

TESOL/AL TIMES

TESOL/AL TIMES

ISSUE 16

SUMMER 2016

INSIDE THIS ISSUE:

LANSI: A Year in Review 1

APPLE Lecture 3

ALWC 6

TC/ETS Forum 7

Celebration of Teaching 8

TCSOL 9

CEP/CLP Update 11

TESOL/AL Roundtable 13

Alumni Update 15

Special Mention 19

Student Memories 21

LANSI 2015-2016: A Year In Review

Carol Lo

It has been another productive and memorable year for LANSI, *The Language and Social Interaction Working Group*. With the group's continued efforts, this past academic year has seen the great success of many well-attended monthly data sessions, a LANSI guest lecture by Professor Jonathan Potter of Rutgers University, and the fifth annual LANSI meeting. As the academic year has come to a close, now is a good time to recap these exciting events.

Founded by Professor Hansun Waring, LANSI has continued its goal to promote dialogue between scholars and graduate students

who share an interest in the study of naturally-occurring interaction. Through hosting monthly data sessions, the group provides a platform for aspiring and expert analysts to examine audio- or video-recordings and detailed transcripts side-by-side. Such collaborative engagement with data allows participants to sharpen their analytical skills and gain insights into various forms of talk in a collegial setting.

In addition to the data sessions, in March, LANSI had the pleasure of welcoming guest speaker Professor Jonathan Potter, Dean of Communication

(Continued on Page 2)



Left to right: Dr. Hansun Waring, Nadjia Tadic & Elizabeth Reddington, co-chairs.

and Information at Rutgers University and a founding figure of discursive psychology. Dr. Potter's talk focused on explicating the central features of discursive psychology and showing how a conversation analytic approach to the study of interaction can complement current psychology research. In particular, Professor Potter presented a short video clip of mealtime between a mother and her young children to illustrate the social organization of threats, an important social psychological topic. Furthermore, using data from a child helpline, Professor Potter demonstrated how advice can be designed to influence recipients' future conduct. The talk was followed by a stimulating discussion of analyzing emotions.

Another signature event that epitomized the LANSI spirit was the fifth annual LANSI meeting in October, co-chaired by Dr. Hansun Waring and doctoral students Elizabeth Reddington and Nadja Tadic. This year's annual meeting once again created a breeding ground for thoughtful observations and exciting discoveries, gathering a diverse group of scholars and doctoral students who presented on a wide range of topics drawing on different contexts and approaches, including the use of GIFs in online forums, how Google Glass creates incongruences in social interaction, and how complaints are suppressed in customer service calls. Invited lectures were delivered by Professor Courtney Cazden of Harvard University, whose talk illuminated the relationship between classroom discourse and education for democracy, and Professor Frederick Erickson of

the University of California, Los Angeles, who discussed the complexity of meaning-making in social interaction using data from an elementary school. In the meeting, doctoral student Elizabeth Reddington was formally introduced as president of LANSI. After Elizabeth's closing remarks, Professor Cazden gave a heartfelt impromptu speech on how impressed she was with LANSI as a



Dr. Courtney Cazden (Harvard University), the plenary speaker of the fifth LANSI conference.

community and the contribution that it makes.

In May 2016, a LANSI team of seven doctoral students led by Hansun Waring along with Jean Wong from the College of New Jersey visited the Pennsylvania State University (PSU) for a joint symposium on the interactional competence for teaching and learning (ICTL). The symposium marked the beginning of a number of collaborative projects including three conference colloquia proposals, an edited volume, and the Corpus of English for Academic and Professional Purposes (CEAPP).

Preparations for the sixth annual meeting, co-chaired by Hansun Waring, President of LANSI Elizabeth Reddington, and doctoral student Di Yu, are already underway. The conference will be held at TC on October 7-8 (Fri-Sat), 2016. LANSI is looking forward to welcoming invited speakers Cecilia Ford of University of Wisconsin-Madison and Agnes He of Stony Brook University. For more information on LANSI, including dates for the summer and fall data sessions as well as conference registration information, please visit www.tc.edu/lansi, where you can join the LANSI listserv. Please also follow us on twitter @lansi_tc and facebook to keep up with all LANSI events and updates.

Carol Lo is an Ed.D. student in the Applied Linguistics program.

2016 APPLE LECTURE with BRIAN MACWHINNEY

Allie Hope King & Eliza Desind

Following last year's inaugural tradition, the 2016 APPLE speaker was chosen based on results of a student survey. From the pool of nominations, the TESOL/AL Program faculty selected Dr. Brian MacWhinney, a Professor of Psychology, Computational Linguistics, and Modern Languages at Carnegie Mellon University. Renowned in the fields of first and second language acquisition, psycholinguistics, and neurolinguistics, MacWhinney is widely known for his Competition Model, as well as for having established the Child Language Data Exchange System (CHILDES) and TalkBank corpora. Language acquisition enthusiasts and those otherwise interested in language learning and teaching were treated to two fascinating talks: an afternoon colloquium exclusively for the TESOL/AL Program, and the APPLE lecture, which was open to the TC community and the public.

