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On March 24th, Celebration of Teaching (CoT) had its 4th annual conference at Teachers College. Over 90 participants came. As in previous years, there were a round of seven presentations in the morning and six in the afternoon. It also featured a keynote speech by Dr. Catherine Box of the University of Pennsylvania.

Celebration of Teaching

By Graham Pierce

CoT was started in 2015 by TESOL K-12 MA students to provide a platform for future and current K-12 teachers to share classroom activities that can be effectively used to teach English Language Learners in the context of content area classes. What makes CoT a unique conference is that presenters do not merely explain what kind of activity they might do in a classroom; they actually perform that activity, with participants at the conference taking on the role of students.

Presentations in the morning included “Locomotion, A Movement and Language Experience” by Teachers College TESOL K-12 MA student Jessie King. The activity was designed for elementary students. It explored the New York City subway system through the medium of dance, utilizing Total Physical Response to teach students about movement. The students made connections between the movement of their own bodies and subway trains while practicing related vocabulary.

“The Spider Web Discussion”, by Mary Phelan, an in-service teacher in the New York City public school system, was a presentation on how to track student participation during full-class discussions by using a circular chart with every student’s place in the circle marked with their name. As the students engaged in discussion, Mary used lines to track who responded to whom, and wrote down letter codes next to participants’ places on the chart to track the contributions they were giving to the discussion. The end result was a spider web-like collection of lines connecting everyone in the discussion together. Mary explained that in her classroom she shares the discussion rubric with the students and grades the whole class as a group. This encourages students to be aware of how everyone is contributing, and encourages all students to participate in the discussion.

Other presenters in the morning were Cindy Wang on “The Electoral College” (TC TESOL K-12 MA), Rachel Wang on “Augmented



“Celebration of Teaching has grown bigger with each passing year...”

Reality Poster Presentation” (TC TESOL General MA), Hannah van Dolsen on “Senses in Seasons” (TC TESOL K-12 MA), Kami Xu on “Causes and Effects of Global Warming” (TC TESOL General MA), and Shannon Martin with “The Bill of Rights in Augmented Reality” (TC TESOL General MA).

In the afternoon, Allison Orr presented Hands-on Math for Bilingual Learners” (TC Bilingual Bicultural Education MA). Her activity was designed for a third-grade math lesson in which she made use of TPR gestures to teach the words *columns* and *rows*. She also used photographs of real-life objects such as egg cartons and rows of candy in vending machines to show her “students” the concept of an array and its use in multiplication.

Afternoon presentations also included Angie Papageorgio on “Signs of Thanksgiving” (TC TESOL K-12 MA), Tara Dennington on “Literary Elements in the Decameron” (TC TESOL K-12 MA), Giulia Basile on “Change-makers in New York City: Examining Banksy” (TC TESOL K-12 MA), Arthur Wang on “Teaching Email Writing to Advanced ESL Students through Collaborative Editing Exercise” (TC Applied Linguistics MA), and

Nisa Nuonsy on “Because / But / So” (in-service NYC DOE teacher).

A highlight of CoT was the keynote talk by Dr. Catherine Box of the University of Pennsylvania. Dr. Box received her Ed.D at Teachers College, and was a member of the TESOL/AL faculty up until last year. Current and former students and faculty from Teachers College were excited to see her again. Her talk, entitled, “Advocacy in the Age of the AR-15: Amplifying Student Voices in Classroom and Community”, was very timely, considering that it fell on the same day as the “March for Our Lives” rally in Washington and other cities around the US. Dr. Box spoke about how teachers can amplify students’ voices in different contexts, including in the classroom, but also in personal interactions. Dr. Box defined “advocacy” broadly, including teacher activities that show students that their opinions matter. She gave the example of a teacher she knew who had students write poetry in which each line began with “I am...” The activity focused on using metaphoric language, but it also empowered students to talk about their own lives and to take control of their personal narrative.

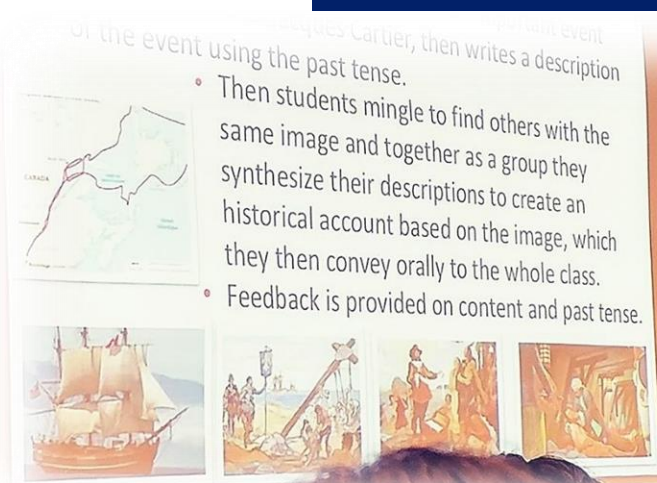
Special Thanks

Celebration of Teaching has grown bigger with each passing year, and the committee members would like to thank all of the participants, presenters, and faculty at Teachers College who made the event possible. We hope to continue to grow the conference in future years.

English Language Learners are a fast-growing population in the US K-12 school system, so it is essential for all teachers to understand what they can do to support their unique needs.

