounted for most of the score variance and that current test form configurations maximize score dependability. Fischer's (1973, 1995) linear logistic test model results helped explain that vocabulary support, novelty, and video animation increased task difficulty, while topical choice did not. Lastly, acoustic measures of harmonicity and shimmer from the spoken responses served as indicators of engagement in a structural model showing that topical choice and novelty promoted engagement; these findings were triangulated by retrospective verbal reports from eight YLLs. Results point to the importance of including engagement in theoretical models of language performance. From a taxonomy of task characteristics that may support engagement is proposed to help drive a research agenda and inform test development.



"Diversity in the Adult ESL Classroom"

Nadja Tadic Advisor: Dr. Hansun Waring

In today's increasingly diverse society and accompanying climate of growing xenophobia and fear, teachers might struggle in appropriately addressing socioculturally sensitive issues in their classrooms. This study offers a detailed analysis of how teachers manage such issues in highly diverse adult English as a second language (ESL) classrooms. Specifically, the study examines how teachers manage remarks that undermine diversity (e.g., discriminatory, stereotypical or otherwise potentially offensive remarks) and discussions on potentially sensitive issues of diversity. The data consist of 55 hours of video-recorded adult ESL classes at a community language program in the Northeastern United States. The participants were four ESL teachers and their 39 students from 17 different countries, and their classroom interactions were transcribed and analyzed in minute detail within the conversation analytic and membership categorization analytic framework. The analysis shows that the teachers condoned as well as problematized remarks that undermine diversity. Although by condoning improper remarks the teachers might have inadvertently reinforced potentially harmful stereotypes and prejudices, they also helped promote a sense of appreciation, like-mindedness, and solidarity in their classrooms. When problematizing potentially improper remarks, teachers mitigated their actions through hedges, expressions of agreement, and smiles and laughter. While these problematizing responses created a space for voicing various sociocultural views and experiences, they also ultimately promoted a single "right" perspective on issues of sociocultural diversity. A single case analysis of how a teacher managed a discussion on a potentially sensitive issue of diversity—gender inclusivity—shows that the teacher fostered student participation by oscillating between neutral and value-laden statements on the topic. Findings contribute to research on diversity in education and on managing "socially sensitive" talk in the (language) classroom.

"A Conversation Analytic Study on Participation Practices in the American Graduate Classroom: East Asian Students Vs. L1 English-Speaking Students"

Junko Takahashi Advisor: Dr. Hansun Waring

In an increasingly global world, there has been a steep rise in the population of East Asian students (EASs) arriving in the United States to pursue post-secondary degrees. This has made EASs' reticent and passive behaviors in the American classroom—a problem that has been raised and discussed for years—more salient today than ever before. While there has been a sizable amount of previous research investigating EASs who did not participate in class, very little attention has been paid to EASs who *did* participate and how they participate. This study examines EASs' participation practices and how they differ from those of native-English-speaking students (NESSs). Using the conversation analysis (CA) method, I examined 38 hours of video-recorded and transcribed graduate



classroom sessions from a university in the U.S., paying particular attention to both linguistic and non-linguistic features as well as various facets of embodiment, including gaze, gestures, and body movement.

The analysis shows that both EASs and NESSs undertook three distinct stages of self-selection: namely, *registering, gearing up*, and *launching.* While EASs tended to faithfully follow the three full stages, NESSs tended to economize their process to reach self-selection faster and more effortlessly. In addition, in responding to teacher questions, EASs typically utilized the *answering* style that pursues a narrow focus on answering the teacher question, while NESSs were found to engage in the *exploring* style without such a narrow focus. Finally, in making

affiliative or disaffiliative contributions to class discussions without any teacher questions or prompts, EASs were found to display a *factual stance*, without much use of affective elements, while NESSs tended to express an *affective stance*. Findings of this study contribute to the literature on EASs' class participation as the first CA study on this topic and to that of classroom discourse in general. Pedagogically, these findings can constitute a useful basis for equipping instructors with better tools for working with EASs and training EASs to develop a more effective style of participation in the American graduate classroom.

