



# TESOL / AL TIMES

Teaching English to Speakers of Other Languages /  
Applied Linguistics

Volume 8 – Summer 2008

TESOL/AL Programs

316 Zankel Building, 525 West 120<sup>th</sup> St., New York, NY 10027

## Interview with Dr. Hawkins

*By Drew Fagan and June Wai*

This past spring we sat down with Dr. Barbara Hawkins to discuss the TESOL profession within the K-12 realm, her hopes for the future of this profession, her plans as she embarks on a new career, and her advice to current and future TESOL/AL students.

***You are in contact with a lot of alumni from our program. Can you tell us about their experiences in K-12 after graduation from our program?***

Of the ones who stay in touch with me the most, I would bet easily that 60-75% are in international schools, and then there are others who are in more typical programs: pull-out, inclusion, sheltered. Within the city most are in international programs. One thing that they always go back to is the content-area course (a requirement for those who are responsible for academic subject matter education in those schools). It gave them a way to think about

teaching that they never thought about before. I feel that we are on the right track with content-area courses because it is a strand that really needs attention. However I think we can go deeper; I don't know if it is a dual-certification program we are looking for or what it would be. When they come back, students ask if we have developed that TESOL-social studies strand, for example. I know those are the issues they are facing, and we did address them to an extent in our program. The other one they ask about is language arts, especially when I hear from K-6 alumni. Learning to read in a first language is one thing, but in a second language there are separate issues. A lot of people treat it as a second

**Continued on page 3**



*Dr. Hawkins with MA graduate, Jessica Wu*

### INSIDE

1	Interview with Dr. Hawkins
2	The Roundtable
2	TESOL Conference
4	TESOL/AL End-of-Year Party
6	Bill VanPatten visits TC
8	MA Graduates
9	Alumni Update
10	CEP/CLP Update & Ling. Conferences
12	Doctoral Grads & JALT Conference
13	TESOL Certificate Update
14	Upcoming Conferences & Web Journal

## The Roundtable Expanding our Community

---

*By Steven Mercier*

Implicit in the name “Roundtable” is a sense of community, much more so than in a name like “OblongTable.” This past year, our group’s focus was on strengthening the bonds of TC’s TESOL/AL community, and simultaneously reaching out to the world beyond TC.

Continuing in the Roundtable tradition of potluck dinners, doctoral students Rebekah Johnson and Ruhma Choudhury shared with us their stimulating research in conversation analysis and TESOL policies in Bangladesh, respectively. Monika Ekiert presented a workshop on APA formatting, which proved popular with students from multiple outside departments.

For certain, I would be remiss if I did not mention the entirely original and phenomenal events organized by this year’s new crop of Roundtable officers. Justin Kaley set up a Book Swap event at which TESOL/AL students old and new were able to talk shop and perform a number of successful transactions. Seeing the need to extend our community beyond the TC campus, Bob Bathrick hosted a “Spring Respite” gathering at his home, which all in attendance agreed was a blast. Finally, in what was perhaps our most well-attended on-campus session this year, Valerie Kelemen, TC alumna and presently a Senior Developmental Editor at McGraw-Hill, spoke with current students about employment in the publishing industry. This grand-slam event was organized start-to-finish by Roundtable officer LaNysha Adams.

Future plans include inviting other guest speakers from outside TC – perhaps even consular officers from countries seeking EFL teachers – and an increased web presence. We sincerely hope you’ll join us for our next event.



*LaNysha Adams and Justin Kaley.  
Two members of the 2007-2008 Roundtable Committee*

## Learning By Sharing: TESOL in NYC

---

*By Adrienne Wai Man Lew*

From April 2 to April 5, 2008, the City was filled with enthusiastic practitioners, academics, and researchers coming from every region of the globe for the 42<sup>nd</sup> TESOL Convention. Leveraging this opportunity, students, alumni, and faculty members of the TESOL/Applied Linguistics program united to exchange insights, best practices, and expertise with members of the audience under the theme of “Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity.”