We look forward to seeing you at next year’s conference in March 2019! We encourage you to visit our website for more information about Celebration of Teaching:

<https://tccot.weebly.com/>



APPLE Lecture 2018: Reconnecting to TC's Foundational Concern

By Wai Man Adrienne Lew

This year's *APPLE Lecture* returned to a foundational concern here at Teachers College—that of classroom instruction. In 1997, Lyster and Ranta introduced a typology of oral corrective feedback to Instructed Second Language Acquisition (ISLA) research. Since then, empirical investigation into the various options within the typology, such as recasts and negotiation of form, has proliferated. Two decades later, on the afternoon of February 16, 2018, we had the honor of presenting two talks by Dr. Roy Lyster himself. Dr. Lyster is currently Professor Emeritus of Second Language Education in the Department of Integrated Studies Education at McGill University. During the first talk, Dr. Lyster highlighted the relevant considerations for choosing between two main types of oral corrective feedback, namely prompts and recasts. During the second talk, he went one step further by framing oral corrective feedback as part of his Counterbalanced Approach within the larger context of Content-based Language Teaching (CBLT).

In *Oral Corrective Feedback as a Catalyst for Second Language Development*, Dr. Lyster opened by characterizing oral corrective feedback as “a complex phenomenon” (Chaudron, 1988, p. 152) serving multiple functions beyond simple error correction. From negotiation of form to the

provision of negative evidence in real-life French immersion programs, he went on to distill the 1997 typology into two families of oral corrective feedback: (i) prompts, and (ii) recasts. Dr. Lyster then compared and contrasted the merits of prompts and recasts, drawing on insights from relevant theoretical perspectives, empirical classroom study findings, and effect sizes from meta-analyses. In particular, he specified the finer-grained instructional conditions and learner characteristics (e.g., proficiency levels) to consider when choosing between prompts and recasts as devices for oral corrective feedback. Dr. Lyster concluded the session by stressing that oral corrective feedback might be more suitable for reinforcing learners' prior or current instruction for incorporation into their interlanguage (Selinker, 1972). Introducing new linguistic knowledge via oral corrective feedback, by comparison, might yield only modest results.

The above conclusion regarding the appropriate use of oral corrective feedback turned out to be a perfect segue into Dr. Lyster's second talk—*Juggling Language and Content Across the Curriculum*. After underscoring the cognitive and motivational bases for the superiority of CBLT over traditional grammar-based approaches, Dr. Lyster used the learning outcomes of French immersion programs as counterexamples

to caution the audience against the hazards of language and content separation. Specifically, he proposed a Counterbalanced Approach to integrating language and content, which comprises (a) reactive approaches, such as oral corrective feedback, and (b) proactive approaches, such as input or textual enhancement vis-a-vis the linguistic targets as preselected by the instructor. With respect to proactive approaches, Dr. Lyster advocated a Contextualization-Awareness-Practice-Automatization (CAPA) sequence for their implementation. According to him, the CAPA sequence is in keeping with the notion of “practicing language” from a skill acquisition theory and transfer-appropriate processing perspective. The emphasis on meaningful practice treats language learning as an acquired skill that can be proceduralized and ultimately automatized. The focus on contextualizing the language learning experience serves to equip L2 learners with the processing capacities to transfer their acquired language skill to other contexts that bear similarities to the original learning environment. Dr. Lyster ended the second talk by pointing out that (i) teaching the content in the second language does not necessarily guarantee learners’ acquisition of that language, and (ii) professional development is integral to the success of CBLT.

During the question-and-answer sessions, Dr. Lyster aptly addressed a variety of theoretical, methodological, and practical issues brought up by the audience. The extent to which the CAPA sequence resembles the Presentation-Practice-Production (PPP) model of language teaching, and whether Sheltered Instruction Observation Protocol (SIOP) (Echevarría, Vogt, & Short, 2017) suffices from a CBLT perspective, were but two intriguing questions from the audience.

APPLE Lecture 2018 proved to be a success. A total of some 120 were in attendance. This 18th iteration in the APPLE Lecture Series continued the tradition begun in 2000, engendering lively professional dialogue in the ELT community by addressing issues of cutting-edge research, innovative practice, and critical policy.

Dr. Lyster’s full lecture is available at the following link:

<http://www.tc.columbia.edu/arts-and-humanities/applied-linguistics-tesol/activities/apple-lecture>

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The Assessment Buzz at TC

By Andrea Durkis, Hee-Jin Kim, and Michelle Stabler-Havener

It has been an exciting year for students and faculty in the assessment track of the Applied Linguistics and TESOL program! They have been busy organizing lectures, winning awards, presenting at conferences, publishing papers, and doing internships. Here are some of the highlights from the 2017-2018 academic year.

The Bachman Lecture

On April 12, 2018, the TESOL/AL Program had the pleasure of hosting a talk by Professor Lyle F. Bachman and Ms. Barbara Damböck. The talk, entitled “Using an Assessment Use Argument (AUA) to Guide Classroom-based Assessments,” provided an overview of an approach that classroom teachers can use to assess their students’ language ability, interpret scores, and make decisions that lead to appropriate consequences. Their approach adapts Bachman and Palmer’s (2010) assessment use argument (AUA) to the context of classroom-based assessments. During the talk, Professor Bachman explained how to articulate an AUA for classroom assessments. Then, Ms. Damböck described real-life examples of how to relate elements of classroom assessments to the AUA, such as developing task templates to improve the consistency of classroom assessment tasks. Students, faculty, and guests from



the greater New York City area attended the event. Not only was the talk informative in giving classroom teachers tools to design test tasks for the classroom, but it was also touching, as Professor Bachman shared some entertaining anecdotes about one of his doctoral students—our very own Professor Purpura! To learn more about Professor Bachman and Ms. Damböck’s approach to classroom assessment, we refer you to their new book, *Language Assessment for Classroom Teachers*, now available from Oxford University Press.

Language Assessment Publications

This academic year, Eddie Getman, Saerhim Oh, and Fred Tsutagawa collaborated with ETS researchers on projects that resulted in publications. Additionally, Yuna Seong published a paper on her doctoral pilot study research. Here are the references.