"Effects of Implicit and Explicit Focus on Form on L2 Acquisition of the English Passive Ed.D. Dissertation Abstract"

Ji-Yung Jung Advisor: Dr. ZhaoHong Han

Second language acquisition (SLA) research over the past few decades suggests that the effects of implicit and explicit instruction are determined, primarily, by the complexity of the target construction. However, the relationship between these variables has not been established empirically, because a language construction inherently encompasses multiple layers of complexity. To address this gap, this study investigated the effects of implicit and explicit focus on form (FonF) on second language (L2) acquisition of the English passive, an interface construction encompassing complex mappings between form, meaning, and function. The study



employed an experimental design including a pretest, immediate posttest, and delayed posttest, with five treatment sessions between the pretest and posttests. Participants were 99 Korean English as a foreign language (EFL) learners, randomly assigned to an implicit FonF, explicit FonF, or control group. Implicit FonF was operationalized as textual enhancement and explicit FonF consciousness-raising. Five outcome measures examined any changes, or lack thereof, in the participants' knowledge and use of the passive before and after the treatment sessions: grammaticality judgment task, sentence pair task, closed discourse completion task, and spoken and written production tasks.

Quantitative and qualitative analyses found that, first, implicit FonF had a more significant, beneficial effect than explicit FonF on the overall form-meaning-function mappings encompassed in the passive. Second, the difference was more salient for meaning and function, whereas both types of FonF had almost equal benefits for form; yet, the production tasks exhibited a greater score decrease as for meaning and function over time in both treatment conditions. Finally, each type of FonF was found to have similar effects on the performance of high and low proficiency level learners. In sum, these findings suggest that, whereas both implicit and explicit instruction is beneficial, implicit instruction is more effective than explicit instruction, for L2 acquisition.

"Investigating the Combined Effects of Rater Expertise, Working Memory Capacity, and Cognitive Functionality on the Scoring of Second Language Speaking Performance"

Qie Han

Advisor: Dr. Jim Purpura

In L2 performance assessment, raters can significantly affect test validity due to rater variability, a source of construct-irrelevant variance in scores caused by differences in raters' characteristics rather than test takers' ability. To improve scoring validity, we must investigate what rater characteristics are likely to contribute to rater variability. The current study thus investigated the combined effects of three major rater characteristics, i.e., rater expertise, working memory capacity (WMC), and cognitive functionality, on scoring performance in L2 speaking assessment. Exploring these questions may increase our understanding of what rater-associated factors contribute to rater variability, thereby shedding light on rater selection, training, and scoring practices.

To this end, 90 raters from the US and the UK participated in two parts of the study. In Part One, the 90 raters completed a rater background survey designed to measure their L2 performance assessment-related experience, scored 27 responses from the Aptis speaking test, and completed one verbal working memory task. Hierarchical regression analyses were conducted to explore: 1) the relative contributions of rater expertise and WMC to scoring performance, and 2) any possible interaction between the two characteristics in their joint influence on scoring performance. Results from the analysis indicate that rater expertise had a significant effect on raters' scoring accuracy. However, WMC was not found to significantly influence raters' scoring performance. No significant

interaction was found between rater expertise and WMC, which suggests independent influences of these two characteristics on scoring performance.

In Part Two, six out of the 90 raters were randomly selected to participate in a cognitive lab session, where they scored three Aptis spoken responses and verbally reported their thinking process during scoring. The raters' reports were coded and analyzed based on a hypothesized taxonomy of rater strategies invoked in the L2 scoring process. Fourteen major strategies were identified from the raters' verbal reports. Differences were also found in the expert and novice raters' quantity and quality of strategy use. These findings have revealed the mental mechanisms underlying raters' scoring performance and associated differences in the raters' strategy use to different levels of rater expertise.





"Managing Multiple Demands in the Adult ESL Classroom: A Conversation Analytic Study of Teacher Practices"

Elizabeth Reddington Advisor: Dr. Hansun Waring

While much prior research has focused on what teachers *know*, less attention has been devoted to understanding what they actually *do*. The current study addresses this gap by examining discursive practices employed by experienced teachers as they manage multiple demands in the adult ESL classroom. Data include over 25 hours of video-recordings and transcripts of classes

taught by four instructors at an academic ESL program and a community-based program.

