

Summer 2017

LANSI 2016-2017: A Year in Review

Lauren Carpenter

It has been another memorable year for LANSI, *The Language and Social Interaction Working Group*. Founded by Professor Hansun Waring, LANSI is focused on bringing together researchers and students who are interested in examining audio/video-recorded, naturally occurring data through discourse analysis. This year, in addition to hosting its sixth annual conference in October, the group participated in a grant project, engaged in a colloquium at the AAAL (*American Association for Applied Linguistics*) conference, and held two guest lectures and monthly data sessions.

The annual LANSI conference, co-organized by Hansun Waring, Elizabeth Reddington, and Di Yu, was a successful one; it featured invited lecturers Cecilia Ford from

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University of Wisconsin-Madison and Alexa Hepburn from Rutgers College. Ford's talk centered around 'enacting connection.' Specifically, she examined moments where participants reflexively enact closeness through joint displays of affiliation and shared positive stance. Following the conference, Ford graciously met with Dr. Waring's graduate students to present and discuss her video-recorded data on the embodied social action of shrugging. Hepburn's presentation was based on video-recorded family mealtime data, and she analyzed how young children's behavior is managed at the dinner table.



The 2016 LANSI conference also featured presentations by Doug Macbeth from Ohio State University, Jean Wong from the College of New Jersey, and Michael Lynch from Cornell University. The researchers took a close look at epistemics in conversation analysis (CA). Their presentation topics included distinguishing between epistemic status and epistemic stance and assessment sequences in epistemic CA. Their presentations have become a part of an ongoing dialogue between these researchers and John Heritage from University of California, Los Angeles, a key figure in epistemic

Cecilia Ford
(University of
Wisconsin-Madison)
delivering her plenary
talk at LANSI 2016.

CA. LANSI looks forward to welcoming Professor Heritage as an invited lecturer at the seventh annual LANSI conference this fall 2017. We are also pleased that Jürgen Streeck from University of Texas, Austin will join Professor Heritage as the second invited lecturer.

This year LANSI piloted a new social media campaign called *Humans of LANSI* (inspired by the popular *Humans of New York*). Throughout the conference, LANSI members circulated and interviewed conference-goers and presenters on studying language and social interaction. The successful project can be viewed here: <https://www.facebook.com/lansi2012/>.

Another new endeavor taken on this year is a research study funded by a two-year, \$285,000 grant from the Robert Wood Johnson Foundation. The TC project team members include Professor Hansun Zhang Waring (principal investigator), Elizabeth Reddington (project manager), Di Yu and Nadja Tadic (research assistants), and transcriptionists Allie Hope King, Carol Lo, Diane Tai Choe, and Onsutee W. Sudwan. The project uses conversation analysis to examine interactions between foundation representatives and public audiences with the aim of understanding how new strategic messaging is being communicated and understood. The project will continue to develop throughout the 2017-2018 academic year.

In March, Members of LANSI traveled to Portland, Oregon to participate in the annual AAAL conference. Along with participants from Penn State University, the group took part in a colloquium entitled “The Interactional Practices of Teaching and Learning”. Studies examined teaching contexts ranging from K-12 to adult ESL classrooms, and highlighted various interactional practices that teachers and students engage in. The colloquium raised some important questions, including how teachers and students navigate institutional demands, and how teachers manage classroom interactions through embodied practices.

LANSI had the pleasure of hosting two guest lectures this year. Jenny Mandelbaum from Rutgers University joined TC for a lecture on ‘storytelling as an action.’ Her useful talk examined data of storytellings among families and friends, and she examined how speakers who are doing storytelling also design courses of action, which can either be co-constructed or derailed by recipients. The second lecture featured Hedwig te Molder from Wageningen University and the University of Twente in the Netherlands. Using conversation analysis and discursive psychology, her interesting research focuses on how mothers claim expert knowledge of their children’s behavior, and how such



knowledge can be at odds with the general consensus of what is ‘normal’ or ‘proper.’ LANSI was pleased to have two such compelling guest lectures this year.

Left to right: Di Yu, Hansun Waring, and Elizabeth Reddington

LANSI monthly data sessions continue to be well-attended and will continue into the summer. Upcoming dates are July 29 and August 26. See <http://www.tc.columbia.edu/lansi/data-sessions/> for more information. Anyone with an interest in examining naturally occurring data is welcome!

APPLE Lecture

Yulin Liu

Our APPLE (Applied Linguistics and Language Education) speaker this year was Dr. James Pennebaker, the Regents Professor of Psychology at the University of Texas at Austin. An author and editor of 10 books and over 300 scientific articles, Dr. Pennebaker is one of the most-cited authors in the world of psychology. His research in psychology is applicable to areas of psychology such as personality, deception, status, group dynamics, and emotional states.