The colloquium, entitled "A Shared Infrastructure for Studying Second Language Acquisition," exposed the audience to relevant theory and current practice for second language acquisition (SLA) research, specifically highlighting an integrated system project for SLA data collection and sharing at Carnegie Mellon. By way of background, MacWhinney first explained some basic concepts in Emergentist theory. Three key principles derived from the theory, Professor MacWhinney argued, must



Dr. Brian MacWhinney



be considered in

comprehending language acquisition: competition,

hierarchical structures, and timeframes. Competition relates to how cognitive traits and environment pressures cause linguistic pruning and selection in the brain, a process he identified as "neuro-Darwinism." Hierarchical structure refers to the complex interconnectedness of the modular levels of language (e.g., audition, articulation, lexicon, syntax, and discourse) – the smaller parts at each of these levels are constantly being recombined, and larger structures and higher-level processes consequently emerge. Finally, the notion of timeframes explains how the mechanics of competition and hierarchical structures combine across time and space, ultimately affecting the acquisition process in different ways at different times. This concept is especially relevant when considering factors such as critical periods for learning.

Emergentist Theory:

Language acquisition is a cognitive process that emerges as a result of a learner's interaction with both biological pressures and the environment

(Continued on Page 4)

As is particularly relevant for the TESOL/AL Program audience, MacWhinney bridged theory and practice by presenting some implications of the multidimensional viewpoint of language for language learning and SLA research. For learners, he said, it is necessary to be exposed to rich and comprehensible input in multiple contexts, by way of multiple types of media. Therefore, an integrated-system approach is most useful because it provides a targeted learning experience equipped to counteract challenges second language learners face due to age or target language features. For researchers, the data gathered in an integrated system lays the foundation for longitudinal, multimedia corpora. MacWhinney called this a “Holy Grail” of data for those examining SLA. Access to longitudinal data enables the researcher to study what emerges at different points in the acquisition process, while the multimedial and multi-contextual milieu reveals aspects of language development that are only visible in specific environments. These are two key benefits to an integrated system which supplement classroom-based, experimental, and even corpora-based research.

The perspective that an integrated system is best equipped to support both second language learning and SLA research is precisely what motivated the implementation of TalkBank, a shared data platform MacWhinney coordinates at Carnegie Mellon. Encompassing tools for corpus collection, psychometric evaluation, basic skills tutoring, web-based delivery of subtitled video, text-based learning, data mining, and “Language Learning in the Wild,” TalkBank (<http://www.talkbank.org>) is a grant-funded locus for databases of all types of human communication. Among these is the SLAWeb (<http://sla.talkbank.org>), which houses a number of experimental computer-aided



Dr. Brian MacWhinney & Dr. Zhaohong Han

language learning (eCALL) programs and forms an integrated system framework. In combination with classroom instruction, students can use multimedia tools such as Pinyin Tutor, English Article Tutor, subtitled video, and Virtual Reality for Spanish prepositions. These resources can be used on any computer or iPad, and have proven to be highly motivating and effective for students in both second- and foreign-language learning contexts. Some of the programs, such as a Flashcards app, are even customizable so that teachers can adapt them to their own classroom context. One fascinating component of this system is Language Learning in the Wild, which MacWhinney briefly demonstrated for the audience. Reflecting a type of task-based approach, this program allows students to complete tasks such as visiting points on a map and performing meaningful assignments (e.g., mailing a package) at those locations. Ongoing and anonymized data gathered from learners’ use of this system as they experience language learning “in the wild” then return to the CMU servers where they become part of corpora reflecting authentic language use from thousands of participants. Researchers can then utilize them for a number of empirical purposes.

The second lecture, “Limits on Success in Second Language Learning,” also

(Continued on Page 5)

connected theory with practice by discussing the specific challenges adult second language learners face and what can be done to support them. First, MacWhinney revealed the many theoretical flaws of the *Critical Period Hypothesis*. MacWhinney proposed that although there is no question that there is a diminution of successful language learning outcomes with advancing age, there is “no inflection point at puberty.” Success at language learning varies by language subsystems: lexicon, pragmatics, syntax, morphology, audition, and articulation. This suggests a notion of cascading sensitive periods for different linguistic domains rather than one overarching critical period.



Dr. Brian MacWhinney at the 2nd lecture.

MacWhinney then overviewed his Unified Competition Model, which serves as an alternate framework for understanding adult second language acquisition removed from the Critical Period Hypothesis. He outlined a series of risk factors or challenges faced by adult second language learners and combative supports or ways to overcome them. The first risk is entrenchment, the neurodevelopmental process whereby elements become established in the brain. It can be combatted through resonance, or thinking through the connections words have with one another. Teachers should guide students to notice and organize the

commonalities and links between words. The second risk is transfer of the first language system onto the second and, according to the *Competition Model*, “anything that can transfer, will.” Undoing transfer takes time but can be supported by “decoupling,” or the internalization of thinking in the second language. This can occur through contextualized learning such as having a language partner. The third risk is overanalysis, which can be combatted by chunking, or learning language in chunks rather than isolated segments. Other risks are those of isolation and time frames. MacWhinney described the dichotomy between the supportive, welcoming environment in which toddlers learn and the isolation experienced by immigrant adolescents in the formation of exclusive peer groups, as well as the time constraints faced by working adults. These risk factors can be combatted through learner participation and identification with the social group in which the second language is spoken. Therefore, teachers must strive to create an accepting classroom community that encourages use of the second language outside the classroom. MacWhinney believes that second language pedagogy should emphasize these supports as all risk factors can be combatted through good teaching and available technology.