The occasion turned out to be a mecca for interactive learning and self-reflection. For those current students (e.g., Emily Donbeck, Rebekah Johnson, Christine Jacknik, Drew Fagan, and Ji Hyun Kim) who co-presented with faculty, including Dr. Barbara Hruska, Dr. Barbara Hawkins, and Dr. ZhaoHong Han, we were inspired by not only their grasp of the state-of-the-art in the field, but also their impeccable techniques in giving professional presentations. For those who hosted individual sessions (e.g., Kristen di Gennaro, Monika Ekiert, Phil Choong, and Eun-Young Kwon), it was a rejuvenating experience to share thoughts and findings and to hear feedback from a highly responsive audience. Dr. Hansun Waring and Dr. Howard Williams presented as well, further contributing to research and providing thought-provoking content. For those who have graduated and taken on their own practice (e.g., Christopher Stillwell and Gabrielle Kahn), it was self-educational to give personal testimony to the TESOL community as to how theory and pedagogy could be linked in the language classroom.

Ultimately, the event also created a meeting point at which we could catch up with old friends such as TC alumni and get to know those newly admitted to our program, thanks to the sponsorship of our department for the evening gathering at Social on April 3, 2008.

# Dr. Hawkins - Continued

---

## Continued from page 1

language issue or a reading issue, but in fact it is a combination of both. Many alumni wished that they had had more opportunities to do that here. I've had many conversations with alumni about students with interrupted formal education (SIFE). These students arrive in classes, such as 9th grade, and their formal education has been interrupted because of travel, which is the usual case because they go back and forth between their native country and the US. There are not only gaps but also mismatches in the systems, so you have kids in 9th grade who are not really proficient in reading or writing or even math. The question is what do we do with them because you are supposed to be teaching a 9th-grade curriculum, but the SIFE students are there - I think that is an area for fruitful cross-fertilization with people working in the area of literacy at TC and people in TESOL. I think it is a lack in the TESOL field, but it is also a lack in the K-12 setting in general.

***Do you believe that it is a direction that would be important for the TESOL field to fore ahead in?***

Definitely. It's a wide-open area. I think we know very little about it. We know lots of things that they can't do, but we don't know what they can do.

***It sounds like it could be a good dissertation.***

It could be a bundle of dissertations. We haven't even scratched the surface of that yet



*Dr. Hawkins and MA students*

***Do you see the TESOL field as a whole gradually moving towards more of a K-12 centered focus, or is that not possible?***

I don't think that it has to be its only focus, but frankly it still feels very lonely. I still don't think that programs dealing with K-12 are thriving, especially in terms of research. There are many prescriptive elements in credential programs where people are told to do things this way or that way, but nobody is standing back and questioning those practices; a lot of them are just responding to testing situations. So the long-term research that goes into depth still doesn't reflect where we need to be with that. But that doesn't mean that I think adult and international education are not equally important. As an interest and an area, I think there is a lot of potential for growth in K-12. I don't think it is necessarily considered nearly as big as adult ed. or international ed. (especially international given the influence of globalization) but I would love to see it developed more deeply, more thoughtfully.

***In the job that you are going to, you will be doing a lot of research. Tell us more about that.***

I will be working in the educational research division of Pearson, and specifically I will be working with Learning Teams. You can go online and type "learning teams + Pearson" to find out more about it. Essentially it goes back to Gallimore and Stigler's development of Lesson Lab when they first started after working on the Third International Math and Science Study. Pearson has taken and developed that model and is engaged in school reform based on it, although it is not identical to either Lesson Study or Lesson Lab. One of the big ideas is that to be successful, reform cannot be top-down. It draws heavily on Tharp and Gallimore's 1988 book *Rousing Minds to Life* and their notions about learning throughout the school system, whether it is from teachers to administrators or vice versa. There has to be a discussion that involves people in terms of what is going on, what it means to teach, and what it means to be successful. The learning teams are teams of teachers in the schools who have decided to work to

**Continued on page 11**

# TESOL/AL End-of-the-Year Party!!

By Jessica Horstmann



*Elizabeth Reddington accepts the APPLE Award.*

/ɪf wɪv lɜːn nʌθɪŋ ɛls ðɪs jɪr ɪz ðæt Dɔktə Wɪljəmz mekz ʌ mɪn græmər trij ʌ mi:n fənɛrək trænskrɪpsən ænd ən ivən mi:nər sprɛd/\*.