Dr. Pennebaker, UT Austin

In the afternoon Colloquium titled “Using words to understand people,” Dr. Pennebaker walked the audience through the many studies that he has carried out exploring the connections between language, social performances, and relationships. His talk was especially relevant to the linguistically-curious crowd because it revealed many details in the findings

of psychological research, as well as the challenges in researching a sometimes neglected component of languages: *function words* (words such as prepositions). By collecting and analyzing data from many different groups and contexts supported by computerized text analysis, Dr. Pennebaker showed that function words can provide information regarding emotional states, status, honesty, and personality. For example, one of his studies collected data from college applicants' essays and found a positive correlation between the frequency of applicants' use of function words and their academic performance later in college. The significance of his studies lies in revealing the relationship between language and social interaction.

Another study looked into instant message transcriptions among college freshman couples. By analyzing and modeling their interactions, Dr. Pennebaker was able to predict the status of their relationship in three months. If there was above average style-matching in their word choices, 80% stayed together. However, in the group with below-average matching, only 52% of them stayed together as a couple. It was thought-provoking how computers could see something the couples in the relationships might not see.

“Rocket science is easy compared with human relationships,” Dr. Pennebaker concluded in regards to the complexity of trying to understand human relationships in terms of cognitive processes.

In his evening lecture, titled “The Health and Psychological Effects of Translating Emotional Experiences into Words,” Dr. Pennebaker shared more of his research interests and findings as a social psychologist, discussing the role of putting emotional experiences into words in emotional adjustment. Several decades ago, initially intrigued by the mind-body problem, he constructed a 12-page survey with his graduate students in his lab at the University of Texas, Austin, and surveyed students about their relationships with family members, their interests, major events in their lives, etc.,

hoping to find correlations between their responses. There was one question that stood out when Dr. Pennebaker was analyzing the data from over 800 student surveys, and that was a question asking whether or not the responder had had a traumatic sexual experience prior to the age of 17. He found that participants who gave a “yes” response to that question reported 15% more physical symptoms than those who responded “no.” Later, Dr. Pennebaker was able to extend the survey to a larger and more representative group and found that the significance of the experience was not related to the traumatic experience itself so much as to whether or not it was kept secret afterwards. This study motivated him to bring writing into the recovery process and to explore how expressive writing may facilitate healing. He and his colleagues published the first study on the healing potential of expressive writing. In the study, almost 50 students were asked to write about either the most traumatic experience of their lives or about superficial topics for four days, 15 minutes a day. Those who wrote about trauma showed improvements in physical and psychological health.

Afterwards, Dr. Pennebaker continued to present his research observations based on different variables including, but not limited to, the length and frequency of writing, the environment while writing, and methods of writing. For example, in recent research Dr. Pennebaker examined which language a bilingual participant should write in to achieve a more effective result. Based on a study he conducted, the results of the study showed that for a bilingual writer, having the person switch languages in writing every other visit to the lab aided the person in healing.

Please refer to his complete lecture at: <http://www.tc.columbia.edu/arts-and-humanities/applied-linguistics-tesol/activities/apple-lecture/>

ALWC: Pedagogy, Diversity and Theory

Elyssa Sun

In 2017, we witnessed another successful year of the Applied Linguistics Winter Conference. New York State TESOL held its 38th ALWC on April 1 at Borough of Manhattan Community College (BMCC). Ten of our very own Teachers College TESOL/AL students worked hard as committee members to make the event happen, despite some changes and complications. This year's ALWC presented a series of new studies and research directions that greatly contributed to the scholarship, not only at TC and BMCC, but also in the larger Applied Linguistics community.

The 2017 ALWC, themed “Putting the Puzzles Together: Pedagogy, Diversity and Theory”, was intended as an opportunity to connect theoretical findings with the pedagogical implications in an increasingly diverse classroom environment. The conference saw 41 presenters coming



Ed. M. in language use student, Ann Tai

from different parts of the world gathered under the interdisciplinary dome of second language education.

Over two hundred attendees were provided the opportunity to select six out of thirty presentations that covered topics from pedagogical explorations on listening, writing, vocabulary and co-teaching to discourse analysis on facework in adult ESL classroom. The poster session also displayed a vast variety of intriguing research on subject matters from first language attrition to using sticky notes, zines, and hip hop in the classroom.

The conference theme was best epitomized when the plenary speaker, Dr. Sara Creider, an Ed.D. graduate in Applied Linguistics from TC and the current Visiting Assistant Professor of Multilingual Multicultural Studies at NYU, treated the audience to an eye-opening and inspiring talk on classroom discourse. Dr. Creider, who specializes in using the lens of Conversation Analysis (CA) to discover concrete methods for bringing student voices into the classroom, presented her latest research on the possibility of breaking the teacher-control vs. student-agency dichotomy via teacher practices other

than asking questions.