Schmidgall, J. E., Getman, E. P., & Zu, J. (2017). Screener tests need validation too: Weighing an argument for test use against practical concerns. *Language Testing*. <https://doi.org/10.1177/0265532217718600>

Seong, Y. (2017). Assessing L2 Academic Speaking Ability: The Need for a Scenario-based Assessment Approach. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 17(2), 36-40. (<https://tesolal.columbia.edu/article/assessing-l2-academic-speaking-ability/>)

Wolf, M. K., Oh, S., Wang, Y., & Tsutagawa, F. S. (in press). *An investigation of young EFL students’ writing patterns from an argumentative writing task*. TOEFL Research Report Series. Princeton, NJ: Educational Testing Service.

The Third Annual TC-ETS Forum on Teaching, Learning, and Assessment of English Language Learners

This spring heralded the 3rd annual Teachers College/Educational Testing Service (TC/ETS) Forum on Teaching, Learning, and Assessment of English Language Learners. This popular event took place before a large audience on Friday, April 20th, 2018 at Teachers College. The Forum brings together teachers, students, researchers, testing specialists, administrators, and others interested in language assessment topics to listen to, explore, discuss, and debate issues and concerns related to the assessment of English language learners. This year's Forum, entitled *Cognition and Language Assessment*, was organized by Dr. Payman Vafae from the Applied Linguistics and TESOL Program in conjunction with Drs. John Norris and Tom Van Essen from ETS. It featured three presentations.

The Forum began with a substantive introduction to the topic of "Cognition and Language Assessment" by Professor Purpura. After that, Drs. Madeleine Keehner, Jung Aa Moon,

and John Norris from ETS gave a presentation called "Applying Cognitive Science Principles to Assessment Talk Design." This presentation explored how test takers' cognitive processes, such as attention, perception, reasoning, and memory, are influenced by the types of tasks that they are asked to perform as well as by certain task characteristics or 'design features' of those tasks. Findings from several empirical studies were described, illustrating how different task designs influence examinee cognition and performance. Qie (Chelsea) Han, a doctoral student in second language assessment at TC, presented the next paper, entitled "Investigating the Effects of Rater Memory Capacity on the Evolution of Test Takers Speaking Ability." This presentation explored the effects of rater memory capacity and rater expertise (i.e., rater cognition) on raters' ability to accurately judge test taker speaking test performance.

Finally, Dr. Payman Vafae concluded the Forum with a talk on "The Role of Working Memory in Second Language Listening Assessment." In this presentation, Dr. Vafae investigated the extent to which variability in L2 listening ability can be explained by individual differences related to working memory.

Overall, the Forum turned out to be another stimulating afternoon of insights and discussion. We look forward to next year's installment of this highly popular event.



Qie (Chelsea) Han presenting at the TC-ETS Forum

2017-2018 Award and Grant Recipients for Language Assessment Research

We are delighted to announce that several students in the assessment track were successful in receiving awards or securing grants to support their work over the last year.

Jorge Beltrán: Jorge won a 2018 British Council Assessment Research Award for his pilot study entitled “Test-Taker Choice in Argumentation and the Implementation of Multiple-Turn Tasks in Scenario-based L2 Speaking Assessment.” His study explores how language learners engage in argument-building in the context of oral communication through a semi-direct speaking assessment, and whether allowing test-takers to choose a position to defend throughout the assessment (as opposed to being assigned a position) has any effects on their performance.

Saerhim Oh was awarded the Teachers College Doctoral Dissertation Grant for her dissertation entitled *Investigating test-takers' use of linguistic tools in second language writing academic writing assessment*. She also won the prestigious Robert Lado Memorial Award for Best Graduate Student Paper presented at the International Language Testing Association's (ILTA) annual Language Testing Research Colloquium (LTRC). Her paper was entitled: “Investigating Second Language Learners' Use of Linguistic Tools and Its Effects in Writing Assessment.”

Heidi Liu Banerjee: Heidi won the 2017 MwALT Graduate Student Award for Excellence in Language Assessment Research for her pilot study paper entitled, “Investigating the Construct of Topical Knowledge in Second Language Assessment: A Scenario-Based Assessment Approach.” Her dissertation proposal, entitled “Investigating the Construct of Topical Knowledge in a Scenario-Based Assessment Designed to Simulate Real-Life Second Language Use,” was also awarded The International Research Foundation for English Language Education (TIRF) Doctoral Dissertation Grant for 2017 and the 2018 ETS TOEFL Small Grants for Doctoral Research in Second or Foreign Language Assessment.

Qie (Chelsea) Han: Chelsea won a 2017 British Council Assessment Research Award for her pilot study entitled “Investigating the effects of rater memory capacity on the assessment of L2 speaking ability.” She presented her pilot study findings at the 2018 TC-ETS Forum.

Language Assessment Internships at ETS

Jorge Beltrán took part in the 2017 Summer Internship Program in Research for Graduate Students at Educational Testing Service (ETS) in Princeton, NJ. During the eight-week program, Jorge worked for the English Language Learning and Assessment Department under Dr. Lin Gu's advisement.

Qie (Chelsea) Han was a Test Development Intern at ETS for the English Language Learner 2017 Summer Internship. During her internship, Chelsea developed listening items for the Test of English for International Communication (TOEIC).

