



TESOL / AL TIMES

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Highlights of the Year

The 2005-2006 academic year has been full of exciting events for the Programs in TESOL and Applied Linguistics. We hosted the Second Language Research Forum (SLRF) in October, welcomed Dr. William Grabe as the guest speaker at the annual Applied Linguistics and Language Education (APPLE) lecture in February, and co-sponsored the NYSTESOL Applied Linguistics Conference in April.

SLRF 2005

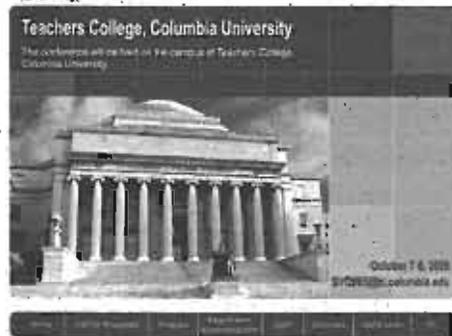
SLRF is a prestigious conference which brings together researchers and graduate students in the field of second language acquisition (SLA) from all over the world. This year, the theme of the conference was "SLA Models and Second Language Instruction: Broadening the Scope of Inquiry." Over 250 researchers presented their latest work.

Professor ZhaoHong Han and her doctoral students organized the event and made sure everything ran smoothly. Helping them were over 40 volunteers from the TESOL and AL programs.



SLRF 2005

"SLA models and second language instruction: Broadening the scope of inquiry"



Plenary Speakers

- Vivian Cook (Professor, University of Newcastle upon Tyne)
- Bill Johnston (Head, Dept. of Applied Linguistics)
- Peter Lightbown (Emergent Professor Emeritus, Concordia University, Montreal)
- Gerald Leppington (Professorial Fellow, Centre for Applied Linguistics)
- Michael Sharwood Smith (Professor, Heriot Watt University, Edinburgh)
- Stephen Krash (Dean of College of Arts and Sciences)

One of the high points of the SLRF 2005 conference was the plenary speech given by Dr. Michael Sharwood Smith, Chair of Languages at Heriot-Watt University, Edinburgh, Scotland titled, "Revisiting the Role of Consciousness with MOGUL." Prior to his speech, Dr. Sharwood Smith agreed to sit down for an engaging interview with editors of *Teachers College, Columbia University Working Papers in TESOL & AL*. The following is an excerpt from the interview:

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Dr. Sharwood Smith, learner consciousness has always been an important issue in your research. How much of language acquisition do you view as a conscious process and how much do you feel is unconscious?

Well, if I take the question really literally, I do not think any of it is conscious. There is a conscious activity which accompanies it, but the actual acquisition process is totally subconscious.

Think of something like mental arithmetics: that is, how you consciously work out the sum [...] Let's say, you are suddenly to add 12 to 66. What would you do? [...] You would maybe try to add 10 to 66 and then 2. Some people might do it that way. You would imagine a 10, imagine a 66, and 76 pops up. You do not know how that happened. It is as if you are sitting on the outside of a computer. You have a lot of ideas, but at some point you have to press a button and wait, and the solution pops up from somewhere else.



Michael Sharwood Smith, Charles Combs, Eun Sung Park

That somewhere else is where language acquisition is taking place. The question is how much can you control from this very indirect position? Literally, nothing is conscious, but that does not mean that the conscious activity is

irrelevant. It is a bit like sitting in a theater and the question is: can you shout at the actors and get them to change? This is the position which we start from, but there is more to the story that I cannot tell you right now. I think it is a mistake to think that we can consciously influence things or be aware of things in a direct way. That is the point.

For the complete interview please visit <http://www.tc.columbia.edu/tesol/webjournal>

APPLE Lecture 2006

Over 100 students, alumni, and visiting scholars attended the 2006 APPLE lecture titled, "Success with L2 Reading: From Research to Teaching" by Dr. William Grabe, Professor of English at Northern Arizona University and former President of AAAL (2001-2002). *Teachers College, Columbia University Working Papers in TESOL & AL* had the honor of speaking with Dr. Grabe on the morning of the lecture. The following is an excerpt from the interview:

Dr. Grabe, as you describe in your review of L2 writing theory and practice, L2 writing models are derived in part from L1 writing research and theory-building. How might L1 writing theory and practice benefit from greater awareness of the research by their colleagues in L2 writing?