But we have learned something more, as was evidenced at the end-of-the-year party on May 9, 2008. Dr. Purpura announced that TESOL/AL students this year have given over 25 presentations at national and international conferences and that doctoral student Rebekah Johnson was recently honored with the Dean's Grant for her dissertation research.

Although many came for the food and wine, the same were surely eager for the announcement of the less-than-edible, but nonetheless coveted APPLE Award, which is given yearly to both a TESOL and an AL student in recognition of an outstanding M.A. Essay or Research Paper. Unwilling that the significance of the moment go unnoticed, Dr. Purpura asked Dr. Williams just how prestigious this award is: "How prestigious?" Dr. Williams repeated, "Very prestigious."

Indeed. Let us, then, extend our sincerest congratulations to this year's winners, Elizabeth Reddington and Adrienne Wai Man Lew. Elizabeth Reddington, an AL graduate, submitted a paper on "Native Speaker Response to Non-Native Accents", and Adrienne Wai Man Lew, a TESOL graduate, wrote on "Processing Instruction and Second Language Grammar Instruction." As a reward, both winners will be adding The Cambridge Encyclopedia of the English Language to their summer reading lists.

The winners of the Fanselow Award were also announced. This award is given to the TESOL student or students who submit a project demonstrating "Fanselovian qualities," that is, an idea which is not only solidly based in an understanding of language teaching and research, but is also creative and original in nature. This year's award went to Susan Goldstein, Esther Chin, Lucy Portugal, Lan Ngo, and Karena Mortimer for a unit plan entitled "Putting the Pieces Together: An Introduction to Document Based Questions (DBQs)." Emily Donbeck and Suzannah Taylor were the runners-up.

Students were not the only award recipients this year, however. A surprise award was presented by the Fanselow Award winners to a professor known for her compassion and dedication to both her work and her students. Dr. Hawkins will be leaving Teachers College this summer to join Pearson Education. She will certainly be missed, as will Dr. Park, who has accepted a position at a testing center in Korea. The departure of these important advisers, colleagues, and friends, made this final party, like those prior and yet to come, a bittersweet one. Tree that.

\* TRANSLATION: *If we've learned anything this year it is that Dr. Williams makes a mean grammar tree, a mean phonetic transcription, and an even meaner spread.*



*Lucy Portugal, Lan Ngo, and Susan Goldstein accept the Fanselow Award*



*Tara Tarpey & Drew Fagan, our department Program Assistants*

# Restaurant Review: Chef Williams Gets Top Honors

## ***Reporting on the End-of-the-Year Party from the Foodie Angle***

*By Catherine Box and Sarah Creider, food connoisseurs*

Tucked away off a dusty hallway in an institutional building in Morningside Heights lies a room that is transformed into a fabulous eatery twice a year. Few New Yorkers will have the opportunity to enjoy this dining experience, as it is reserved only for those who draw intricate grammar trees and talk passionately about the differences between Communicative Language Teaching and Grammar Translation methods. The celebrity chef at this exclusive venue is, arguably, the most gifted drawer of grammar trees in the Western Hemisphere, with his work being raffled off at exclusive events and filmed on You Tube. A few times a year, however, Howard Williams, much-loved linguist and professor, becomes an equally revered chef.

Meals are served family-style at this establishment, with the wait staff doggedly running back and forth to the kitchen carrying delicious dish after delicious dish piled high on computer carts. Among the house specialties are smoked fish, king-sized prawns served cold with a vinaigrette, a selection of pâtés and fine cheeses, fresh tabouleh, and tender spring asparagus. The smoked salmon was particularly popular, with one customer (three-year old Océane) declaring, “Yum, Mommy! Nemo tastes good!” It is surprising that such a delectable array of comestibles is presented at an institution whose regular canteen has not received such rave reviews. This Chef Williams is definitely a keeper!