Presentations on Language Assessment

Doctoral students and faculty actively contributed to the field of language assessment by representing TC at several important venues this year. Saerhim Oh, Jorge Beltrán, and Yuna Seong presented their work at the 2017 Language Testing

Research Colloquium (LTRC) in Bogotá, Colombia. Heidi Liu Banerjee presented at the 2017 Midwest Association of Language Testers (MwALT) conference in Dayton, Ohio. Michelle Stabler-Havener facilitated an online TED-Ed lesson for the National Foreign Language Resource Center. James E. Purpura and Heidi Liu Banerjee organized a symposium on the affordances of Scenario-Based Language Assessment at the 2018 American Association for Applied Linguistics (AAAL) Conference in Chicago, Illinois. This symposium featured a theoretical introduction to the topic in a paper presented by James Purpura and Heidi Liu Banerjee. Individual papers included one each by Rongchan Lin, Yuna Seong, and Heidi Liu Banerjee. Jorge Beltrán also presented at the 2018 AAAL conference. Michelle Stabler-Havener presented at the 2018 Spring Research and Pedagogy Forum sponsored by the TC TESOL/AL Roundtable. Finally, Heidi Liu Banerjee collaborated with researchers at Educational Testing Service (ETS) on two projects that were presented at the American Educational Research Association (AREA) Conference in New York City.



The 2018 AAAL Conference in Chicago, Illinois

Intercultural Exchanges:

TC and the University for Foreigners of Siena (Italy)

By James E. Purpura, Professor of Linguistics and Education, AL and TESOL Program



In 2017 I was awarded a Teaching and Research Fulbright Grant from the Fulbright Foreign Scholar Program by the J. William Fulbright Foreign Scholarship Board and the Bureau of Educational and Cultural Affairs of the U. S. State Department, the Institute of International Education (IIE). The purpose of this award was to promote and preserve intercultural exchanges and collaborative networking by affording me the opportunity both to immerse myself in Italian language and culture for five months and to actively participate in the life of my host university. While in Siena, I taught a foundational course on Foreign Language Assessment and a more specialized course on Learning-Oriented Assessment (LOA). I also studied Italian (of course!), and continued to pursue research related to an LOA approach to scenario-based assessment. During my stay, I was happily able to initiate new research collaborations in the Italian context and give keynote addresses at a number of professional meetings.

In Siena, I had the pleasure of working closely with four amazing colleagues: Professor Carla Bagna, Associate Professor of Linguistics and Director of CLUSS (Centro Linguistico di Unistrasi)—this is the University’s world reknown foreign language program and Professor Pierangela Diadori, Professor and Director of the DITALS Center—the Center responsible for one of the most respected Italian Language Teacher Certification Exams in Italy. I also collaborated with Professor Sabrina Machetti, Director of the CILS Center—the Center responsible for producing one of Italy’s best known Italian language certification exams. Lastly,

I worked with Dr. Roberto Tomassetti, researcher in the DITALS Center. Given the warm welcome I received at Unistrasi and the blossoming of new intellectual collaborations, I knew I could not just leave Siena at the end of my stay. Thus, I offered to sponsor Professor Machetti and Dr. Tomassetti as visiting scholars at TC during the 2017-2018 academic year. Fortunately, Professor Pietro Cataldi, Rector of Unistrasi, seeing this as a wonderful opportunity for ongoing intellectual collaboration between Unistrasi and TC, agreed to support their stay in NYC.



Dr. Roberto Tomassetti, a Post-doc Researcher in the DITALS Center at Unistrasi, came to TC as a visiting scholar in Fall 2017. In Siena Dr. Tomassetti helps coordinate the development, admin-

istration and scoring of DITALS exam, an Italian exam for teachers of Italian as a Foreign Language. Dr. Tomassetti research goal at TC was to perform a critical review of the current DITALS II exam so that he could suggest ways to refresh it in its next version, especially with respect to the test construct, its operationalization, and the scoring. Dr. Tomassetti took three courses in language assessment at TC, and was invited to participate in my research group on Scenario-Based Assessment. Lastly, Dr. Tomassetti introduced us to the DITALS II exam in an excellent presentation explaining how Italian language teacher certification is conceptualized at Unistrasi. Dr. Tomassetti is continuing his validation research in Siena.



Dr. Sabrina Machetti is Associate Professor in Educational Linguistics at Unistrasi, where she is also Director of the CILS Center. The CILS Center is responsible for producing examinations in Italian as foreign language in Italy and

around the world. Professor Machetti spent Spring 2018 at TC. She came with several goals. First, she wanted to develop a broad collaborative research agenda with me in the area of Italian language test validation. To this end, Professor Machetti developed a validity argument for the suite of examinations offered by the CILS Center. We began this work by re-coding the current exam according to a Purpura's (2016) meaning-oriented model of L2 knowledge. We also reviewed the scoring procedures, and began a series of statistical analyses to examine validity claims made by the CILS exam. Professor Machetti and I also began thinking about a book (in

Italian) on language testing and assessment for Italian teachers. Professor Machetti took three courses in language assessment while at TC, actively participated in my LOA research group, and gave talks on Italian language assessment at several venues. Professor Machetti is currently writing up the research she did at TC.

Over the years, besides Sabrina and Roberto, I have sponsored many visiting scholars to work with us at TC (e.g., Professors Tim McNamara, Elana Shohamy, Carsten Roever, Aek Phakiti, Patsy Duff). Next year, I will sponsor Professor Hyun Jung Kim, Associate Professor of TESOL from Hankuk University of Foreign Studies in Korea. I believe these illustrious scholars have gained a lot from their stays at TC, but importantly for all of us at TC, they have significantly enriched the TC experience for those of us who have been able to interact with and learn from them.



LANSI Co-organizers

The year 2017–2018 represented steady productivity and success for LANSI, the Language and Social Interaction Working Group. Founded by Dr. Hansun Zhang Waring in 2010, LANSI has been promoting dialogue between scholars and graduate students who work with audio/video-recorded data from naturally occurring interaction in the larger metropolitan area of New York. At our monthly data sessions,

the members continued to share and discuss in new data from various contexts, exchange scholastic knowledge and explore analytical possibilities. The 7th annual LANSI conference, co-organized by Hansun Waring, Elizabeth Reddington, Junko Takahashi, and Gahye Song, took place on September 22-23. The invited speakers this year were John Heritage from University of California, Los Angeles and Jurgen Streeck from

LANSI 2017-2018: A Year in Review

*By Junko Takahashi
and GaHye Song*

University of Texas, Austin. Heritage's talk centered around the reflexive relationships between apologies and offenses. More specifically, he analyzed how participants orient to, as a normative structure, the proportionality of apologies to the offenses they are designed to remediate. Streeck's presentation was based on video-recorded data of workplace cooperation in



John Heritage speaking at the 2018 LANSI Conference

auto-shop. He analyzed how physical action and indexical and mimetic forms of language use are connected.