Dr. Creider began her talk, entitled “From Participation to Engagement: Using CA to Look at the Relationship between Student Agency and Teacher Control”, by discussing the focus of generations of researchers, teacher questions. She posited that, in order to “move” out of the typical interactional patterns of teacher control, it is crucial for teachers to break through the conflicting agendas in institutional settings, take advantage of non-verbal resources in the classroom and encourage multimodal participation. Three excerpts were selected from a video of a class of two teachers and fifteen kindergarten students, and presented



Dr. Sarah Creider

in detail to provide visual and audio assistance to the practices Dr. Creider proposed.

The first practice, *routing*, relies on repetition and familiarity. In the excerpt, the teacher reminds the students of the rule, “the sentence of the week”, a rule which they are already familiar with, and which gives them instructions to repeat the pattern without the teacher actually asking a question. According to Dr. Creider, this practice provides the students with tools for participation and, at the same time, the teacher with tools for classroom management. The second practice, *framing and focusing*, was shown in an excerpt of a small group activity where the teacher linguistically and physically showed the students what they should be focusing on without uttering an order to do so. Dr. Creider explained that, as a different kind of participation, this practice helps students navigate a complicated task environment and provides teachers with a new way to handle giving clear instructions. The third practice, *footing shifts*, entails both the teachers and students shifting their respective positions in the classroom, allowing the students to be the “primary knowers” whereas the teacher becomes the “learner”.

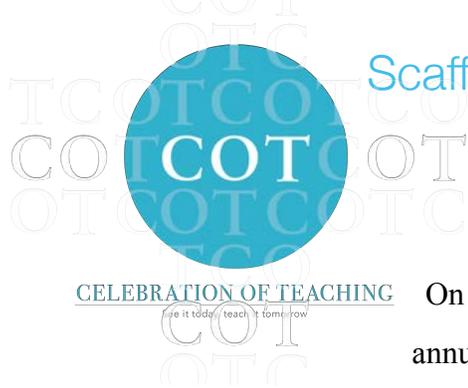
Dr. Creider overviewed her excerpts and put forth the perspective that questions are power-bound in the way that the teacher decides the timing and mode of student responses, whereas the aforementioned three practices transfer such power to students by allowing students to take initiative,

and offering them tools for engagement not possible in traditional classroom participation. By the end of her talk, Dr. Creider shared with the audience her dedication in using CA as a tool in classroom discourse studies. Such beauty, as she explained, is hidden in these moment-to-moment interactions, which await further exploration by researchers.

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



The ALWC planning committee and New York State TESOL Business Manager, Dr. Cynthia Wiseman



Scaffolding Content and Language in the Multilingual Classroom: The 3rd Annual Celebration of Teaching

Tara Dennington

CELEBRATION OF TEACHING On March 4, 2017, the Teachers College TESOL/AL program held its 3rd annual Celebration of Teaching (CoT), a conference pioneered by students in the TESOL K-12 track. The theme for this year was “Scaffolding Content and Language in the Multilingual Classroom”. With over 70 attendees, 12 presenters, and keynote speaker Dr. Christine Rosalia, this new conference is quickly growing and gaining recognition on campus.

The planning committee chose this theme in order to advocate for the practical and effective instruction of multilingual learners. The committee searched for presenters who could demonstrate innovative ways to make classroom material more accessible for students with developing levels of English proficiency. Whether implemented in a content class or a language class, methods were presented that had been developed to assist students in learning environments that contained speakers of many languages.

The presenters at the Celebration of Teaching demonstrated 10-minute lesson plans for attendees that aligned with the theme for this year. Presenters modeled their techniques within a variety of content areas, including English Language Arts, Social Studies, Secondary Science, and Elementary School Education. Each presenter had the opportunity to exhibit their techniques to assist multilingual learners, and to answer questions from the attendees about the reasoning behind the design of their lesson.

The keynote speaker for this year was Dr. Christine Rosalia, who is an assistant professor of TESOL at Hunter College, CUNY. Dr. Rosalia spoke about what she calls “Playful Learning.” Her presentation was as exciting and interactive as the rest of the conference. Dr. Rosalia discussed different ways to bring technology and games into the classroom, and she exhibited different ways to make content accessible and fun for multilingual learners.

The 2017 Celebration of Teaching appreciates the sponsorship and support of the Department of Arts and Humanities, the TESOL/AL Program, and the TC Student Senate. Additionally, the

planning committee extends a special thanks Dr. Brianna Avenia-Tapper, Dr. Cathryn Crosby, John Balbi, and Tamika Bota for their guidance.

We hope you will support the Celebration of Teaching by joining our planning committee for 2018. If you have questions, comments, or ideas, feel free to email us at:

tcelebrationofteaching@gmail.com.