Critical Period Hypothesis:

Due to biological mechanisms, there is a dramatic decrease in successful language acquisition after the onset of puberty.

2016 ALWC UPDATE

The 37th Annual NYS TESOL Applied Linguistics Winter Conference (ALWC) was held on March 5th at Teachers College. The keynote speaker was our 2012 Ed.D. graduate

Drew Fagan, who is currently Clinical Assistant Professor & TESOL Outreach/International Coordinator at University of Maryland. Dr. Fagan gave an inspiring lecture entitled "Affordances of Interdisciplinary Investigations into Teacher Practices and their Effects on Language Learning Opportunities".



The hardworking planning committee of 2016 ALWC. From left to right: Aklima Hossain, Jordan Van Horn, Rocky Wood, Jean Choi, Allie Hope King, Héctor González Álvarez, Yu Han Lin, Lilla Kim & Anna Ciriani-Dean.

Our 2016 M.A. graduate Merryn Clay was one of the many outstanding poster presenters.



Following the great success of last year's inaugural forum on the topic of scenario-based assessment, the second Teachers College/Educational Testing Service (ETS) Forum on Teaching, Learning, and Assessment of English Language Learners was held again this spring on Friday, March 4th, 2016. The goal of the TC/ETS Forum is to bring together

Fred Tsutagawa, (TC doctoral student and ETS Doctoral Research Fellow), Andrea Eileen Durkis (Ed.M. student), and Soo Hyung Joo (M.A. student), presented preliminary findings from the pragmatics task prototypes of the new Community English Program scenario-based placement exam at TC in their presentation, "Contextualizing L2 Pragmatics as Part of Assessing Communicative Language Ability: Framing a New Video-Based Pragmatics Placement Test."

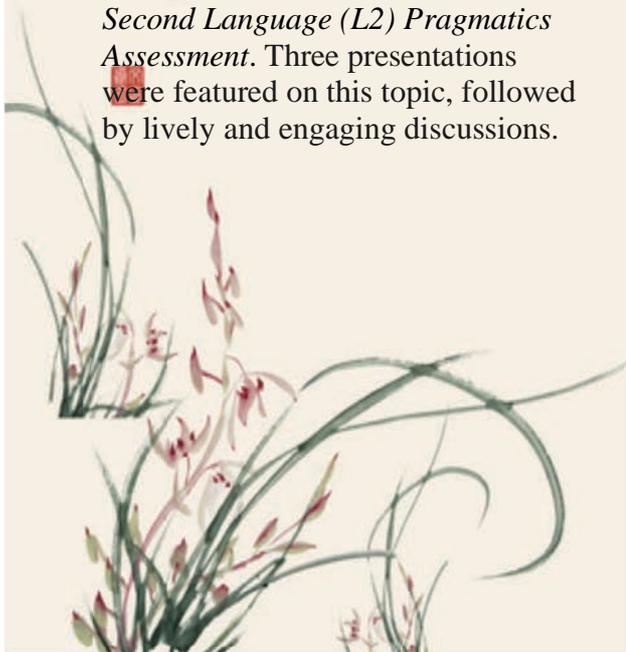
A REPORT FROM THE TC/ETS FORUM

teachers, students, researchers, testing specialists, administrators, and others interested in language assessment topics to listen, explore, discuss, and debate issues and concerns related to the assessment of English language learners. This year's event, organized by Dr. Kirby Grabowski from our Applied Linguistics and TESOL Program, in conjunction with Dr. Tom Van Essen from ETS, welcomed approximately ninety participants and was entitled *New Applications and Challenges in Second Language (L2) Pragmatics Assessment*. Three presentations were featured on this topic, followed by lively and engaging discussions.

Andrea Eileen Durkis

Dr. Veronika Timpe-Laughlin from ETS and Heidi Lui Banerjee (TC doctoral student and a 2015 ETS Summer Intern) presented, "Designing a self-access tool for L2 pragmatics learning and assessment." This talk discussed the research and development involved in designing a web-based, interactive learning platform that is intended to help adult English language learners increase awareness of English pragmatics in the workplace.

Finally, Dr. Kirby Grabowski presented her talk entitled, "Generalizability Considerations and the Interactionalist Approach to Construct Definition in L2 Pragmatics Assessment: Examining the Trade-Offs." In this talk, some of the major questions relating to generalizability of pragmatics assessment scores were explored, framed in the context of a performance-based test designed to measure grammatical and pragmatic knowledge in the context of speaking. Overall, it was a great evening of insights and discussion, and we are looking forward to the next installment of this highly popular research forum on a new topic next year!



TESOL Pedagogy In Practice :

The 2nd Annual Celebration of Teaching

Rebecca Gould

A buzz of activity enlivened Zankel Hall's fourth floor one midwinter Saturday. In one auditorium corner, a small group of adults kinesthetically demonstrated comprehension of a Shakespearean scene through posing in a tableau vivant. In another area, heads bobbed to the catchy tunes of pop music as a precursor to targeted practice of listening skills and vocabulary retrieval. Meanwhile, others self-assessed comprehension of an authentic literary text to determine degree of language amplification scaffolds needed for small group study. These are only several examples of the carefully designed and adeptly implemented lesson demonstrations that comprised the 2016 Celebration of Teaching.