The conference also featured presentations on diverse topics such as interactions during police traffic stops, children's math learning, patient evaluation practices in medical education, and development of second language interactional competence. Languages studied included English, Dutch, Kula, Mandarin, Korean, and Mongolian. The 2017 LANSI conference successfully brought together both prominent and budding scholars both domestically and globally.

The success of the conference can be well summarized by John Heritage's comment for Humans of LANSI, our short post series on Twitter and Facebook: "I thought that LANSI was the best small conference that I've been to in many, many years. I learned things that I didn't have any expectations of." LANSI co-chairs Gahye Song and Junko Takahashi also had the pleasure of conducting an impromptu interview with Heritage,

who discussed his early inspirations as a graduate student and his thriving academic career as a sociologist and conversation analyst. This short interview article is scheduled to be published in the 2018 Spring issue of *Working Papers in Applied Linguistics* at Teachers College.

In addition to successfully hosting the conference this year, our members actively pursued various endeavors: receiving awards, publishing papers, and presenting at internationally renowned conferences. One of the highlights came when a team of doctoral students, led by Dr. Waring, presented a colloquium entitled "Communicating with the Public: Third Parties in Question and Answer Sequences" at Georgetown University Roundtable (GURT) in March. The colloquium explored topics such as a Q & A session between health care experts and the public as well as the moderator's role. Scholarly presented by Allie King, Di Yu, Nadja Tadic, Elizabeth Reddington, Carol Lo and a TC Ed.M alum, Ann Tai, the colloquium was well-received by many attendees, bearing the fruit of a year of hard work and progress.

Our data sessions will continue to be held during the summer months. For dates of our meetings and more information, please visit our website at: <http://www.tc.columbia.edu/lansi/> or contact us at lansi@tc.edu.



Jurgen Streeck at the 2018 LANSI Conference.

Round Table Events

By Alexii Lazaridis

(MA '18, Ed.M Applied Linguistics '20)



TESOL/AL Roundtable is proud to say that it hosted seven events each semester of the 2017-2018 school year. With organization under co-chairs Louise Hunt and Murong Xu, the committee successfully held events ranging from socials to research forums and was happy to bring representatives together from all three tracks of Applied Linguistics and TESOL.

Fall 2017 started off strong with an off-campus social at Arts and Crafts Beer Parlor on September 15th. Social co-chairs Alexii Lazaridis and SueMin Park met with nearly forty students as they took over the bar for their happy hour specials.



Off-campus social at Arts and Crafts Beer Parlor

Rachel Wang (Research Chair) worked diligently to then provide two research discussions on both September 29th and October 20th as students in our program received an introduction to research in the field and tips from doctoral candidates. Rachel further used these to springboard her third discussion in November as she outlined how to write a successful literature review with doctoral candidate Elizabeth Reddington. TC students met up again at the end of October for a Halloween Party and Pumpkin Carving organized by SueMin and the Fall Roundtable Research and Pedagogy Forum organized by Forum chairs Jessica Lei and Skye Tyler. The semester ended with a Holiday Pasta Party spear headed by Alexii and co-organized with the department.

Cohorts met up again at the end of October for a Halloween Party and Pumpkin Carving organized by SueMin and the Fall Roundtable Research and Pedagogy Forum organized by Forum chairs Jessica Lei and Skye Tyler. The semester ended with a Holiday Pasta Party spear-headed by Alexii and co-organized with the department.



2017-2018 Student Awards in SLA and Discourse Analysis

Carol Hoi Yee Lo:

2017 Top Student Paper,
Language and Social
Interaction Division, National
Communication Association

Mi Sun Park:

Teachers College Dean's
Grant for Student Research

Gahye Song:

NFMLTA (National
Federation of Modern
Language Teachers
Association) Dissertation
Support Grant

After recovering from finals and the holidays, students were lucky to meet for an on-campus wine and cheese social on January 19th as forty students from all three tracks discussed their plans for the upcoming semester. Later in February, another research series featured Dr. Howard Williams on successful abstract writing. In addition to contributing to both the APPLE Lecture and Celebration of Teaching

conference, our team was able to schedule the Spring Research and Pedagogy forum under Jessica Lei on April 13, 2018 and a special guest lecture in the field of American Sign Language on April 23, 2018. The Roundtable's final event of the year was an ice cream social organized by new incoming social co-chairs Deepika Vasudevan and Hannah Van Dolsen on April 25, 2018.

APPLE Award Recipients 2018

Eri Imahori (AL), "Linguistic Expression of Depressogenic Schemata"

Tzu-hsuan Yang (AL), "The Use of Designedly Incomplete Utterance in TV Talk Shows"

John F. Fanselow Award Recipients 2018

Giulia Basile (TESOL PK-12), "Erosion, with Enthusiasm!"