Microanalysis of teacher-student interaction, conducted within the framework of (multimodal) conversation analysis, identified three practices for managing multiple demands. The first, voicing the student perspective, entails the teacher verbalizing how students (may) perceive or experience a topic/task. By employing this practice, teachers simultaneously affiliate with the (potential) student perspective while recruiting attention and participation. The second practice, binding student contributions, entails marking connections, verbally and/or non-verbally, between one student contribution and teacher explanation or the contributions or identities of other students. Through binding, the teacher displays responsiveness to individual contributions while endeavoring to engage (other individuals in) the class. The third practice, resource splitting, entails the use of verbal and embodied resources to simultaneously pursue different courses of action within a single turn, or the use of different embodied resources to do so.

By "splitting" resources, the teacher can align as a recipient and validate one student contribution while managing turn-taking or pursuing topic/task shifts. By providing empirically-grounded descriptions of teacher practices, this study contributes to explicating how the complex work of teaching is accomplished, bringing specificity to the conversation in teacher education on the components of skillful teaching.

"Working on Understanding in the Adult ESL Classroom: A Collaborative Endeavor"

Nancy Rolph Boblett Advisor: Dr. Hansun Waring

Decades of research that explored various teaching-and-learning contexts has provided valuable insights into teacher-learner interactional practices in second language classrooms. Many of these practices focus on learners' language accuracy by targeting the correct answer, a worthy but perhaps insufficient goal; an additional teacher responsibility is to encourage learners to build on their understanding



by reasoning through that correct answer. This current study adds to previous research by examining how one experienced teacher and her adult ESL students in a community language program in the U.S. engage in a particular type of interactive, collaborative work on understanding that moves beyond what is correct to why it is correct, which I call "digging." Based on a conversation analytic examination of 15 hours of video-recorded classroom interaction, the findings showcase two complementary types of teacher-led digging that are preceded by a critical "pre-digging" phase, during which the teacher redirects learners' attention and constitutes a group that will work together as a collective. The first type of digging zooms in on one particular language issue which the teacher frames as a language challenge for the group and works collaboratively with all learners toward resolving it. The second type of digging, by contrast, zooms out from a specific language issue to a larger pattern in either the learners' native languages or the target language, English. In both types of digging, exploratory talk and various scaffolding techniques are employed to promote participation and learner agency. The findings contribute to the literature on classroom interaction by specifying, in fine-grained detail, the *how-to* of these teacher interactional practices during whole group work on understanding which involves the intricate work of every gaze, every gesture, every posture shift, every utterance, and every second of silence. Such specifications also enrich teacher educators' pedagogical content knowledge by providing them a common language to talk about, and illuminate the complexity of, teaching as they guide students to "see" such complexity.

"The Selective Fossilization Hypothesis: A Longitudinal Study of English Language Learners' Persistent Errors"

Rosette Bambino Finneran Advisor: Dr. ZhaoHong Han

Fossilization, the stagnation of second language (L2) learning despite propitious conditions, is an inescapable reality for virtually all L2 learners. The study presented in this dissertation has endeavored to contribute to our current understanding of fossilization by examining, both longitudinally and cross-sectionally, persistent errors in the writing of adult learners of academic English for whom Spanish is a first language (L1). The theoretical framework is the Selective Fossilization Hypothesis (SFH), introduced by Han in 2009, which offers an extrapolative and explanatory framework for analyzing persistent errors in the developing grammars of L2 learners.



This research was conducted in two parts. Part I consisted of a cross-sectional investigation of 60 English language learners (ELLs) grouped into three proficiency levels: low intermediate, high intermediate, and advanced. Part II was a longitudinal case study that followed two ELLs over a period of 28 and 56 months, respectively. For both parts of the study, naturalistic data consisting of college placement, diagnostic, and exit essays were collected at the research site, a large community college in the Northeastern United States, and analyzed quantitatively.

21

Descriptive statistics were computed to identify persistent errors in the participants' writing. Following that, the longitudinal data were subjected to further analysis, revealing robust evidence of selective fossilization

both among and within the target subsystems of English articles, prepositions, and number, and offering empirical support for the SFH.

These findings have some implications for second language research and practice. By providing evidence of selective fossilization, they may help challenge earlier conceptualizations of fossilization as a global phenomenon, and, by extension, the myth of the 'fossilized' ('unteachable') learner. Additionally, they contribute to extant research on the developing academic writing of post-secondary learners, a population and genre largely underrepresented in the L2 research. Finally, by offering empirical support for selective fossilization and the SFH, they provide L2 practitioners with the means to predict and explain learner errors, enabling them to set more realistic learning goals and achieve more successful outcomes.