The Celebration of Teaching was conceived by first-year M.A. TESOL K-12 students in 2014-2015. The mini-conference grew out of students' wish for a forum to share effective hands-on instructional practices with peers and with the broader TESOL community. Led by a team of TESOL K-12 students, the event is driven by an ardent belief that—especially in today's climate of educational accountability and standardization—English Language Learners need teachers who understand, support, and celebrate linguistic diversity in their classrooms.

At the Celebration of Teaching, participants rotated in small groups to a series of brief lesson demonstrations. The presenters this year included current TESOL students and teachers, and the participants were a mix of pre-service and in-service teachers, faculty, and interested community members. Presentations ranged widely in genre: some focused on how the arts can provide a route to language learning while others enacted ways of adapting traditional academic content for multilingual learners. The event's rotational structure achieved its goal of engaging all participants in interactive lessons and fostering collaborative thinking in the lesson debriefs. Pre-service teachers reflected on how the event especially enhanced their enthusiasm for entering the classroom by providing applicable strategies.

A highlight of the Celebration of Teaching was the keynote address by Dr. Kate Menken. A professor of linguistics at



Left to right: Prof. John Balbi, Dr. Beth Clark-Gareca, and the plenary speaker Dr. Kate Menken (CUNY).

(Continued on Page 9)

CUNY's Queens College, Dr. Menken delivered a talk entitled, "Carving out Spaces for Multilingualism in an English-Only Context: The Power of Educators as Language Policymakers." Dr. Menken eloquently summarized the current state of education policy around multilingualism, and she empowered all attendees to appreciate how teachers wield an implicit policymaking role. In the space of our classrooms, it is upon us to implement an atmosphere of dynamic bilingualism that values the rich linguistic repertoires of our diverse students.

The 2016 Celebration of Teaching appreciates the sponsorship, guidance, and support of the Department of Arts and Humanities, the TESOL/AL Program, and the TC Vice President's Diversity & Community Initiatives Grant Fund. The planning committee wishes to extend special thanks to Dr. Beth Clark-Gareca, Prof. John Balbi, and Tamika Bota for their invaluable advising.

We hope you will help the Celebration of Teaching grow even more robust by joining our planning committee for 2017. We welcome questions, comments, and ideas at tccelebrationofteaching@gmail.com.

TCSOL 2016



TCSOL staff at the 2016 Open House event.

2016 TCSOL Graduate Angie Wang getting her certificate



(Continued on Page 10)



Fei Deng

The Teaching Chinese to Speakers of Other Languages (TCSOL) Certificate Program, offered by the Center for International Foreign Language Teacher Education (CIFLTE) at Teachers College, provides state-of-the-art training in the field of Chinese teacher education. In addition to boasting a cutting-edge curriculum, the program is also credited with hosting a variety of lively academic and social events during the past year, including:

- Academic workshops on topics such as pragmatics, assessment, bilingual education, etc.
- Guest lecture by Professor Chaofen Sun on the teaching of Chinese grammar
- Panel discussion themed *Teaching Chinese with Technology* during the International Education Week at Teachers College
- TCSOL Open House – our signature event – during which the TCSOL students utilized their talents to showcase Chinese culture and celebrate the Chinese New Year with honored guests

This past year was especially exciting for TCSOL because of the return of the summer program and the brand new start of the Chinese Tutoring Program. Like its predecessor a few years back, the 2015 TCSOL Summer Program was held in Beijing last year, providing a

Dr. Zhaohong Han at the TCSOL 2016 Summer Program.

two-week intensive training in the teaching of Chinese. This year, training in TESOL will also be available!

The Chinese Tutoring Program, on the other hand, was just launched last year at Teachers College. Designed to provide one-one-one lessons to help learners develop communicative skills in Chinese as well as valuable fieldwork experience for the trainee teachers in the TCSOL Program, this program has enrolled more than 50 students with different proficiency levels and backgrounds since its creation and is currently accepting applications for the upcoming module in the Fall semester.

2016 TCSOL Graduate Angie Wang:

"The whole learning process was really challenging, but looking back, I find that attending the TCSOL program has added luster to my school life at Teachers College and started an entirely new chapter in my life. It is definitely one of the best decisions I have ever made."



CEP/CLP UPDATES

Michelle Stabler-Havener

A number of changes have taken place in the CEP/CLP over the past year, all in the service of further cultivating and supporting the Program's students and teachers. One change that has significantly contributed to CEP/CLP's academic coordination is the development of a computerized placement test, which has made data collection, storage, and management much more efficient. A new scenario-based placement test is also currently being constructed for the CEP/CLP by the TESOL/AL assessment internship class. Part of the new placement test was piloted in February 2016, with its participants, all current CEP/CLP students, reporting that they enjoyed the test's interactive storyline. The CEP/CLP is excited to see how the new placement test further

develops and shapes students' experiences with language learning and assessment.

The CEP/CLP Teaching Fellow Program has evolved as well. This year, the program welcomed five Fellows: Mary Daphne Kostakopoulos, Siân Morgan, Óscar Soler-Canela, Michelle Stabler-Havener, and Nadja Tadic. In addition to teaching, Fellows have been working on a number of projects aimed at expanding and improving the Program's curriculum—not merely for ESL but for foreign language classes as well. Spanish teacher Óscar Soler-Canela commented about his experience, "I had the opportunity of working with fellow teachers in a range

(Continued on Page 12)



A student teacher in the CLP classroom.



of interesting academic projects, and also enjoyed teaching Spanish in an international environment.” Fellows also advise and assist TESOL/AL Practicum students, both novice and more experienced teachers who are developing and honing their language teaching skills. Teaching Fellow Siân Morgan said, “This has been a formative experience for me as it has enabled me to work with students and colleagues from all over the world.”