If you are lucky enough to be invited to sample this wonderful food, make sure you come early. Seats are at a premium, and may be more appropriate for taking a three-hour Advanced Syntax test then for enjoying a scrumptious meal. Given the quality of the food and the painstaking presentation, one might expect dim lighting and fresh flowers at every table. Unfortunately, the décor, which consists of dusty chalkboards and peeling paint, does not live up to the cuisine. The harsh fluorescent lights are equally disappointing. On the other hand, regular customers greatly enjoy an extensive wine selection, which seems to soften any discomfort created by the venue.

We would advise Chef Williams to give up his day job, but we couldn't imagine Teachers College without him.



*Julian Chung and Andy Schouten  
contemplate just how good the food  
really is.*



*Jessica Wu shows off her plate  
of desserts.*



*Sharon Balani and Veronica  
Villanueva pose for the camera.*

# Bill VanPatten Visits TESOL/AL

---

## ***Van Patten's Colloquium Talk***

*By Nobi Kamiya*

As we sat down, a piece of paper was distributed to students. What? Aren't we supposed to be here to listen to what Processing Instruction is? Is participation required?

Bill VanPatten, whose name and articles I have read many times, had the afternoon Colloquium. The title was "Why Replication is Important in Instructed SLA." I have been to many lectures delivered by famous professors, and it is not rare to be disappointed by their boring rigmaroles. But Bill VanPatten is not only a researcher and a teacher, he is also a comedian. It was not just a lecture on SLA; we also had a bit of stand-up comedy. Needless to say, we enjoyed his talk and laughed at his humor. I hope no one choked on their drink or food – sometimes his jokes came out of nowhere.

VanPatten emphasized the importance of replication in SLA research. In order to do so successfully, he advocated the following: communicate with other researchers, explore the intervening variables in studies that you plan to replicate, and be mindful of your conclusions – stick to the data. He also recommended four studies that are in need of replication, a mission some of us may want to undertake.

It turns out that the paper handed out to students at the beginning was for a raffle; his book was given to one student. I could not see if the book was of SLA or his novel. Whichever it was, I am sure it is full of wit that everyone would enjoy. But be careful not to eat or drink while reading it because you will be overwhelmed by processing two things at the same time according to VanPatten (e.g., 1990).



*Yen-Fen Liao, Bill VanPatten, and Phil Choong.*

## ***APPLE Lecture***

*By Megan Stotts*

In Dr. Han's introduction to the afternoon's second lecture, she asked the question, "Is Professor VanPatten real or fictitious?" In light of his numerous accomplishments and accolades, he seems more myth than man. However, he is real, and he is hilarious. The 90+ students, professors, and associates who attended "Processing Instruction, Meaning-based Output Instruction, and Dictogloss: A Comparative Study (and Some Sundry Observations)" got to enjoy more of his humor, but also gained a lot of interesting information. His thorough discussion of the literature that prompted his studies, others' attempts at replicating his original processing instruction (PI) study (VanPatten & Cadierno, 1993) and his own current research was incredibly informative, but also peppered with jokes that both gave my brain a rest and made the material less daunting for this SLA novice. The lecture's main focus was VanPatten's recent research at Texas Tech University on PI, meaning-based output instruction (MOI) and dictogloss (DG) and how they affect the acquisition of Spanish word order and clitic object pronouns. Very simply put, VanPatten and his colleagues found that students who received PI did better on comprehension and reconstruction tasks than those with MOI and DG, but those students who received MOI did slightly better on production tasks. The control group, who received traditional instruction, underperformed on all tasks.

VanPatten also looked at how explicit instruction affects students' success with PI, MOI, and DG tasks. It seems that DG is completely dependent on explicit instruction, PI seems to be the least dependent, and, coupled with MOI, it improves students' ability to interpret input. Given his findings, VanPatten concluded that PI is slightly more advantageous than the other models of instruction.