Bing Han (TESOL PK-12), "A Multimodal Exploration of Immigrant Life with Literacy Texts for Young ESL Learners"

Louise Hunt (TESOL PK-12), "Activating Advocacy: Finding their Voice through Literature"

Alexii Lazaridis (TESOL PK-12), "The United States and World War II: The Power of Primary Sources for ELLs"

Graham Pierce (TESOL PK-12), "Teaching Chuang Tzu to ELLs"

Alumni Profiles



Mary Catherine Boehmer
Class of '12

When I came to TC for my M.A. in TESOL in 2010, there was a huge focus on integrating technology into the English language classroom. I'm now an English Language Fellow based in Baku, Azerbaijan, and in my role here I work with the U.S. Embassy Baku to develop projects and programs to expand English language programming. Travel for cultural outreach or leading professional development is tightly restricted by Azerbaijani government authorities, and access to high-quality English education is limited, especially outside of Baku. I wanted to reach as many English teachers and learners as possible, and I realized that through technology, I could. In Baku, I started facilitating Massive Open Online Courses (MOOCs) for English for Career Development, English for Business & Entrepreneurship, English for Science, Technology, Engineering & Math (STEM), and E-Teacher MOOCs for professional development for English teachers. Over the past two years, I turned this into a large-scale blended learning initiative through MOOCs, training 15 Azerbaijani English teachers to facilitate MOOC study groups for nearly 1200 participants throughout Azerbaijan. I'm now consulting EducationUSA Azerbaijan on developing a framework for future MOOC facilitation - they will be continuing and expanding the project after my fellowship ends. My time at TC really changed how I view the potential for using technology to enhance English language learning. Half a world away in Azerbaijan, technology is changing lives for the better.

Alumni Profiles



Matt Tully
Class of '05

Namaste to Everyone at TESOL/AL!!

This has been an exciting year, indeed! In August, my family and I moved from New York City to Kathmandu where I am working as Director of Programming and Training for the United States Peace Corps in Nepal. My wife (Jen), our son (Hudson), and I are settling in well, and we have enjoyed exploring Nepal and making new friends. Peace Corps Nepal currently works in the Food Security sector, and we are excited to launch an English Education project in the coming year. I am grateful to be part of the TESOL/AL community at TC, and for this opportunity to contribute my TC experience so that Peace Corps Volunteers and their communities can further positive outcomes in nutrition, agriculture, and education. Sending best wishes to everyone back at TC!

Please see the link below for a description of what life is like for Peace Corps Volunteers in Nepal.

https://www.youtube.com/watch?v=VhNZkYk_NKU

Carolyn Fuchs



Time flies – I can't believe it has already been three years since I left TC. I have missed the TC Community ever since and dropped by on occasional visits. In summer of 2015, after 8 years as Lecturer in TESOL/AL, I moved my family to Asia for a position as Assistant Professor in the Department of English at City University of Hong Kong. At CityU, I taught MA-level courses (to mostly Mainland Chinese) and also BA-level courses (to mostly local Hongkongers).

On the research front, my interest still lies at the intersection of online learning and technology-mediated language education, with a focus on the areas of virtual exchanges, learner autonomy, and task design. I am very pleased to announce that our organization UNICollaboration.org has recently inaugurated the *Journal of Virtual Exchange* (JVE). The JVE is a cross-disciplinary journal, and we are hoping to offer a platform for publication and a forum for discussion for anyone interested in the field of virtual exchange (aka telecollaboration).

Hong Kong has been an amazing experience because of its unique East-meets-West context. But this summer, we are once again in the process of packing up to move back to the East Coast - this time for good. This fall, I am starting a new position as Teaching Professor and Coordinator of Online Teaching and Learning in the College of Social Sciences and Humanities at Northeastern University in Boston. This will allow me to combine the many different hats that I have worn over the past 20 years (technology, English, German, teacher education). Needless to say, I look very much forward to being able to reconnect with TC once we are back stateside. I hope to see you all again very soon.

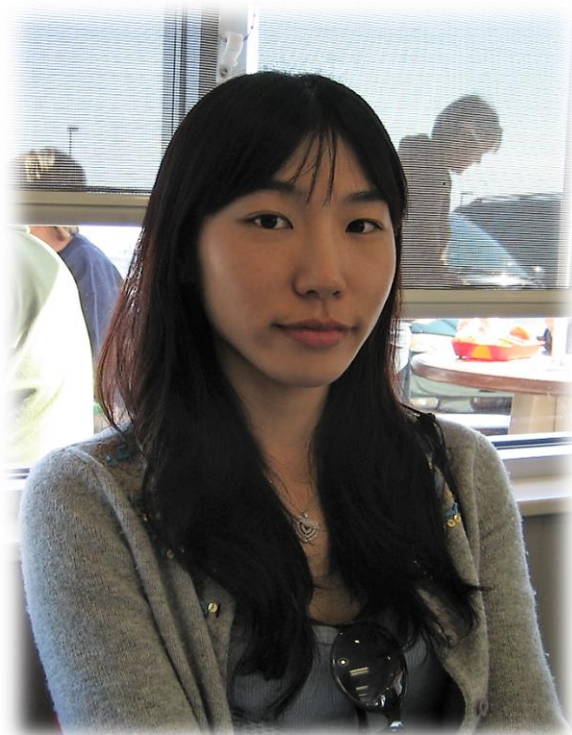
Alumni Profiles



Chris Stillwell Class of '05

I got married a month after graduation and moved to Japan shortly after that, where I joined several TC TESOL/AL alums, including Julie Matsubara, Satoko Kato, and Tara Waller working at a university outside Tokyo. My two-year contract turned into four and then ultimately six before we decided to come back to the US so my daughter could start kindergarten back home. We moved to California, where I started my PhD in Education six years ago, which I just now finished. My dissertation is on international students learning biology content through ESL in a large introductory undergraduate course that uses active learning techniques (techniques that happen to parallel what is often considered good pedagogy for the ESL classroom). Along the way, I have had the good fortune of joining a number of interesting projects, including volunteering as a teacher educator in Laos, and later returning to Japan twice in the past two years to give workshops on teaching content through English as the medium of instruction. I have also worked for the Department of State on two exciting projects: one in Cairo, setting up a virtual exchange between teachers in the US and in Egypt, and one a free webinar on strategies for teaching large classes, which attracted more than 30,000 views in its first week. All in all, I would say my studies at TC have led me to lots of interesting adventures, and I'm looking forward to my next move, which is to take a tenure-track ESL professor position at College of the Sequoias in central California.