This is an academic and political question. [...] Here is one way to think about it: L2 writing people tend to have a burden and the burden is called generative linguistics. How do you talk about language teaching and skills when your training is in generative linguistics? We all have to come to grips with this.

In first language, they have the same burden – it is not the same source. They have to deal with postmodern critical interpretation. Most people in composition and rhetoric live in English departments and they have to work with their literature colleagues and they have to deal with this theory. That really shapes and defines how they talk about writing and how they think about writing, just like in applied linguistics we have these other backgrounds that may not make us the most effective for teaching writing or helping learning, but that is a part of our background, too. So we are coming from really different worlds. [...]

In L2 writing, we are more confronted with accountability. If we are not successful with L2 writers they do not get into universities or they really fail. [...] Having said that politically, what can L1 writing people learn from L2 writing people? There is a good 1992 book by Ilona Leki in which she compares resident immigrant type populations coming up through the American school system with international students, and how they are so different in the classroom. That is just the best discussion of why L2 writing is going to be different from L1 writing and what L1 writing professionals can learn from L2 writing people.

If you are not talking about the immigrant American population, the 1.5 generation, [...] and you think about international students – well, the international students have no problems with seeing vocabulary and grammar instruction as useful and relevant. They really want feedback. They actually ask for more feedback. They tend to read it more carefully. They really see correction as something helpful and useful – after all, it is their second language. If you correct their second language, well, of course, they want it – they are perfectly comfortable and secure in



Rebekah Johnson, William Grabe, Kristen di Gennaro

their first language. You are not threatening their first language. But if you are talking about 1.5 generation and immigrant students – a lot of times English is their first language and you are threatening their language. It becomes a very different situation. It means that L1 people really have to understand L2 populations.

For the complete interview please visit <http://www.tc.columbia.edu/tesolwebjournal>

2006 NYSTESOL AL Conference

By Antonieta Cal y Mayor Turnbull

This Spring, Programs in TESOL/AL co-sponsored the NYSTESOL Applied Linguistics Conference. It was a great opportunity for language professionals to meet and share their experiences regarding language learner competencies as viewed through both research and practice. The wide array of presentations reflected the diversity of research and approaches being implemented and explored in ESL classrooms and in academic research settings. In the plenary address, "Defining Language Ability: The Role of ESL Standards for

Assessment and Instruction," Dr. Llorena Llosa of NYU addressed validity issues related to the use of standards-based classroom assessments of English proficiency in large urban school districts.



*Heather Barikmo and Elizabeth Lammons
at NYSTESOL AL*

Eight TESOL/AL students presented at the conference, demonstrating once again that TC has a tradition of encouraging its students to conduct solid research. Both morning and afternoon sessions were enriched by the presentations of our own Rebekah Johnson, Gabrielle Kahn, Lily Kim, Joseph Martz, Tara Tarpey, June Wai, Cynthia Wiseman, and Antonietta Cal y Mayor Turnbull.

2006 Apple Awards

TESOL-MA paper: Ayako Kawase for "SLA and Synchronous Computer-Mediated Communication"

AL-MA paper (data collection paper): Antonietta Cal y Mayor Turnbull for "Face-Saving and Conflicting Frames: An Analysis of Interaction between Native and Nonnative ESL Teachers"

AL-MA paper: Julie Matsubara for "An Emerging Area in Second Language Phonology: The Perception of English Vowels by Adult Second Language Learners"

2006 Fanselow Award: Michael Feyen for "The Little Prince Meets MySpace.com"

TESOL / AL Roundtable Group

By Michael Feyen

True to the goals set forward at the organization's inception, the TESOL/AL Roundtable provided students with a multitude of opportunities for networking and professional development during the 2005/06 academic year. Under the leadership of Vanessa Ferrá, President, Erica Lowe, Vice President, Ji-Hee Seuk, Secretary, and Julie Matsubara, Treasurer, the Roundtable flourished. A variety of workshops beneficial to new and continuing students alike were sprinkled over the calendar. The workshops included advice on MA Essays from Professor Hansun Waring, and ideas for classroom teaching from Professors John Balbi, Joanna Labov, and the Roundtable Faculty Advisor Professor Barbara Hawkins.