The topic of successfully replicating studies reemerged when VanPatten discussed others who have tried to test the findings of the 1993 study, which determined PI to be more effective than traditional instruction in improving learners' ability

## VanPatten Continued

---

to process input. His current study is a replication of this original study with Cadierno, but has been altered to also elicit information about the effectiveness of MOI and DG tasks in second-language instruction.

In his closing remarks, VanPatten stated that it is possible that each language has “three or four things that can cause ripples throughout the system, causing [learner’s target-language grammar] to restructure” and become more native-like. His studies show that attacking these key features using PI is an effective way of causing these “ripples.” When I heard this, I was very excited. How can we as language teachers use PI in our own classrooms? Sadly, we shouldn’t - VanPatten reported that teachers have had little success implementing PI activities because effective use relies on knowledge of mental processing strategies. He instead suggests that PI tasks be left to computer-lab activities designed by experts while the classroom provide what students can’t get elsewhere.

### DEFINITIONS:

**Dictogloss (DG):** Focus-on-form grammar-instruction task derived from traditional dictation exercises. It relies on output and usually includes four steps: preparation, dictation, reconstruction and analysis with correction. It often relies heavily on meta-language. (Qin, 2008)

**Meaning-based Output Instruction (MOI):** Focus-on-form grammar instruction derived from traditional instruction. It consists of a grammar explanation and meaningful output-oriented language activities, but does not contain the mechanical drills present in traditional instruction. (Farley 2004)

**Processing Instruction (PI):** Focus-on-form grammar instruction that includes explicit information about the target structure, an explicit explanation of common L2 learner methods of processing the structure inefficiently (and how to process it more efficiently), and structured practice exercises requiring students to interpret input by utilizing efficient strategies for making form-meaning connections. (VanPatten and Cadierno, 1993)

**Traditional instruction:** Grammar instruction that consists of an explanation of a target-language structure followed by movement from mechanical to meaningful exercises, ending with communicative activities. (Wong, 2004)

Special thanks to Lan Ngo for her help and advice.

## Laughs for Linguists

---

*Contributed by Alyssa Francis*

The village blacksmith finally found an apprentice willing to work hard for long hours. The blacksmith immediately began training the lad. He instructed, "When I take the shoe out of the fire, I'll lay it on the anvil; and when I nod my head, you hit it with this hammer."

The apprentice did just as he was told. Now he's the village blacksmith.

*From: <http://www.workjoke.com/projoke81.htm>*

---

An English teacher wrote these words on the whiteboard: "woman without her man is nothing". The teacher then asked the students to punctuate the words correctly.

The men wrote: "Woman, without her man, is nothing."

The women wrote: "Woman! Without her, man is nothing."

*From: <http://english-humor.blogspot.com/>*

---

Teacher: Today, we're going to talk about the tenses. Now, if I say "I am beautiful," which tense is it?

Student: Obviously it is the past tense.

*From: <http://iteslj.org/c/jokes.html>*

---

The setting: A French Restaurant

Diner to the chef: I love your "Soup du Jour" but why does it taste different every day?

*From: <http://www.letspeak.com/Krikkrak9.htm>*

---

## TESOL/AL M.A. Graduates

*Graduates from the TESOL/AL program were asked about future plans and favorite Teachers College memories.*