Or visit our website at:

<http://tccot.weebly.com>



CoT 2017 Committee, Dr. Brianna Avenia-Tapper, and Professor Christine Rosalia

Introducing the Center for International Foreign Language Teacher Education, and two graduates with distinction from the TCSOL one-year certificate program for 2017

Haimei Sun and Masaki Yoshikawa

Since its inception in 2008, the Teaching Chinese to Speakers of Other Languages (TCSOL) program has witnessed a tremendous expansion. Most notably, a generous donation enabled us to establish a Center for International Foreign Language Teacher Education (CIFLTE) in 2014, whose core missions are to enact cutting-edge teacher training activities for Chinese and English teachers across the globe, and to promote classroom-based research that leads to a more comprehensive understanding of foreign language acquisition and teacher education.

To achieve the aforementioned core missions, the Center has launched a number of exciting new initiatives, including a summer dual certificate program in TCSOL and TESOL based in Beijing that has attracted students from all over the world; a Chinese Tutoring Program that gives TCSOL students and graduates the opportunity to sharpen their teaching skills; a Visiting Scholars Program that affords international researchers with opportunities to conduct their research while having access to world-class facilities and lectures at Teachers College and Columbia University; and other innovative professional development programs, such as an eye-tracking and L2 processing workshop held earlier this year at Teachers College.

In light of our ever-expanding programs and our talented graduates, we recently set up a CIFLTE alumni association, with an overseas branch in Beijing, aiming to engage and enrich our alumni community through social and professional networking events and to further the development of foreign language teacher education.

To introduce our signature program, the TCSOL one-year certificate program, two of the graduates who received a Certificate of Completion with Distinction this year contributed their stories to CIFLTE:

Chun (Rachel) Chen:

There is no doubt that participating in this program is the best choice I've ever made in my career as a teacher. Ever since I dedicated myself to Chinese teaching, I have been strategizing how to reach my goal of becoming a highly-qualified Chinese teacher. Being that this is one of my main goals, choosing the right program to empower myself has also been an important decision for me. The TCSOL program was a



fascinating eye-opener, and I benefited a lot from this program, both academically and personally, not only because it provided me with opportunities to study with professors and researchers on the cutting edge of Chinese teaching, but also because it gave me a wonderful platform to work with people who enjoy thinking outside the box in order to optimize the learning conditions for Chinese learners. It is my honor to finish this program as one of the two distinguished students this year. I will always remember the encouragement from my professors, the warm welcomes from my fellow classmates, and the recognition I received from my students.

Yuhui (Yoyo) Gong:

Even though I had teaching experience prior to the program, I have learned an extraordinary amount while at TCSOL. This is in part due to the eclectic group of students from different backgrounds, whose unique perspectives fascinated me and enhanced what I learned. With my professors' guidance and encouragement, I was able to experience an interactive and dynamic



learning process at this program. When engaged in our in-classroom discussions, I enjoyed hearing people's points of view, and, hopefully, my experiences brought everyone else some new ideas, too. Before enrolling in TCSOL, I had discounted how theoretical knowledge about teaching could be practical. However, our professors taught theory in an interactive environment, and I was able to learn how to channel that interactivity in my new lessons. Not only was I learning new things, but I was also being taught by example. Combined with the practicum classes, where I had the chance to apply what I learned to real classes, feedback and reflection helped strengthen my confidence and built on the foundation of my previous teaching experience. I am grateful to my classmates and professors for providing a rewarding, valuable, and engaging experience.

<http://www.tc.columbia.edu/arts-and-humanities/tcsol-certificate/>

A Year in Roundtable

Amy Olson

This year, the Roundtable set out to continue the tradition of hosting a variety of research-oriented and social events as established in previous years, while also expanding our offerings to meet the needs of the diverse student body our group represents.

Thus, as pioneered by last year's Roundtable cohort, we offered a series of Guided Research Discussions aimed at introducing students to both conducting original research in the program's three major tracks as well as being judicious consumers of applied linguistics research in general. These talks addressed such areas as identifying research interests, writing literature reviews, and presenting at conferences, and featured insights from doctoral students within our department.

Also in similar fashion to previous years, our social events featured numerous on- and off-campus gatherings, including a festive Fall Extravaganza, complete with pumpkin-carving, as well as an off-campus, post-M.A.-project celebration.

This year, the Roundtable made a concerted effort to highlight issues pertinent to second language pedagogy, particularly in the context of the New York public schools. As such, our traditional biannual Roundtable Research Forum expanded its title to become the "Research and Pedagogy Forum," offering students the opportunity to share both original research and literature reviews, as had traditionally been the case in years past, as well as demonstrations of particularly effective language teaching methods.

In further service of this aim, and in light of harmful, xenophobic rhetoric and policy incited by the recent presidential election, we invited guest speaker Dr. Tatyana Kleyn, associate professor of Bilingual Education and TESOL at City College CUNY, to address issues facing undocumented students and their families, as well as steps teachers can take to support those students and families. Joining Dr. Kleyn was activist Maru Ponce, who shared accounts from her own experience as an undocumented student in the U.S. public schools, as well as her forced return migration to Mexico. Together, these speakers issued a call to action for language teachers to inform themselves on the legal and social pressures affecting their students, as well as offering suggestions on how to counsel students in the current political climate.