The CEP/CLP is committed to enhancing the resources available to its teachers in training, with the Fellows currently creating a video library of annotated teaching clips that may be used for teacher training purposes. The CLP also had the opportunity to host Teachers College alumna Yuko Ikuta, chaperone Magda Kitano, and 18 students from Bunkyo University, Japan, on March 4, 2016. During their visit, they observed and participated in Teaching Fellow Siân Morgan’s Advanced Studies class and Teaching Fellow Michelle Stabler-Havener’s Beginner 4 class. Afterwards, they discussed pedagogy and methodology with Siân, Michelle, and Director of Language Programs, Dr. Vivian Lindhardsen. Following their visit, Professor Ikuta remarked, “It was our great privilege to have such a significant opportunity to visit CLP classes and meet the professionals of TESOL in US. Indeed, for these visiting students from Bunkyo

University, Japan, it was an epic-making experience to understand how to teach English to those who come from different language backgrounds in the same classroom.”

It is heartening to see the many ways that the CEP/CLP is growing and changing to meet the interests and needs of CEP/CLP students, TESOL/AL faculty and students, and Teachers College alum.

“This has been a formative experience for me as it has enabled me to work with students and colleagues from all over the world.”



TESOL/AL Roundtable led by 12 student officers hosted a range of social and research events throughout the 2015-2016 academic year. The social events, hosted by Social Chairs, Bashir Harrell and Joshua Hurd, encouraged active participation from the student body. The school year was opened by the pre-orientation coffee event,

peer leaders currently pursuing one of those different tracks. The second session, Research Questions, established a platform for exploring diverse types of research and provided examples of successful research in the past. The third session, Literature Reviews, explored strategies to make best use of resources to write a formal literature review. Both a lecture deconstructing the process and a panel discussion provided a chance to share experience, advice, and lessons

A NOTE FROM ROUNDTABLE

allowing new students to break the ice and gather as a group before attending the whole department orientation. Other social events throughout the year, ranging from the new semester social to the holiday party, allowed the TESOL/AL community to get together every once in a while.

Also, this year was marked by the expansion of the five-session Guided Research Series, encouraging students to come together to exchange ideas and engage in a dialogue about research in the field of TESOL/AL. The series, led by Research Chairs Allie Hope King and Allison Orr, enabled students new to research or those with lingering questions to explore the answers.

The first session, Research Interests, introduced different academic paths available in our program through

Soo Hyoung Joo

about practical guidance on writing literature reviews. Also, information about digital tools to help with research was shared during the fourth session, Exploring Research Tools. Specifically, practical advice was given on how to

(Continued on Page 14)

Two Research co-chairs, Allison Orr (left) and Allie Hope King (right) with the invited speaker, Daniel Lin (middle), after the Research Tools session.



maintain and organize literature and notes while writing papers and preparing for publish. Finally, ways to share research in journals and conferences were discussed. All information about the Guided Research Series can be found on the website, <http://tesolroundtableresearch.weebly.com/>

The semester's activities culminated with the Roundtable Research Forum, led by Roundtable Chairs Merryn Clay and Yuhan Lin. The forum allowed students to present excellent projects including empirical studies, literature reviews, and teaching demos in an informal environment. The fall research forum included presentations on the effects of studying abroad on L2 lexical growth and an analysis of how nonnative speakers socially engage with their peers. The spring roundtable forum had a newly added poster presentation session expanding the opportunity for various types of presentation. With the topics ranging from the use of linguistic resources in L2 writing assessment to the construction of Ethos in online identity profiles, the forum allowed to share a diverse range of research and engage in dialogue with peer presenters. Additionally, the keynote event from Dr. Stanton Wortham from Penn GSE, on the topic of "Beasts in the Classroom: Discourse Analysis across Events", provided an illustration of a new approach to discourse analysis, an examination of processes that take place across pathways of linked events.

These events wouldn't have been possible without the unceasing support from our program staff and faculty. We would like to thank Dr. Williams and Dr. Waring for their encouragement and guidance. Next year's officers, led by co-chairs Amy Olson and Eunae Kim, will continue to contribute to the TESOL/AL community. We wish all the best for the Roundtable's further development in the upcoming year. More information about the organization can be found on our webpage at, <http://tesolroundtable.weebly.com/> and our Facebook group, "TESOL/AL Roundtable."

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

THE TESOL/AL ROUNDTABLE RESEARCH FORUM
Proudly Presents
The Roundtable Keynote Event

BEASTS IN THE CLASSROOM:
Discourse Analysis across Events

Thursday, March 31st, 2016
11 A.M. – 12:30 P.M.
(Refreshments will be provided)
Grace Dodge Hall 449

Speaker: Professor Stanton E.F. Wortham

This presentation illustrates a new approach to discourse analysis, examining processes that take place across pathways of linked events. Analysis of discrete events remains crucial, but many central aspects of human life take place only across events. Discourse analysis must be expanded to include systematic attention to such pathways.