A Graduation Like No Other An Interview with Rosette Bambino Finneran

Wai Man Adrienne Lew

The COVID-19 pandemic has taken the world by storm, turning almost every aspect of our life upside down overnight. From nation-wide lockdowns through social distancing to New York City's fast becoming the epicenter of the world, its impact has been immensely and vividly felt by every student in our program. For many of us, the dire need to adapt to teaching and learning 100% online until at least Fall 2020 may have been enough a challenge in and of itself. For those of us who happened to have their final defenses scheduled amid such an unprecedented crisis, the stakes were even higher.

I had the pleasure of interviewing Rosette Finneran, Ed.D. from the Second Language Acquisition (SLA) doctoral seminar the evening before the May Convocation. Rosette was among those who rose to the occasion with determination and grit—and successfully defended her dissertation in the middle of the pandemic.

Congratulations upon your graduation tomorrow! Now that you are at the finish line, how would you describe your journey at Teachers College throughout the years?

I would say that my time at TC was bookended by two major catastrophes: the fall of the World Trade Center in 2001, and the COVID-19 pandemic in 2020. My journey started shortly before the terrorist attacks, and ended in equally strange, unprecedented times of a worldwide public health crisis. Along the way, life posed some real challenges for me, to be sure—but we'll find a way to get through them eventually.

How did you overcome these challenges?

I think all of us like a challenge. We wouldn't be in this program or in this school if we didn't like a challenge. In fact, I had no time to worry about COVID-19. I had no time to worry about what it was doing to me mentally or psychologically. I was not watching too much of the news. The whole process of preparing for the final defense sort of protected me from what was happening outside. In that sense, it was oddly therapeutic!

What kept you going despite all the challenges?

I think the bottom line is: at one point, I felt like I had a choice between not testing my students, having everyone not have a grade at the end of the semester, and possibly losing my job—or not graduating on time. It just felt like an impossible choice! I was so tired I would look at the clock and think, "There's no way I can stop! I have to finish!" Getting a doctorate from an Ivy League school had been my goal from when I was 18 years old. I never lost that desire. It was always there right in front of me. In short, I would say it was this intrinsic motivation, and a little help from above.

How has the pandemic affected your final months as a TC student?

One of the saddest things is that I never got to say goodbye to everyone in the doctoral seminar properly. Then, like every TC graduate, I was a little disappointed about missing out on a "traditional" graduation. So many times when things were hard, I would just imagine myself in the pale blue gown and the dark blue beret, standing up the steps of the Low Library. I was so looking forward to the hooding at the Cathedral of Saint John the Divine —what an extraordinary venue! The College is 275 years old and has such a past ... It would have been such a privilege and an honor to do all that. Then again, if the worst thing that happens to me now is that I don't get to go to graduation in person, I've been very fortunate!

What lessons have you learned from being a part of the SLA doctoral seminar?

It was such an incredible privilege to be with all of you and Dr. Han—people of such high caliber and such high intelligence who happen to love the same thing that I love, and have the same obscure interest that I have. I was able to benefit from listening to your presentations and learning about everything you had done. I'll miss that so much I don't even want to think about it! I don't want to think that I'm not going to be part of that anymore. I've always been a very independent learner, and I'm kind of an introvert. Working with all of you in groups helped me to feel like part of a team. I've never felt like that before ever anywhere. I think it taught me to be a little bit more of a team player. As I said, the things we learned in the doctoral seminar helped to inform my work and my teaching, and to help me to build a better program at work—and then the work informed my studies. It was a perfect match.

What is the next chapter in your life?

First, I'd like to get back in touch with friends. I have very understanding friends who know that each semester, I'd be under the radar for a couple of months. Professionally, I'd like to go up for the last promotion (full professor) at the community college where I teach. The other thing I'd like to do is to go back to Hofstra University where I got my bachelor's and master's degrees to study forensic linguistics.