Next year, we hope that the incoming Roundtable officers can continue to offer programming that is truly responsive to the needs of the language teachers and researchers in our department. We would also like to extend our sincerest thanks to all those who attended and participated so thoughtfully in this year's events. See you in the fall!

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

Assessment TESOL/AL Newsletter Article

The Assessment Buzz at TC

Jorge Beltran, Heidi Liu Banerjee, and Fred Tsutagawa

It has been a busy year for students and faculty in the assessment track of the Applied Linguistics & TESOL Program, from organizing and presenting at major conferences, to winning awards and publishing papers. Here are the highlights from the past year.

Organizing the 38th LTRC in Palermo June 20-24, 2016

The Language Testing Research Colloquium (LTRC) is an annual conference attended by members of the International Language Testing Association (ILTA). After successfully co-hosting the 2007 LTRC in Barcelona with Dr. Carolyn Turner, Dr. James Purpura co-chaired the 2016 LTRC with Dr. Monica Barni, this time in Palermo, Sicily. In addition to Dr. Purpura, our lecturer Dr. Kirby Grabowski, alumna Dr. Jee Wha Dakin, and doctoral students Heidi Liu Banerjee and Saerhim Oh all served on the organizing committee. Doctoral students Fred Tsutagawa, Yuna Seong, Jorge Beltran, and Michelle Stabler-Havener made up half of the volunteer body at the conference and ensured that all the planning was carried out smoothly.

On the theme of *Language Constructs, Contexts, and Content in Classroom and Large-Scale Assessments*, the 2016 LTRC addressed some of the most critical issues in terms of construct representation in language testing. Dr. Purpura and Dr. Barni also introduced a new format of presentation—*demos*—to reflect the increasing use of technology in language assessment practices. The conference had a great turnout, bringing together scholars from all over the world to discuss the most current trends in language assessment, and the participants spoke highly of the event. The experience was also a personally satisfying one for Dr. Purpura, an Italian-American whose family traces its roots back to Sicily, as he was able to share some of the region's culture, rich history, and

delicious wine and cuisine with colleagues and his students.



Award/Grant Recipients

Saerhim Oh

Saerhim was the recipient of the 2016 MwALT (Midwest Association of Language Testers)

Graduate Student Award for Excellence in Language Assessment Research and the 2017 ILTA (International Language Testing Association) Student Travel Award. She also received a grant from the *Language Learning* journal to support her dissertation titled “*Examining the Use of Linguistic Tools for Meaning Conveyance in Second Language Academic Writing Assessment.*”

Heidi Liu Banerjee

Heidi won the 2016 British Council Assessment Research Awards for her pilot study titled “*Investigating the Construct of Topical Knowledge in Second Language Assessment: A Scenario-Based Assessment Approach.*” She also received a year-long research fellowship from Educational Testing Service (ETS) and has been working with researchers at ETS on various projects while completing her dissertation.



Rongchan Lin

Rongchan received the Confucius China Studies Program (CCSP) Joint Research Ph.D. Fellowship from the Confucius Institute Headquarters (Hanban), China, and conducted research at Peking University in Spring 2016 and Spring 2017. Her pilot study on assessing listening-speaking ability in a scenario-based test won the 2017 Asian Association for Language Assessment (AALA) Best Student Paper Award.

Conference Representation

The language assessment doctoral students were well represented at various major conferences in the past year. Heidi Liu Banerjee, Jorge Beltran, Michelle Stabler-Havener, Saerhim Oh, and Fred Tsutagawa all presented at the 2016 LTRC in Palermo, Sicily. Edward Getman and Rongchan Lin presented at the 2016 East Coast Organization of Language Testers (ECOLT) Conference in Washington, D.C. Saerhim Oh and Rongchan Lin presented at the 2016 Midwest Association of Language Testers (MwALT) Conference in West Lafayette, Indiana. Saerhim Oh presented at the 2017 American Educational Research Association (AERA) annual meeting in San Antonio, Texas. Finally, Rongchan Lin, covering the Asian front, presented at the 2017 International Asian Association for Language Assessment (AALA) Conference in Taipei, Taiwan, and the 2017 International

Conference on Chinese Language Pedagogy in Macao SAR, China. She also presented at the 2017 New York International Conference on Teaching Chinese in New York, USA.



Publications

This academic year, there were two research projects by students that resulted in publications, both in collaboration with researchers at Educational Testing Service (ETS). Edward Getman co-authored with Yeonsuk Cho and Christine Luce a research memorandum that examined the inclusion of printed option sets in a listening examination for young EFL learners. Saerhim Oh and Fred Tsutagawa co-authored a book chapter with Mikyung Wolf and Alexis Lopez on the comparison of native and non-native young language learner speech.