 Stanton Wortham is Judy and Howard Berkowitz Professor at Penn GSE. He has written on classroom discourse and the linguistic anthropology of education, interactional positioning in media discourse and autobiographical narrative, and Mexican immigrant communities in the New Latino Diaspora. More information can be found at <http://scholar.gse.upenn.edu/stantonw>

Sponsored by the Applied Linguistics and TESOL Program

The TESOL/AL Roundtable is a student-run organization designed to allow students to present research in an informal environment, share knowledge of upcoming events, and engage in dialogue with other TESOL/AL enthusiasts, whether they be part of the Teachers College community or from outside institutions.

Individuals with disabilities are invited to request reasonable accommodations. Contact GASID at (212) 678-3689, keller@tc.edu, Deaf and Hard of Hearing Services at (212) 678-3553/VTTT, jreedman@tc.edu

Teachers College, Columbia University | TESOL/AL Roundtable
525 West 120th Street | New York, NY 10027
<http://tesolroundtable.weebly.com>

ALUMNI UPDATE



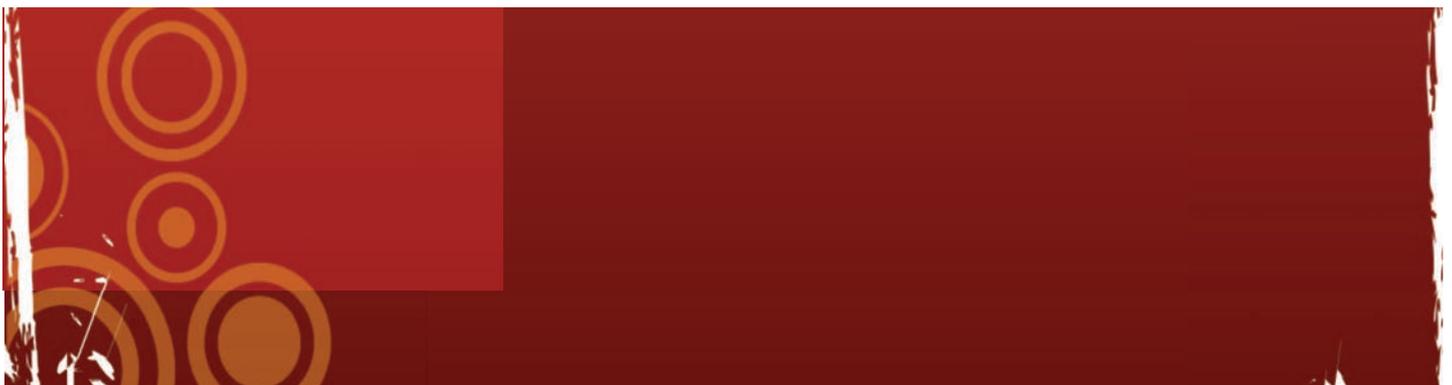
Jason (Cooper) Cole

(M.A. in Applied Linguistics, 2005)

Since leaving TC, I have taught at Seoul National University and Sookmyung University in Korea, where I also wrote and published a book on common difficulties South Korean learners face acquiring English. More recently, early this year I earned my PhD from the University of Oxford. My thesis was essentially a comparison of adult English language learners in Brazil who were divided into two groups, informal learners (FASILs) who had reached advanced levels with no or minimal formal instruction, and classroom trained learners (CTLs) who had had extensive experience of instruction in private language classrooms. The thesis showed incontrovertibly that adult learners living outside of a native English speaking country can and do achieve high levels of foreign language

proficiency without formal classroom instruction. Learners such as the FASILs are now able to achieve such proficiency levels largely because of unprecedented affordances offered by the Internet. However, the crucial issue is not the opening up of electronic access to a range of English language learning resources, but rather private exposure to informal written language in multimodal contexts on topics of personal interest to learners.

The results challenge many long-standing paradigms in SLA, including what have become entrenched generalizations about inherent constraints of adult naturalistic learning as well as assertions that classroom-facilitated collaboration between peers, as well as teacher facilitated reflection on the process of SLA, is essential to the development of autonomous learning styles. My research also provides fresh evidence that the SLA community may have been too quick to dismiss Krashen's Acquisition/Learning distinction.



Euna Cho (M.A. in Applied Linguistics, 2007)

Euna Cho is nearing graduation from the Linguistics Program at CUNY Graduate Center.



The title of my doctoral dissertation is "Effects of Multimedia Instruction on L2 Acquisition of High-Level, Low-Frequency English Vocabulary Words" in which I demonstrate how different combinations of multimedia aids (i.e. audio vs. visual) will facilitate learners' vocabulary learning. The vocabulary

I am looking at is high-level words of the GRE type, and my subjects are Korean students who are preparing for the GRE for the purpose of studying in graduate programs in the U.S. I have been collecting data in Seoul, South Korea since July, 2015. I am currently doing data analysis and expect to defend my dissertation by the end of 2016.

Veronica Grajeda (M.A. in Applied Linguistics, 2012)

After graduating from the program, I began teaching ESL at NYU's American Language Institute. After a year, I added an ESL course at Columbia University. After 2 years of teaching international students in the city, I moved back to California and began teaching ESL basics at Santa Ana College where I worked with immigrant populations with low literacy. After having developed my skills in ESL across different student populations, I decided to look for additional development opportunities in

foreign language. In the Fall of 2015, I began an appointment as a high school Spanish teacher at a private school in Lakewood. In the future, I plan to pursue a doctoral degree in Romance Linguistics and my goal is to teach foreign language and linguistics classes at a university or community college.