Recent and Projected Accomplishments

Presentations & Workshops

- Akbar, Farah. (2019, September). *Interactional Feedback in Text & Voice-based SCMC*. Research presented at Second Language Research Forum (SLRF), East Lansing, MI.
- Beltrán, Jorge. (2019, October). Assessing the Dependability of a Scenario-based Test of Spoken Argumentation and the Impact of Choice on Performance. Paper presented at the Midwest Language Testers Association conference, Bloomington, IN, USA.
- Beltrán, Jorge, Carroll, Brian. (October, 2019). An Interdisciplinary Working Session on L2 Assessment.
 Real Doc Lunch and Learn, New York, NY.
- Beltrán, Jorge. (2020, March). *Examining Choice in a Test of Spoken Argumentation*. Paper selected for the now cancelled American Association for Applied Linguistics Conference, Denver, CO, USA.
- Beltrán, Jorge. (June, 2020, cancelled). Using Scenario-based Assessment to Measure L2 Spoken Argumentation. Symposium paper accepted to the Language Testing Research Colloquium, Hammamet, Tunisia.
- Carey, Sarah. (2019, March). How Can I Help? Assisting Classroom Teachers Provide Quality Services to English Language Learners. Presented at Applied Linguistics Winter Conference, University of Rochester Warner School of Education, Rochester, NY.
- Collins, Christopher. W. (scheduled for 2020, postponed). *A Systematic Approach to Vocabulary Instruction to Support Reading Skills*. TESOL International Association, Denver, CO.
- Davis, John. M. & Stabler-Havener, Michelle. (2019, November). *Teaching Academic English with the TOEFL iBT test*. Workshop facilitated at Foreign Language Teaching and Research Press International Convention Centre, Daxing District, Beijing, China.
- Han, Qie. (scheduled for 2020, postponed). *Investigating the Combined Effects of Rater Expertise and WMC on L2 Speaking Performance Scoring*. Paper selected at the AAAL conference, Denver, CO, USA.
- Kawasaki, Ayano. (2019). *Topic- versus Subject-Prominence: Broadening the Perspective of Thinking for Speaking*. Presented at NYS TESOL Annual Conference, White Plains, NY.
- Kawasaki, Ayano. (scheduled for 2020, postponed). *A Communicative Approach to Teaching Past Perfect*. Presented at TESOL 2020 International Convention & English Language Expo.

- Kim, Peter. (scheduled for 2020, July, postponed). *Partial Validation of ECT-L2A*. PLL Conference 2019: Psychology of Language Learning Conference.
- Li, Shengyi. (2019, November). *Three Steps to Make Your Instruction Clear: Application in Communicative Activities*. NYS TESOL 49th Annual Conference, White Plains, NY.
- Li, Shengyi. (2019, November). *How Should Teachers Give Corrective Feedback, Implicitly or Explicitly?* NYS TESOL 49th Annual Conference, White Plains, NY.
- Li, Shengyi. (2020, March, postponed). How does Language Aptitude Affect Explicit and Implicit Corrective Feedback? TESOL 2020 International Convention & English Language Expo Graduate Student Forum.
- Seong, Yuna. (2020, June). Using Scenario-based Assessment to Examine Second Language Academic Speaking Ability and its Cognitive Dimension. Symposium paper accepted to the now cancelled Language Testing Research Colloquium, 2020, Hammamet, Tunisia.
- Tsutagawa, Fred, & Han, Qie. (2019, October). Construct validation of a discourse completion test: A multitrait-multimethod approach. Paper presented at 18th East Coast Organization of Language Testers 2019, Washington, DC.

Publications

- Beltrán, Jorge. (2019). A meaning-based multiple-choice test of pragmatic knowledge: does it work? *Studies in Applied Linguistics and TESOL, 19*(1), 42-71.
- Beltrán, Jorge, Kim, Peter, Wang, Arthur Yuanheng. (2019). An interview with APPLE lecture speaker Dr. Paul Kei Matsuda. *Studies in Applied Linguistics and TESOL, 19*(1), 78-81.
- Beltran, Jorge, & Stabler-Havener, Michelle. (2019). New trends in pragmatics assessment research: An introduction. *Studies in TESOL & Applied Linguistics*, 19(1), i-ii.
- Fernandez, Kaylee, Frantz, Kelly, Stabler-Havener, Michelle, & Tadic, Nadja. (2020). An interview with APPLE lecture speaker Professor Richard Donato. *Working Papers in TESOL & Applied Linguistics*.
- Hughes, Sean. (forthcoming). A case for using ICT in the ESOL writing classroom. *Teaching English Language, Literature, and Imparting Critical Thinking to the Digital Natives*.
- Kim, Peter. (2019). Partial Validation of ECT-L2A. *Studies in Applied Linguistics & TESOL*.