References:

Getman, E., Cho, Y., & Luce, C. (2016). *Effects of printed option sets on listening item performance among young English-as-a-foreign-language learners* (Research Memorandum No. RM-16-16).

Princeton, NJ: Educational Testing Service. Retrieved from <https://www.ets.org/Media/Research/pdf/RM-16-16.pdf>

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. In M. K. Wolf & Y. G. Butler (Eds.), *English language proficiency assessments for young learners*. New York, NY: Routledge.

Professional Service

Heidi Liu Banerjee and Saerhim Oh served on the 2016 LTRC organizing committee. Rongchan Lin currently chairs the Nominating Committee (2016-2017) and co-chairs the Student Committee (2015-2017) of the Asian Association for Language Assessment.

Some Advice for Grant/Award Seekers: *Go for it!*

Jorge Beltran and Fred Tsutagawa

There are many different kinds of awards (e.g., “prizes” given to completed research/papers or for excellent conference presentations) and grants (e.g., money to help you complete research projects or travel stipends to attend conferences), and the TESOL/AL faculty are always supportive of us to apply for them whenever we can. We asked this year’s grant and award recipients for some advice regarding their various application processes, and here are their most salient points:

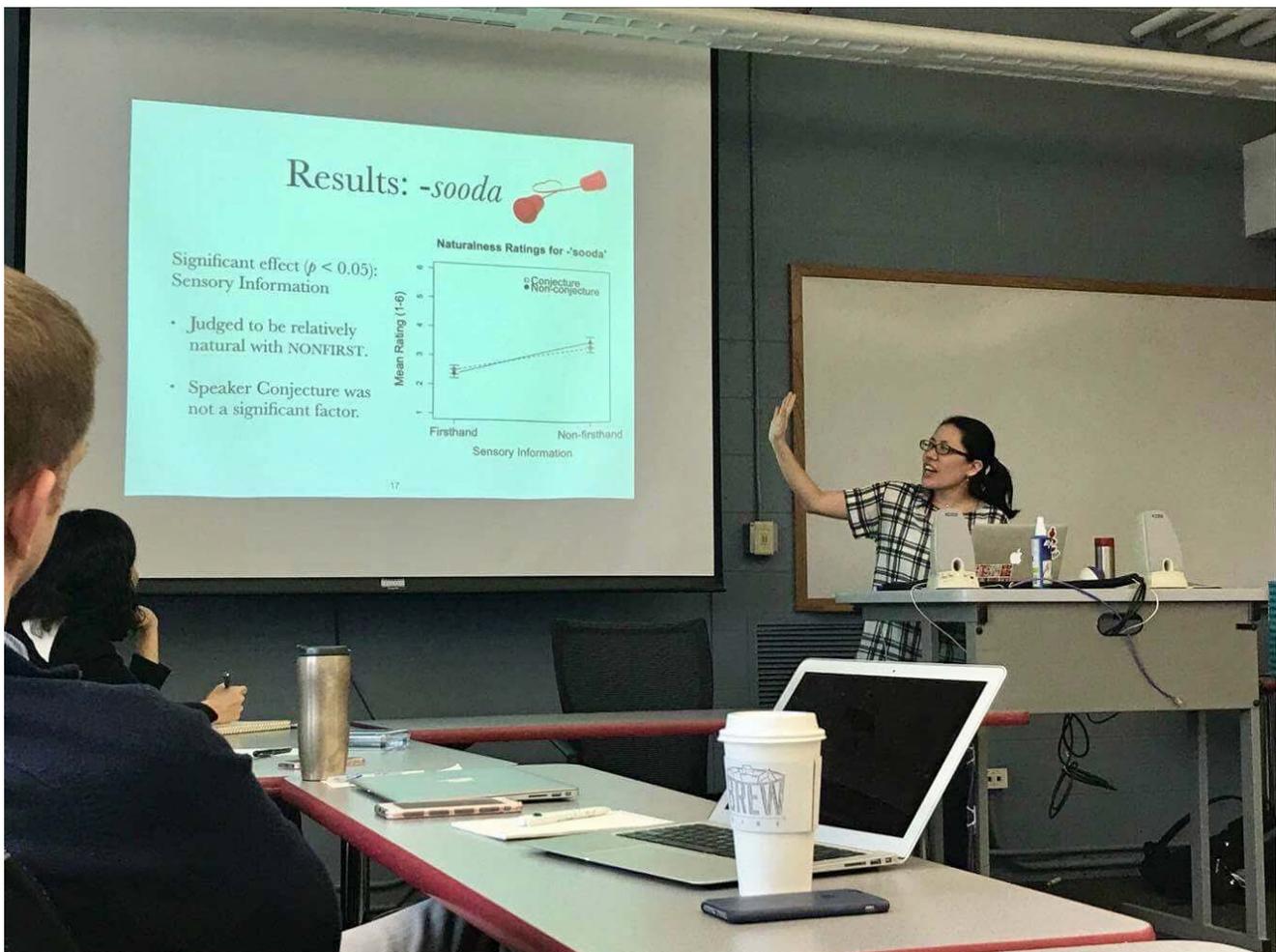
- Actively search for grants and awards relevant to your field, placing particular emphasis on timelines and eligibility requirements that work for your situation.
- Read all of the grant/award criteria *carefully* so you understand all of the requirements and can plan ahead and have plenty of time to prepare your submission accordingly.
- Consult your advisor or professor early on in the process, especially if a recommendation is required and you want him/her to write one for you.
- But perhaps most importantly, be diligent and take your work seriously so that you are ready when the opportunity presents itself!