Alumni Profiles



Sung Kyung Hur

Class of '09

I graduated from Yonsei University, South Korea, with two bachelor's degrees in English Language and Literature and Education. Upon graduation, I passed the Teacher Licensure Exam and began to teach 10th to 12th graders English at a public high school in Seoul. Prior to joining the Applied Linguistics program at Teachers College, I took part in developing various English teaching/learning content for secondary English learners. My Master's thesis was entitled "Acquisition Order and Overgeneralization of English Articles by Article-less L1 Speakers". After TC, I went back to Korea and resumed teaching. Currently, my main research interest is literacy education for EFL learners of English in the K-12 setting. I plan to pursue a higher degree in K-12 reading, and hope to develop an effective online English literacy education platform.

Completed Dissertations

- **Alice Chen-Ling Chen, "The Effects of L2 Repeated Reading on Reading Comprehension and Incidental Vocabulary Acquisition".**
Dissertation Advisor: Zhao Hong Han.
- **Rong Rong Le, "The Pragmatic-Discursive Structure of Chinese Compliments in Naturally-Occurring Conversation".**
Dissertation Advisor: Leslie Beebe
- **Saerhim Oh, "Investigating Test-Takers' Use of Linguistic Tools in Second Language Academic Writing Assessment".**
Dissertation Advisor: Jim Purpura

Recent and Projected Student Presentations

- Banerjee, H. L. (2017, October). *Investigating the construct of topical knowledge in second language assessment: A scenario-based assessment approach*. Best student paper award presented at MwALT 2017. Wright State University, Dayton, OH.
- Banerjee, H. L. (2018, March). *Measuring topical knowledge and tracking topical learning through a scenario-based language assessment*. Presented at AAAL Colloquium "The affordances of scenario-based assessment for broadening measurement opportunities in second or foreign language assessment", Chicago, IL. (Colloquium organizers: James E. Purpura & Heidi L. Banerjee).
- Beltran, J. (2018, March). *A meaning-based multiple-choice test of pragmatic knowledge: Does it work?* Paper presented at the Annual Conference of the American Association of Applied Linguistics (AAAL): Chicago, IL.
- Beltran, J. (2018, July). *An Exploration of Scenario-based Assessment of Speaking for Argument-building*. Work in Progress to be presented at the 2018 Language Testing Research Colloquium: Auckland, New Zealand.
- Bennett, M., Banerjee, H. L., Burley, A., Doan, L., Geib, T., & Lieber, H. (2018, April). *The effect of voucher programs on student achievement: A meta-analysis*. Poster to be presented at AERA, New York, NY.
- Carpenter, L. (2018, March). *Developing student-teacher elicitation sequences over time: A conversation analytic intervention*. Paper presented at Georgetown University Round Table (GURT): Washington D.C.
- Choe, A. T., & Reddington, E. (2018, March). *But-prefacing as a refocusing device in questioning and answering*. Colloquium contribution presented at the Georgetown University Round Table (GURT): Washington, D.C.
- King, A. H. (2018, March). *Doing being the moderator in webinar Q&A sessions*. Paper presented at the 2018 meeting of the Georgetown University Round Table (GURT): Washington, DC.
- King, A. H. (2017, November). *Joint initiation and joint feedback: Connecting collaboration with pedagogy in co-teaching*. Colloquium contribution presented at the 2017 TESOL/AL Fall Roundtable Research Forum at Teachers College, Columbia University: New York, NY.
- Lo, C. H. Y. & Yu, D. (2018, March). *Beyond the "Q & A": TV journalist's third turn in interviews with public health experts*. Colloquium contribution presented at the Georgetown University Round Table (GURT): Washington, D.C.
- Lo, C. H. Y. (2017, November). *Wearing two hats: Managing correction and responding when facilitating ESL group work*. Paper presented at National Communication Association (NCA) Annual Convention: Dallas, TX.
- Reddington, E. (2018, July). *The 'caring' closing: Teacher practices for ending student tellings in the language classroom*. Paper to be presented at the 5th International Conference on Conversation Analysis (ICCA): Loughborough, U.K.
- Sorge, D. C., Hosoda, Y., Lo, C. H. Y., Mikesell, L., Rowen, R., White, S. J., and Williams, N. J. (2018, July). *Syntactically Complete Turn-medial "I don't know."* Panel contribution to be presented at the 5th International Conference for Conversation Analysis (ICCA): Loughborough, UK.
- Saez, N. (2017, April). *Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors*. Paper presented at 2017 annual conference of the American Educational Research Association (AERA). San Antonio, Texas.
- Seong, Y. (2018, March). *Examining the Cognitive Dimension of Academic Speaking Ability through a Scenario-based Speaking Test*. Presented at AAAL Colloquium "The affordances of scenario-based assessment for broadening measurement opportunities in second or foreign language assessment", Chicago, IL.