Awards & Grants

Provost's Grant for Conference Presentation & Professional Development

Office of Student Affairs, TC Farah Akbar

TESOL Professional Development Scholarship *TESOL International Association* Ayano Kawasaki

ETS Presidential Award for her project "Teaching Academic English Nomination" *Educational Testing Service* Michelle Stabler-Havener

Dean's Grant for Student Research *Office of Student Affairs, TC* Rainie Zhang

Provost's Grant for Conference Presentation and Professional Development *Columbia University's Teachers College* Sarah Carey

Outstanding Service as an English Language Fellow U.S. Department of State

Sean Hughes

Brady Robinson

Unidel Distinguished Graduate Scholars Award *University of Delaware's Graduate College*

Solidarity Award for his paper "Using Binding with Prosody to Encourage and Discourage Further Participation" International Association of Applied Linguistics (AILA) 19th AILA World Congress Alexander Lee

Travel Grant for his paper "Using Binding with Prosody to Encourage and Discourage Further Participation" *Fulbright Association's 42nd Annual Conference and Advocacy Day* Alexander Lee

2019 MwALT Graduate Student Award for Excellence in Language Assessment Research for his paper "Assessing the Dependability of a Scenario-based Test of Spoken Argumentation and the Impact of Choice on Performance" Jorge Beltrán

2019 Doctoral Dissertation Grant

The International Research Foundation for English Language Education Qie Chelsea Han

2019 Research Dissertation Fellowship

Office of Student Affairs, TC Qie Chelsea Han

2019 Doctoral Dissertation Grant

The International Research Foundation for English Language Education Qie Chelsea Han

End-of-the-Year Party APPLE & Fanselow Awards



Like everything else from mid-March onward, our End-of-Year Party on May 16 was a virtual event as enjoyable as the planners' wearied imaginations could make it. It began and ended with music. Its highlight was the announcement of the APPLE and Fanselow Awards (see left below); grads were invited to post their fondest memories via Padlet (see below). A virtual toast to our grads!

Fanselow Award Winner for In-person Teaching: Rebecca Rose

Runner-up: Amanda Evans

Fanselow Award Winner for Online Teaching: Sunshine Tinglei Huang and Claire Xinyi Li

Runner-up: Kate Sanford

APPLE Award Winner (original research): Zeyu Feng

APPLE Award Winner (replication research): Tiffany Laiyin Lao







Our Alumni: Where are They Now?

Bonnie (Masiello) Keane M.A. Applied Linguistics Class of 2012

After graduating from TC, I began working for ETS as an ELL Test Development Associate and as an ESL instructor at Fordham University's *Institute of Language and American Culture*. Later, I began teaching undergraduate writing courses at Fordham while working at Catholic Charities of Brooklyn and Queens in the *Youth Immigrant Literacy Program*. After relocating to Massachusetts, I got a position at North Shore Community College in Lynn, where I teach accelerated reading, writing and, composition courses.

Matt Tully M.A. Applied Linguistics Class of 2005

Namaste Kathmandul from Since graduating from Teachers College in 2005, I have had the great privilege to serve as a public school teacher and social worker in of the same New York City some neighborhoods where my family first settled after arriving from Ireland and Puerto Rico. Just as the Peace Corps service first led me to study TESOL at Teachers College, the lessons learned at TC have all been part of a rich journey of life learning, including recent



experiences as an English Language Fellow in Myanmar and currently as Director of Programming and Training for Peace Corps Nepal. Through it all, I'm grateful for all the lessons learned at Teachers College. As we all move forward through the challenges of this day, please know that I'm sending positive thoughts to the entire TC community.