Caren Lee Kaplan (M.A. in TESOL, 2005)

I began teaching at Mamaroneck High School in Westchester County after my 2005 graduation from the TESOL program. I am primarily a social studies teacher, but I also teach content-based ESL to the growing immigrant population. I am currently on an extended maternity leave, and am busy at home with my two young daughters - Rebecca is 3.5 and Charlotte is 9 months



old. My husband and I have made our home on the Upper West Side and we plan on being lifelong city residents. I have fond memories playing the violin at the TESOL/AL Holiday parties. I don't have as much time for music as I used to, but I still play the violin - though my most recent performance was at my daughter's nursery school!

Daniel Mann (M.A. in Applied Linguistics, 2013)

Daniel Mann is currently a student in the Linguistics Program at CUNY Graduate Center.



I've done work with Dr. Juliette Blevins looking at the historical development of typologically rare sound patterns in a diverse set of languages. I gathered data from languages such as Russian, Tsou, Villa Alta Zaootec, and Piro (among others). I'm currently working in Dr. David Lahti's lab which focuses on cultural evolution, particularly in birdsong, which has great relevance for how acoustic communication is learned and

transmitted both in humans non-humans. In the summer, I'll be going to the University of Vienna to work in a lab in the Department of Cognitive Biology with Dr. W. Tecumseh Fitch and Dr. Marisa Hoeschele. I'll be working on a project testing linguistically-relevant perceptual biases in non-human species (primarily the budgerigar) in order to understand the nature of language.

Denise Osborne (M.A. in Applied Linguistics, 2010)



Although I left TC six years ago, everything I learned there has shaped my decisions in life in one way or another, starting with my own research field, L2 phonetics. I remember that it was in Dr. Williams' class that I first realized the pervasive effects of the perception of sounds, when I noticed that Dr. Williams seemed surprised to hear me saying that the glottal sound was an [r] sound (and I was surprised that he was surprised!). The idea that the same acoustic signals could be perceived as different sounds by different listeners has intrigued me since then. There is nothing more natural than having L2 perception as part of my dissertation research, where I investigated the stops in L2 English and L1 Portuguese.

After leaving TC, I started my PhD in Second Language Acquisition and Teaching (SLAT) at the University of Arizona in the fall of 2010, which allowed me to take classes in a number of departments, such as Linguistics, Spanish and Portuguese, Media Studies, among others. I majored in analysis and minored in pedagogy. I have just defended my dissertation this past March and have already accepted a job as a Lecturer in Portuguese and program coordinator at the University at SUNY-Albany. I believe that the knowledge I acquired in AL at TC has helped me to go beyond my dreams. *Muito obrigada!*

Chikako Takahashi (M.A. in TESOL, 2014)

After graduating TC with TESOL MA, I came to Stony Brook University to pursue a Ph.D. in Linguistics. I am finishing my second year here and currently working on information structure of Japanese ditransitive constructions for my first qualifying paper. My primary interests here are Second Language Phonology, Experimental Phonetics, and Pragmatics. This semester, I am also working on topics such as the interaction between voicing assimilation and metathesis, and stratal effects on phonetic drift.

Since I sometimes teach graduate ESL courses here and am also involved in a research group for longitudinal multidisciplinary research on international teaching assistants, I am still deeply involved in the field of TESOL. I love what I am doing here as an instructor as well as a student and hope to be able to keep working with L2 learners as part of my research.



Andrea Revesz (Ed.D. in Applied Linguistics, 2007)

After graduating from TC, I worked at Georgetown University for a year, then moved back to Europe to take up a position at Lancaster University in the UK. I joined my current institution, the UCL Institute of Education, University College London, three years ago. Here I teach classes on second language instruction and acquisition in our MA TESOL and Applied Linguistics programs, and supervise a number of PhD students. Currently I also lead the MA TESOL program. I thoroughly enjoy my teaching-related activities; we have a diverse body of really good students with whom it is a great pleasure to work.

Building on my doctoral work at TC, my main research is second language acquisition (SLA)



and second language instruction. In particular, I research the roles of tasks, input, and individual differences in instructed second language development. More recently, I have also begun to investigate the cognitive processes involved in second language writing, speaking and listening performance. I serve as associate editor of the journal *Studies in Second Language Acquisition* and am Vice-President of the International Association for Task-based Language Teaching (TBLT).

In what is left of my time, I spend with my husband, Miklos, and two boys, Peti (6) and Mark (3). Life is busy with two kids and an academic job, but I wouldn't like to have it any other way!

Special Mention

Completed Dissertation

Congratulations to **Dr. Sarah Creider** for completing her dissertation entitled "*Encouraging Student Participation in a French Kindergarten Class: A Multimodal Conversation-Analytic Study.*"

Dissertation Advisor: Dr. Hansun Waring.