Continuing students played a large part in the workshops by speaking to other students about their experiences in the program. Topics included presenting at the TESOL Conference, and finding breadth courses and summer jobs. Additionally, during the final workshop of the year graduating students gave insight into the MA Essay writing process, from choosing a topic through finding people to proofread the final product.

The 2006-2007 academic year will be the fifth for the TESOL/AL Roundtable.

Community Language Program

By Maggie Gu

This year, the Community English Program (CEP) has become the Community Language Program (CLP) to reflect the addition of affordable foreign language courses at TC. The program began in the Spring 2006 semester with Chinese, Japanese, Korean, and Spanish classes. The inaugural teachers in the CLP were: Antonieta Cal y Mayor Turnbull for Spanish, Maggie Gu for Chinese, Tomomi Kawasaki for Japanese, and Jikyung Lee for Korean. In Summer B, the CLP added French classes, taught by Elizabeth Souers. Most of the teachers are enrolled in the TESOL or AL programs at TC.

The CLP should offer a unique opportunity for our students to teach and learn new languages, as well as conduct research with languages other than English. So far, the program has been a success.

It is our hope that the CLP will continue to grow by offering more classes for each language as well as by offering more languages. For more information on the CLP, please visit <http://www.tc.edu/centers/communityenglish/>

By Azita Moosavian

The CEP welcomed five Master Teachers this year. This new title was created as part of a continuing effort to improve the program. The Fall Master Teachers were: Chris Stillwell, Azita Moosavian, and Cynthia Wiseman. Chris has a Master's in TESOL from Teachers College with 12 years of teaching experience. He has worked with children and adults, both in the United States and abroad. Azita is completing an Ed.M. in TESOL and has been teaching for 14 years,

both in the US and abroad. Cynthia is pursuing a doctorate in language testing and is an ESL faculty member at BMCC, CUNY. During the Spring semester, Rosario Torres-Guevara joined the team. She is pursuing a doctorate in the department of International and Transcultural Education and has 16 years of ESL and EFL teaching experience. John Balbi, who teaches Fieldwork courses in our TESOL program, joined the group in May. He has over 33 years of teaching and teacher training experience.

Master Teachers serve as model ESL teachers, ensure coherence within and across levels in the CEP, and aid teacher development. CEP teachers frequently observe Master Teachers, who offer post-class discussions to reflect on effective teaching practices. The Master Teachers enhance the CEP experience for TESOL/AL students enrolled in the specialized practica.



*Antonieta Cal y Mayor Turnbull
and her Spanish class at the CLP*

TESOL/AL Alumni: What's New?

Michael Tom (MA TESOL '05) is now an editor at Pearson Education Asia in Hong Kong. He manages ELT projects in Japan, Korea, and Taiwan.

Tongta Suthumrungsri (MA TESOL '05) is Chairperson of the English Department, School of Humanities, Bangkok University, Thailand.

Dafna Ben-Anath (MA AL '05) teaches critical reading and writing at Pace University and teaches reading for academic purposes to ESL students at the Institute for Intensive Language Program at Union County College, NJ.

Tomoko Fujita (MA TESOL '05) teaches EFL to freshmen and sophomore students at Seikei University, located in western Tokyo.

Kiyo Kamita (MA TESOL '04) is teaching EFL to Japanese children (age 1-12) at a language school in Sapporo, Japan.

Chaihyo Park (MA TESOL '04) is teaching junior high school at JHS 185 Edward Bleeker School in Queens and is the ESL/LAB coordinator.

Ikuko Okuno (MA TESOL '04) teaches EFL to undergraduate students at Reitaku University in Japan. She was also a TC Tokyo graduate advisor for two years.

Geoffrey Barrett (MA TESOL '04) is teaching ESL and Computers at 188X in the South Bronx.

Bonnie Mills (MA TESOL '04) is teaching ESL at Medgar Evers College in Brooklyn, working on a second MA in Intercultural Relations through University of the Pacific and the Intercultural Communication Institute, and is Coordinator of the International Spouse Network through Metro International.