Drew Fagan Ed.D. Applied Linguistics Class of 2013

Since finishing my Ed.D. in 2013 I have been a faculty member in the Department of Teaching and Learning, Policy and Leadership within the College of Education at the University of Maryland, College Park. Currently, I am Associate Clinical Professor of Applied Linguistics and Language Education, Coordinator of TESOL Programs, and Associate Director of the Multilingual Research Center. The core of my work is developing and directing graduate TESOL Programs off-campus with local school districts throughout Maryland to prepare PreK-12 non-ESOL in-service teachers, paraprofessionals, and

administrators to work with English learners (ELs). Over the last five years, more than 100 students have gone through these programs to not only get their TESOL Advanced Certificate or Masters of Education but also to get their additional PreK-12 certification in ESOL, thus helping to make the state-wide public school system much more prepared to meet the academic, linguistic, and cultural needs of our everchanging EL populations.

Through these endeavors, I have also worked closely with the Maryland State Department of Education (MSDE). For the last four years, I have been the TESOL advisor on MSDE's Every Student Succeeds Act (ESSA) External Stakeholders Committee focusing on ensuring that the new ESSA State Plan for Maryland includes key components that address our ELs' and their teachers' continued success. This year, I co-authored in conjunction with MSDE's Title III/English Learner Instructional Office *A Guide to School for Families of English Learners*, which introduces newcomer immigrant families to the ins-and-outs of schooling in the state. Also, since schools were first shut down due to the COVID-19 pandemic, I was invited by the State Superintendent to be an advisor reviewing MSDE's *Maryland Together: Maryland's Recovery Plan for Education*; my focus here has been on ensuring that ELs and their families/caregivers are provided with equitable tools needed to continue with their schooling via distance learning as well as how best to meet their needs when it comes time to return to the classroom in whatever capacity that may be.

Additionally, I have been a Board Member of the Maryland TESOL Association for the last two years as the Chair of the Teacher Education Interest Section. Last month, I was elected by the Membership to be

the 2nd Vice President of the Association for 2020-2021, meaning that I will be the 1st Vice President/Chair of the State Conference for 2021-2022 and President of the Association for 2022-2023. This is a great honor to have been chosen by my colleagues in the field, and I look forward to moving our ELs forward in the state in this new capacity.

Saving the best for last, my greatest achievement has been my son, Hudson, a very inquisitive 18-month old whom we are raising bilingually (English/Spanish) and who is already talking constantly in both languages (we have graduated from saying "wagua" to "I want water" and "quiero agua"!). It's great being a linguist seeing child language acquisition in real-time! He is also running circles around his parents and wanting to be very independent. Seeing the world through his eyes keeps us young in mind (if not body).

Eva Ng M.A. TESOL K-12 Class of 2012

I graduated from TESOL K-12 program in June 2012. After graduation, I taught in a non-profit organization in India for two years and moved back to my hometown afterwards. This is now my 6th year teaching in an international school in Hong Kong as a first-grade homeroom teacher! Almost all my kids are bilingual, and I am still using what I have learned from this program to my teaching practice every day!



Eva Ng, Class of 2012, above, with her students, and above right, beaming with a book

Brian Drier M.A. TESOL Class of 2001

So, where were we? Ah, yes, I had just graduated from TC. Well, after that, I returned to Japan, where I had been an Assistant Language Teacher (ALT) in the Japan Teaching & Exchange Programme from 1996 to 1999. Soon after returning, I secured an interview and then a tenured teaching position at Nagaoka University of Technology.

Looking back, I am amazed at my good fortune: tenured university positions for non-Japanese are the stuff of legend, and my timing was perfect, a bit like Indy Jones in that opening scene where he grabs the gold and juuuust makes it under the closing gates. Now I teach for a living—but I sing to live, with the occasional (well, extremely rare... *sigh*) gig with my "boys in the band", a jazz trio, almost always at a favorite joint in Kannai, Yokohama (check me out on YouTube!).

In October, I was promoted to associate professor: the additional job responsibilities are mostly to do with our quest to become a more "global" institution in thought and deed. I never thought that my

background as an attorney in the Appeals Bureau of the Legal Aid Society (7 years) would serve me, but these are strange times: the work of checking documents such as agreements with overseas entities, in particular, has rendered my unique if somewhat threadbare bag of tricks somewhat useful. apparently. Between the job security and the sake, life is good. Let's hope it's long, as well: after all, these are - as I said—strange times...