In the end, always give it a try and hope for the best! Good luck!

Alumni Updates

Julie Matsubara

Julie Matsubara received her doctorate in Linguistics from Northwestern University in June 2017. Her dissertation, "The Semantics and Pragmatics of the Japanese Evidentials *-Rashii*, *-Sooda*, and *-Yooda*: An Experimental Investigation", examined the context-sensitive phenomenon of speakers indicating their source of information (e.g., "*Amega futteiru-rashii*" 'It is raining, it seems'). Part of the dissertation has been accepted for publication in the *International Review of Pragmatics*. In addition, Julie currently serves as the Interim Director of the English Language Institute at the University of Chicago, where she oversees a team of instructors and maintains a database of program data. She is excited about serving in this role and continuously applying the lessons that she learned at Teachers College.



Julie Matsubara's public defense

Hannah Yoon

After finishing the M.A. program in Applied Linguistics in 2013, I began teaching Korean language and culture at Stanford University as a part-time lecturer. For the first three years, I taught second and third level Korean classes (there are four levels of Korean classes at Stanford) and directed-reading courses. As Stanford University allows teachers lots of freedom in course design and teaching, I have been able to create a new curriculum, various classroom activities, and new assessment tools.

I am so grateful that I have been able to apply so much of what I learned at TC to my teaching. I adopted various teaching methods and classroom management skills that I learned from the classroom practices class. I also found extremely helpful what I learned from Dr. Lindhardsen's second language assessment class, such as how to formulate questions and rubrics and how to assess students' work. I use this knowledge every day when I make tests and assess students' work. The knowledge about phonetics and phonology that I obtained Dr. Williams' class greatly helps me understand and correct students' pronunciation errors. All of the courses that I took at TC have had a great influence on my teaching.

After three years, I was fortunate enough to become a full-time lecturer teaching three classes every quarter. Besides teaching, I've been doing research on the different requesting strategies present amongst different languages. More specifically, this research focuses on how Korean questioners design requests to elicit information from hearers and how these strategies are linguistically and culturally different from those in English, and the teaching implications of these differences. I will present my research at the AATK (American Association of Teachers of Korean) conference this summer.

As much as I enjoy teaching here in sunny California, I also miss my time at TC and NYC. Attending the MA program at TC was truly a life-changing experience for me. I feel very grateful for having learned from the amazing professors who had a huge impact on my academic and professional career. I also miss the passionate conversations and debates that I had during and after classes with brilliant colleagues who shared the same interests. I even made lifelong friends at TC with whom I had a reunion three months ago!



Shelly October M.A. TESOL K-12, 2007

After graduation, I began teaching at a small progressive transfer high school in Chelsea. There was no ENL program, so I had to create one. Over time, we began recruiting ELLs from Yemen, Morocco, Senegal, Guinea, Haiti and many other countries. The model used is an inclusionary content area co-teaching model in all the subjects, and it has really helped students not only pass the ELA Regents, but also to write beginner college level papers in all the 4 content areas to fulfill graduation requirements. During the Summer of



2011, I was awarded a 6-week Fulbright Hays Scholarship to study low incidence languages such as Vietnamese and also meet with EFL teachers and students. In 2013, I began a seasonal adjunct professorship with a CUNY college, helping new teachers by teaching a class called, “Struggling Readers in the Content Area, Grades 5-12.” In December 2015, I obtained a Master’s Degree in Speech-Language Pathology and I split my time between two schools providing speech-language services to high school students in Manhattan and in Chelsea. This summer, I was awarded a Fund for Teachers Fellowship to study French in Paris for 4 weeks. I will also be meeting with French linguists to discuss common error patterns that French speakers make when learning English. I am so grateful to have had TESOL at TC as my baseboard for all these linguistic opportunities that have come my way. I am excited to bring back this new knowledge and hopefully share it at a few national conferences (NYS TESOL, ASHA, EL Conference and more)!