	<b>Future Plans</b>	<b>Favorite Memories</b>
Yukako (Yuka) Hatakeyama	Going to look for a job back in Japan!	Group meetings for Socio presentation, countless (!) meetings for Assessment paper, hanging around in Everett Cafe and nearby restaurants, many sleepless nights preparing lesson plans for my dear CEP students.....and, of course, commencement!
Yoko Kinoshita	Teaching at a public high school in Japan	All the end-of-semester parties with my friends
Shee-Eun Lee	Teaching in a private language school	Graduation party at Boat Basin & Columbia graduation ceremony.
Yuriko Hirota	Teaching EFL in Japan	I taught ESL for the first time in my life in the CEP. I learned a lot from my wonderful partner, enthusiastic students from different countries, and warm observation feedback from my instructors and peer teachers. Many thanks to you all!
Aimee Cegelka	Research Coordinator at the Jewish Home and Hospital Lifecare System	I have to say that I will never forget advanced syntax, the assessment project, and pretending to be lost in Riverdale trying to duplicate the rapid anonymous survey for Waring's sociolinguistics class.
Emily Donbeck	Teaching at a NYC public school	I really loved the experience of getting to talk as a student teacher representative at the TESOL conference on a panel with Hawkins, Hruska, Balbi, and Labov-- that was awesome, particularly the three times we all met up to discuss our talk prior to the conference. I was very inspired by being able to get a closer look at the field I have chosen to pursue through informal dialogue with my professors. I'm very grateful for that.
Masako Ishikawa	No specific plans	It is very hard to choose one, but I miss chatting over coffee with my friends at the cafe before classes.
Shan Xiang	Teaching Chinese at a university in California	The graduation commencement with all my fellow students.
Yasemin Inal	Teaching ESL at a university/community college in NYC	The friendships that I have made with so many wonderful people, the classes that I have thoroughly enjoyed, teaching at the CEP, the amazing professors. TC has been the best place for me to study with its diverse atmosphere and endless opportunities. I feel blessed to have been a part of it.
Nobi Kamiya	PhD in Second Language Studies at Michigan State University in order to get an autograph from Dr. Susan Gass.	I will always be grateful to Professor Williams for caring so much about his students and for taking the time to get to know us. I always enjoyed reading his detailed sincere comments on my papers and listening to his funny stories during his office hours.

# TESOL/AL Alumni Report

## **Elizabeth Baldwin** **MA, Applied Linguistics 2000**

My coursework in Applied Linguistics at TC piqued my interest in the linguistic side of law - from statutory interpretation to how speaking style and pragmatics affect testimony. After completing my MA, instead of returning to teaching TESOL and literacy (something I had done for 5 years before enrolling at TC), I pursued a JD in Seattle, WA. As I suspected I would, I loved legal studies, and I quickly got connected to the public interest immigration law community here in Seattle, working through law school at Northwest Immigrant Rights Project.

Upon graduation, I clerked for the Washington State Court of Appeals; then I took a job as the Children's Legal Rights Coordinator at Volunteer Advocates for Immigrant Justice, a non-profit providing support to pro bono attorneys who take removal defense cases. At the end of my clerkship, I became a mother for the first time, and I found that my job was taking me away from my daughter more than I wanted.

This January 2008, I decided to return to teaching TESOL and literacy with the hopes of finding more balance in my life. It has been a wonderful transition back to teaching. I have been teaching "Worksite Literacy" through the non-profit Asian Counseling and Referral Service in Seattle, teaching factory workers and loving every minute of it. What a privilege it has been to have such a rewarding and flexible profession available to me at this demanding time. I now await the arrival of our second child around May 5, 2008; and more than ever, I am thankful for my TC education. I still pull out my TC text books with regularity. Best to everyone there!

## **Cecilia Chan** **MA, Applied Linguistics 2001**

After I graduated from TC, my husband and I moved to Los Angeles, California in 2001. Soon after, I started teaching ESL part-time at Los Angeles Mission College. That was my first experience teaching at a credit ESL program at a community college. In 2004, I officially became a "freeway flyer" when I accepted another teaching assignment at Oxnard College, a school 40 miles away from our home. In my first semester at Oxnard, I taught a 50-minute class that met three times a week. Despite hefty gas expenditures and an unpredictable commute on the 101 Freeway, I have never regretted taking the assignment and teaching ESL to immigrants in the area.

Teaching ESL at the community college level is even more rewarding than what I had imagined. I have met wonderful students whose hard work and motivation truly energize and inspire my teaching. Many of the students work full-time, take classes, and complete homework assignments after putting their children to bed. The best reward for me has been when students come and personally tell me how much they have learned and want to thank me for it. What they probably don't know is how much their lives and stories have enriched me as an individual as well.