Brian Drier, left, Class of 2001, with his merry band

Meng-Hsuan Nikki Chow M.A. TESOL Class of 2003

Having spent most of my leisure time in Europe, I finally took a trip to New York and stepped into Teachers College again this January. While hanging around in the campuses of TC and Columbia somewhat soothed my *Fernweh*, meeting up with Professor Williams was the only other purpose that I booked a flight there. How time flies! What have I been doing for the past seventeen years?!

After graduating from TC, I went straight back to Taipei to resume teaching at a public senior high school. Due to the constant reformation of our educational system, I have been working with teachers from other subjects to compile interdisciplinary teaching materials. The most recent one is a four-week-long course for the 10th-12th graders to engage in learning about the human rights of foreign fishermen, for they might be exploited while working on Taiwanese fishing vessels. In the meantime, we hope they can also gain knowledge in helping the seafood industry be more sustainable. Another project is on science fiction. We motivate the students by introducing the TV series "Black Mirror" and then we connect it with the social credit system currently implemented in mainland China. Whenever I am working on these lesson plans, it always reminds me of those stressful but truly unforgettable CEP days.



Meng-Hsuan Nikki Chow, Class of 2003, center left, and her homeroom students majoring in dance, seen here with fortune cookies the day before their annual performance in November, 2019



Eunji Kim M.A. Applied Linguistics Class of 2015

The path I took after graduation would have looked quite familiar to many graduates of TESOL/Applied Linguistics program. I worked as an ESL instructor at a place of higher education, followed by positions at many places of higher education. In addition to teaching ESL at different institutions, I sought out atypical opportunities in language education and usage.

As a side job, I translate medical documents for an

international insurance company. The position also had me training the new hires to get them familiarized with linguistic and cultural aspects of processing claims in foreign languages. For a period of time, I tutored three students with vastly different backgrounds and objectives. Also, I had an opportunity of teaching a short-term intensive language course at a nursing home for employees that needed to learn the Korean language for usage in highly vocation-specific context of interacting and helping the residents of the facility. They could not spread out the class time due to work schedules of the employees, so we could only meet once a week for 7 hours straight (oh, making this a non-tortuous event for both the students and me was a fun challenge indeed).

Complementing the traditional type of education at the schools with these unorthodox types of professional engagements allowed me to not only think and act outside of the box, but also to contemplate the possible problems with the types of boxes currently available in language education and usage. Moreover, tailoring language lessons and applications to populations with different needs and interests kept creativity and versatility alive in my being a language teacher and a linguist. Diversifying my experience and developing these two abilities were crucial to me since I knew these would be particularly important as I established my own unique path of teaching across different languages and being a linguist in a more meaningful sense.

In 2017, an opportunity came along where I could teach Japanese at a CUNY school; then, another opportunity came along to teach Japanese *and* Korean at CUNY in 2019. Also in 2019, I was able to take on a project of revising and editing a Korean language textbook for a sector of Service Employees International Union. And currently, after what must have been the most comprehensive and impressive language test I have ever come across (taking me back to the days of the Language

Assessment class and its infamous final project), I am also being considered for a language specialist position at a U.S. Intelligence Community. Throughout the process of applying for or getting these opportunities, there were some understandable questions about me being rather novice at whatever it was that I was taking on. However, the creativity and versatility I developed through the diversified language teaching experience really came to my rescue and allowed me to demonstrate sound transfer and application of acquired methods and knowledge into different professional contexts.

The path I chose may be atypical, but for me, diversifying the contexts in which I was being a linguist led me to more variety of opportunities and made work more gratifying. I don't think we chose this path of exploring and teaching languages to be Jeff Bezos. In the end, many of us are in it because there is something very gratifying in acquiring, using, and spreading the knowledge of language which is one of the most incredible tools that mankind has created to serve itself. And that kind of satisfaction is something that you can't find, even on Amazon.

The AL/TESOL Times is the annual newsletter of the Teachers College Applied Linguistics and TESOL Program

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PEACE CORPS FELLOWS PROGRAM UPDATE

After an 11-year hiatus, the AL/TESOL Program Corps Fellows Program known (also as Transition-B Certification Program), a partnership that was once a key part the summer of 2020, we expect to have a new PC cohort recent araduates who will be simultaneously enrolled our classes and in city public teaching We schools. welcome their return. PC <u>Fellows contribute much</u> from their experience and working living nations all over the world and from their familiarity with taught languages.