Recent and Projected Student Presentations (*continued*)

- Seong, Y. (2018, July). *Examining Academic Speaking Ability and its Cognitive Dimension through a Scenario-based Speaking Assessment*. Paper to be presented at the 2018 Language Testing Research Colloquium: Auckland, New Zealand.
- Song, G. (2018, July). *Spotlighting a character: The use of unattached noun phrases (NPs) in storytelling*. Paper to be presented at the 5th International Conference on Conversation Analysis (ICCA): Loughborough, UK.
- Stabler-Havener, M. L. (2017, October). *TED-Ed lesson: Providing effective online feedback*. Presentation facilitated for the National Foreign Language Resource Center, University of Hawai'i at Manoa, USA.
- Tadic, N. (2017, November). *The joint accomplishment of "unruly" learner participation in an elementary classroom*. Paper presented at the National Communication Association (NCA): Dallas, TX.
- Tadic, N., Lo, C., Reddington, E., & Yu, D. (2018, July). *Co-constructing rapport in an elementary classroom*. Paper to be presented at the 5th International Conference on Conversation Analysis (ICCA): Loughborough, UK.
- Takahashi, J. (2018, March). *Self-selection patterns of East Asian students in the American graduate classroom*. Paper to be presented at the TESOL Convention: Chicago.
- Tsutagawa, F. S. (2018, July). *Development and examination of a scenario-based, semi-direct pragmatic speaking test for an academic target language use domain*. Paper to be presented at the 40th Language Testing Research Colloquium 2018, Auckland, New Zealand.
- Wolf, M. K., Banerjee, H. L., Hamill, C., & Wang, Y. (2018, April). *Identifying the language demands in textbooks aligned with college- and career-ready standards for English learners*. Roundtable to be presented at AERA, New York, NY.
- Yu, D., Okada, M., Raclaw, J., Skovholt, K., Stubbe, M., & Wei, W. (2018, July). *Pivot-like assessments: One practice for occasioning self-initiated tellings within a single turn*. Panel contribution to be presented at the 5th International Conference for Conversation Analysis (ICCA): Loughborough, UK.
- Yu, D., & Tadic, N. (2018, March). *Narrating the visual: Accounting for and projecting actions in webinar Q&As*. Colloquium contribution presented at the Georgetown University Round Table (GURT): Washington, DC.

Recent and Projected Student Publications

- Akbar, F. S. (2017). Corrective feedback in written synchronous and asynchronous computer-mediated communication. *Working Papers in TESOL & Applied Linguistics*, 17(2). Teachers College, Columbia University. New York, NY.
- Banerjee, H. L. & Timpe-Laughlin, V. (under review). Designing an interactive and learning-oriented assessment for a computer-based pragmatics learning tool: First steps toward a prototype module. *ETS Research Report*.
- Banerjee, H. L. (under review). Investigating the construct of topical knowledge in second language assessment: A scenario-based assessment approach. *Language Assessment Quarterly*.
- Boblett, N., & Waring, H. Z. (2017). The corrective feedback assignment: Seeing error correction in slow motion. In T.C.S. Farrell (Ed.), *TESOL voices: Insider accounts of classroom life* (pp. 93-100). Alexandria, VA: TESOL International Association.
- Boblett, N. (forthcoming). Doing exploratory talk in the language classroom: A sequential account. *Hacettepe University Journal of Education*.
- King, A. H. (forthcoming). Joint initiation and joint feedback: Connecting collaboration with pedagogy in co-teaching. *Hacettepe University Journal of Education*.

Recent and Projected Student Publications (*continued*)

- Lo, C. H. Y. (2017). Book review: Discourse Analysis: The Questions Discourse Analysts Ask and How They Answer Them. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 17(2), pp. 21-35.
- Messerli, T., & Yu, D. (in press). 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.
- Reddington, E. (forthcoming). Managing participation in the adult ESL classroom: Engagement and exit practices. *Classroom Discourse*.
- 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.
- Schmidgall, J. E., Getman, E. P., & Zu, J. (2017). Screener tests need validation too: Weighing an argument for test use against practical concerns. *Language Testing*.
- Seong, Y. (2017). Assessing L2 Academic Speaking Ability: The Need for a Scenario-based Assessment Approach. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 17(2), 36-40.
- Tadic, N. (forthcoming). "My brain hurts:" Incorporating learner interests into the classroom. *Language & Education*.
- 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.
- Waring, H. Z., & Carpenter, L. (forthcoming). Gaze shifts as a resource for managing attention and participation. In J. K. Hall & S. Looney (Eds.), *The embodied, interactional achievement of teaching*. Clevedon: Multilingual Matters.
- Waring, H. Z., & Song, G. (forthcoming). Advice in education. In E. MacGeorge & L. Van Swol (Eds.) *The Oxford handbook of advice*. Oxford: Oxford University Press.
- Waring, H. Z., Reddington, E., Yu, D., & Clemente, I. (forthcoming). *Going general*: Responding to yes-no questions in informational webinars for prospective grant applicants. *Discourse & Communication*.
- Waring, H. Z., & Yu, D. (in press). Life outside the classroom as a resource for language learning. *Language Learning Journal*.
- Waring, H. Z., & Yu, D. (2017). Crying as a resource for renegotiating a "done deal" in parent-child interaction. *Research on Children and Social Interaction*, 1(2), 116-140.
- Waring, H. Z., Reddington, E., & Tadic, N. (2016). Responding artfully to student-initiated departures in the adult ESL classroom. *Linguistics and Education*, 33, 28-39.
- Wolf, M. K., Lopez, A., Oh, S., & Tsutagawa, F. S. (2017). Comparing the performance of young English language learners and native English speakers on speaking assessment tasks (pp. 171-190). In M. K. Wolf & Y. G. Butler (Eds.), *English language proficiency assessments for young learners*. New York, NY: Taylor & Francis/Routledge.
- Wolf, M. K., Oh, S., Wang, Y., & Tsutagawa, F. S. (in press). An investigation of young EFL students' writing patterns from an argumentative writing task. *TOEFL Research Report Series*. Princeton, NJ: Educational Testing Service.



AL/TESOL

TIMES

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Editor: Joel Henderson
Phone: 212-678-3795

Advisor: Dr. Howard Williams
email: tesolalo@tc.columbia.edu

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