Yunmi Pei

I began my career in ELT while teaching in private language schools in Korea. I remember spending many days and night poring over English language textbooks trying to piece together the next semester's new curriculum, and this was when my future plans to go into publishing began. Good, quality content is the starting point for many teachers in delivering good, quality instruction. To that end, I came to TC and completed my MA in Applied Linguistics in 2012. I currently work at Pearson as a development editor on adult ELT products for the global market. The digital age has changed the way people interact with information, and consequently, the way they learn. As a result, the publishing industry has been going through a bit of a transition, most notably the transition

of marrying print and digital content. The major task is trying to figure out a way to effectively deliver content in this "new" way because the most important thing is still that we help people learn English. It's exciting to be involved in global projects in teaching English, because no matter what industry we're currently working in, I believe all of us, formerly and currently, at TC are educators at heart. And being able to take what I learned at TC, everything from Dr. Williams's Phonetics and Phonology class to Dr. Lindhardsen's Pedagogical Grammar, and incorporate it into the development of content that reaches so many learners makes me feel very proud of what I do.



Suzi Lee

I have been at the Georgia Tech Language Institute in Atlanta as a lecturer since graduating from TC in 2008. During the past several years, I have focused on online learning, and my role has shifted from an IEP instructor to an instructional designer. With this new role, I have had the opportunity to create several online courses including teacher training programs and even my first Massive Open Online Courses (MOOCs) on Coursera. So far, our MOOCs have reached over 300,000 learners across the world, so I was excited to share some of our lessons learned through a presentation at TESOL 2017 this past March. During my 2 years at TC, I spent a good deal of time focusing on computer assisted language learning (CALL) and instructional technology, so it is exciting to be able to put a lot of what I learned into practice with the projects I do these days. Most recently, I have started helping other faculty at Georgia Tech start their own online projects with DIY methods for video production, editing, and animation. One of these days, I hope to develop a video series on creating your own online courses.



Emily Trekell Sharma (MA in AL, 2008)

I am thrilled to announce that last year I returned to my undergraduate alma mater, Southern Methodist University, to teach in the Discernment and Discourse program, housed within the Department of English. DISC courses serve as the writing foundation for SMU students and include instruction not only in rhetoric and composition, but also in the analytical and critical thinking skills that all students need to successfully pursue a liberal arts education. My appointment is particularly exciting because I am serving in the newly

created position of Coordinator of ESL. This role entails everything from instruction and curriculum design for the writing program's ESL track to faculty training and the implementation of ESL resources at the University's tutoring center. This fall I will join SMU's newest cohort for the Ed.D. in Higher Education. In combination with the field-specific knowledge gained through my MA in Applied Linguistics at TC and my years of teaching in the ESL classroom, this doctoral program will serve as a solid foundation to positively influence the experience of English Language Learners in American colleges and universities.



Awards and Dissertations

2017 Apple Awards

Daniel Eskin (TESOL) “Interlanguage Pragmatic Development and L2 Request Behavior: A Critical Review of the Literature for Emergent Use of ‘Polite’ Requests”

Dani Scheffler (TESOL) “Immigrant-Learner, Affiliate, Author, Expert: The Intersections of L2 Writing, Identity, and Computer-Mediated Communication”

2017 John F. Fanselow Awards

Becky Gould (TESOL K-12) “Art for Social Change”

Amy Olson (TESOL K-12) “Podcasting in Palestine”

Vincent Pham (TESOL K-12) “Vietnam War Carousel: Teaching Immigrant Students the Effects of US Government Intervention Abroad”

Hsu-Ping Tuan (TESOL K-12) “Playful Learning in Content-Based Instruction in English as a Foreign Language Environment”

Other Announcements

Andrea Revesz and Monika Ekiert (both Ed.D. graduates from Teachers College) have received the 2017 Task-Based Language Teaching Best Research Article Award from the International Association for Task-Based Language Testing. Their Paper, co-authored with a third author, Eivend Torgersen, “The Effects of Complexity, Accuracy, and Fluency on Communicative Adequacy in Oral Task Performance” was published in *Applied Linguistics*.

Completed Dissertations

Catherine Box “Navigating Competing Demands in Pre-Service TESOL Supervision” (Sponsor: Hansun Zhang Waring)

Timothy Hall “Learning Chunks in Second Language Acquisition” (Sponsor: ZhaoHong Han)

EunYoung Kang “The Effects of Narrow Reading on L2 Text Comprehension and Vocabulary Acquisition” (Sponsor: ZhaoHong Han)

Hiromi Noguchi “L2 English Thinking-for-Speaking of End-State Japanese Learners” (Sponsor: Peter Gordon, Howard Williams)

Hye Won Shin “The Effectiveness of Instructional Tasks on L2 Vocabulary Acquisition: Evidence from Adolescent EFL Learners” (Sponsor: Peter Gordon, Howard Williams)

Sarah Sok “Incidental and Intentional L2 Vocabulary Acquisition” (Sponsor: ZhaoHong Han)

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