Congratulations to the award winners:

This year's Apple Award was given to two students for their outstanding M.A. projects:
Soo Hyung Joo, "Self- and Peer- Assessment of Speaking"
Christopher Mueller, "Positive Feedback Loops: Sarcasm and the Pseudo-Argument in Reddit Communities"

The Fanselow Award went to two students for their excellent ideas for teaching:
Brendan Gillett, "Color Collector: A Game about Game Literacy"
Aklima Hossain Joldic, "Water Conflict"

Other Honors to Mention:

Rongchan Lin, a doctoral student in Assessment, was awarded the *Confucius China Studies Program (CCSP) Joint Research Ph.D. Fellowship* by the Confucius Institute for her dissertation research in language assessment.

Saerhim Oh, a doctoral student in Assessment, was the recipient of the *2015 British Council Assessment Award*, which has assisted her in conducting the pilot study for her dissertation entitled "*Investigating the Use of Linguistic Resources in an Online English Writing Test*".

Heather Tatton-Harris, a graduate of our MA in TESOL and EdM in Applied Linguistics has just been named by *TESOL International Association* as one of its "*30 Up-and-Coming outstanding TESOL professionals*"!

2016 SLRF Announcement

Join us in September in New York City for the most prestigious annual conference in second language research!

35th Second Language Research Forum (SLRF)

Thirty Years of Instructed SLA: Learning, Instruction, Learning, and Outcome.

Time: September 22-25, 2016

Confirmed plenary speakers: Dr. Michael Long
 Dr. Rod Ellis
 Dr. Heidi Byrnes
 Dr. Roy Lyster

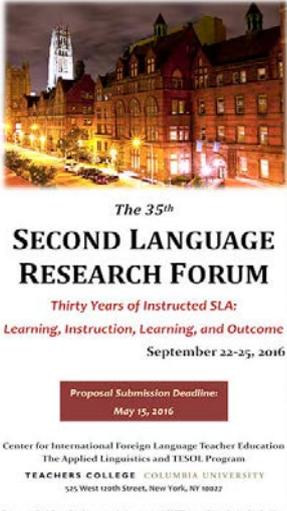
Pre-conference workshop:

"L2 Replication Research" by Dr. Graeme Porte

Post-conference workshop:

"Meta-analysis in Instructed L2 Research" by Dr. Luke Plonsky.

Get on www.tc.columbia.edu/slrf2016/ for more information. Please contact slrf2016@tc.columbia.edu for questions or comments.



The poster features a photograph of a large, ornate building at night, likely the venue for the conference. The text on the poster includes the title 'The 35th SECOND LANGUAGE RESEARCH FORUM' and the subtitle 'Thirty Years of Instructed SLA: Learning, Instruction, Learning, and Outcome'. It also lists the dates 'September 22-25, 2016' and the 'Proposal Submission Deadline: May 15, 2016'. The organizing institution is the 'Center for International Foreign Language Teacher Education The Applied Linguistics and TESOL Program' at 'TEACHERS COLLEGE COLUMBIA UNIVERSITY'. A QR code is located in the bottom right corner of the poster.

PLENARY SPEAKERS

Rod Ellis
UNIVERSITY OF AUCKLAND

Roy Lyster
MCGILL UNIVERSITY

Heidi Byrnes
GEORGETOWN UNIVERSITY

Michael Long
UNIVERSITY OF MARYLAND
COLLEGE PARK

WORKSHOPS

On Research Replication
Graeme Porte
UNIVERSITY OF GRANADA

On Meta Analysis
Luke Plonsky
MICHIGAN STATE UNIVERSITY

INQUIRIES

SLRF2016@tc.columbia.edu
www.tc.columbia.edu/slrf2016

Center for International Foreign Language Teacher Education
The Applied Linguistics and TESOL Program
TEACHERS COLLEGE COLUMBIA UNIVERSITY
525 West 120th Street, New York, NY 10027

To request disability-related accommodations, contact CHSST at chsst@tc.columbia.edu, (212) 876-3916, (212) 876-3922 TTY: (212) 876-3922 or a relay phone, as early as possible.

Student Memories of the Year



"The best memory of the program for me is the time when I stepped on the stage as an ESL instructor in the CEP program this year. The experience of teaching three advanced-level learners from different cultural backgrounds is absolutely amazing. I learned a lot from this unique experience itself as well as from my lovely students!"



"My best memories are the holiday party when several doctoral students and instructors sang a modified Applied Linguistics and SLA rendition of "Let It Go" to celebrate Professor Hansun Waring's new tenured position; and Office hours with my academic adviser and course instructors. They offer amazing emotional support and insightful academic tips and advice."



"1. Handing in our 50-page assessment final and being able to understand what we wrote about. The process was challenging but the product was an achievement! 2. Learning from our new faculty member, Dr. Crosby, from her brown bag lunch talk to our Practicum class. What a great addition to the TC family! 3. Helpful advice and support from Dr. Williams during his office hours. His door is always open and for that I am incredibly grateful! 4. All office hours and email support from Nancy Boblett. She truly made me into the teacher I am right now. Thank you for all the memories Nancy!"



"I really treasure my fellow students who are all super-intelligent, and have unique experiences or ideas that I have learned from!"

The TESOL/AL Times is the yearly newsletter of the Teachers College TESOL and Applied Linguistics Programs.

Editor: Wen (Elyssa) Sun

Advisor: Dr. Howard Williams

Department of TESOL/Applied Linguistics
Teachers College, Columbia University

Phone: 212-678-3795

E-mail: tesolalofc@tc.columbia.edu