Satoko Yamamoto (MA TESOL '03) is an English teacher at Narita International High School in Japan. She is now on maternity leave and will return to her job by 2008.

Annette Machac (MA TESOL '03) is an ESL teacher at Passaic High School in Passaic, NJ, after working at a Japanese school and teaching ESL and Basic Skills at Bergen Community College, NJ.

Judy Chen (MA TESOL '03) is currently teaching in Brooklyn, Region 4, District 32, PS 116. She is the ESL coordinator.

Jonathan Bissell (MA AL '02) is Director of Program for American Language Studies (PALS), an intensive English program located in the Empire State Building.

Scott Duarte (MA TESOL '02) is teaching at Kansai Gaidai University near Osaka, Japan, after teaching stints in Indonesia, Morocco, and South Korea.

Amy Chan (MA TESOL '02) taught at St. Paul's Co-educational College in Hong Kong for two years and is now teaching at Flushing International High School in Queens.

Arpad Galaczi (MA TESOL '98; EdM AL '03) is a doctoral student at The Open University in England. He also works for Cambridge Assessment, in a unit called Asset Languages, which develops language tests in 26 foreign languages (other than English) for educational institutions in England.

Evelina Dimitrova (MA TESOL '96; EdD AL '04) works at the Validation and Research Unit at Cambridge Assessment, formerly UCLES (University of Cambridge Local Examinations Syndicate).

Tomoko Takahashi (MA 1980; EdM 1981; EdD 1984 in AL) is the Dean of the Graduate school at Soka University of America and was chosen by Albertus Magnus College to be recipient of its honorary doctorate (Doctor of Humane Letters) and this year's commencement speaker.

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The Class of 2006

The TESOL/AL department saw a record number of graduates in May. Graduates were asked about future plans and favorite Teachers College memories. Collected by Melissa Brewster

	Future Plans	Favorite Memories
Karlyn Bell	Teaching elementary ESL in either NYC or Chicago	Spending time with our awesome K-12 group!
Jackie Choi	Staying in NYC for at least another year	Helping Howard at last year's TESOL/AL party. It's hard work. Everyone should try it at least once.
Yun Young Choi	Going back to Kaplan in Korea	Teaching in the CEP!
Vanessa Ferra	I applied for the ELF to teach abroad for 10 months or so (hopefully in Latin America)	Seeing Dr. Labov's student teaching video back in the day. It was super cool!
Emily Finer	Teaching ESL in a high school in NYC	Having class in the courtyard in the Spring.
Ausra Gudaityte	Teaching high school ESL in NYC	Fits of laughter in Dr. Labov's class. Her sense of humor is excellent!
Russell Gulizia	Active Duty Navy or a degree in Education Administration (EdM or MBA)	Having beers at Radio Perfecto with classmates after a hard semester of SLA!
Jennifer Hu	Teaching Mandarin Chinese in NYC for a year and EFL in Taiwan	The CEP experience!
Eun Ha Kim	Going back to Tokyo to teach Korean	I'll never forget my experience in the CEP program.
Eun-Yong Kim	English Educator in Peongyang	Teaching CEP while taking the novice practicum and the Apple Lecture in 2006.
Sandra Lang	Teaching ESL in New York City	Professor Labov's student teaching practicum!
Andrew Lantos	Making money—but as of yet, do not have a job, looking in Baltimore	John Balbi and NYSESLAT song—in the key of Camelot.
Joseph Martz	Starting the MA program in Organizational Psychology this Fall	Thriving under the experiential teaching of Barbara, Frank, Gay, and Howard. Finally being able to call them Barbara, Frank, Gay, and Howard.
Julie Matsubara	Lecturer of English at Kanda University of International Studies in Chiba, Japan	Kazoos and rubber bands in the pronunciation workshop.
Summer Oh	Teaching at Professional Business College	Catching up with friends, drinking coffee at Café Everett!
Chris Rogicki	It's open-ended at this point	Teaching in the CEP, and of course, meeting a lifelong friend and surviving TC with all of our inside jokes: I love you, Lisa Mollura!
Tara Waller	Teaching at Kanda University of International Studies in Chiba, Japan	Student teaching practicum with Prof. Labov 2005–2006!



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