I currently work as a full-time ESL instructor in the English Department at East Los Angeles College in Monterey Park, California. Before I came to the U.S. from Taiwan, I never thought I would have the opportunity to be teaching English in the U.S. Now when I look back on my career in the past few years, I see that the M.A. program at TC gave me an excellent preparation to be a competent ESL instructor, and the experience I acquired working part-time provided me with the confidence I need in the classroom. I am very excited about this new stage in my teaching career.

## **Joshua Borden – MA, Applied Linguistics 2002**

I am currently a lecturer at National Central University in Taiwan, where I teach classes in EFL, intercultural communication, and an introductory class on sociocultural linguistics called "Language, Culture and Society." Among my professional activities, I am serving as Chair-Elect of the TESOL organization's Intercultural Communication Interest Section, and recently received an Overseas Research Studentship Award for PhD studies in the UK.

# Augmenting Intellectual Community Engagement at Linguistic Conferences and Institutes

By LaNysha Adams

Linguistically relevant academic conferences, such as the Linguistic Society of America (LSA), the American Council on the Teaching of Foreign Languages (ACTFL), and the American Association for Applied Linguistics (AAAL), are hotbeds for making personal connections – with the researchers you've been reading all year long, graduate students, future employers, potential collaborators, editors of new journals, and researchers from other industries.

AAAL 2008 took place in Washington, D.C. and was significantly smaller than TESOL. The conference focused on hot issues in the field and speakers included everyone from the applied linguistics spectrum. Of particular interest to me were colloquia on reading acquisition in second language learning; assessment of language acquisition as it relates to migration and citizenship issues; language and technology; and fluency, accuracy and complexity in SLA.

TC's Dr. Fuchs, who specializes in technology-based teaching and learning, organized the Language and Technology Colloquium. One fascinating aspect of this panel of speakers, in addition to their emphasis on electronic literacy as an innovative approach to second language acquisition, was the lively debate that came out of a discussion centered around entertainment and the influence of uneducational games on educational technology.

Even the Colloquium discussing the methodological and theoretical perspectives in SLA was hot: Rod Ellis, Peter Skehan, Diane Larsen-Freeman, Robert DeKeyser, Peter Robinson, Lourdes Ortega and John Norris battled about which aspects of language are acquired by individual learners later versus those that are (generally, for all language learners) complex. Diane Larsen-Freeman ended the panel discussion by emphasizing a focus on “individual patterns that introduce learner agency” and for SLA researchers to ask “How can we build learner goals into our research?”

I left the conference feeling rejuvenated, excited and with more questions than when I arrived. It was thrilling to see theorists with different perspectives battle it out verbally because it concretized the theories I struggled with in SLA. AAAL is also one of the few places where you

have access to leaders in the field challenging each other in the same space that you can ask questions and “jump in” on the discussion.

Annual conferences are not the only places to meet other researchers, hear the results of the latest research and to bounce your ideas off of people. The LSA has annual Institutes and biennial Summer Meetings. The Summer Meetings are geared towards graduate student needs and serve as a professional development mechanism for academia and industry. If you present at the Summer Meeting, you are paired with an established professor in your area of interest, and mentored by that professor for your presentation and the research beyond.

## CEP/CLP Update

The Community Language Program continues to provide foreign language instruction. Foreign languages taught include: Chinese (Maggie Gu, Yuan Wang, Yi-Chen Chiang, and Vivian Huang), French (Catherine Box & Emily Sharma), Japanese (Nobi Kamiya), and Spanish (Emily Sharma).

The CEP Master Teachers continue to provide valuable assistance to our teachers-in-training. Master Teachers during this year included:

- Ruhma Choudhury (Spr. '08, Fall '07),
- Drew Fagan (Fall '07, Spr. '08, Sum. '08),
- Bahar Octu (Fall '07, Spr. '08, Sum '08),
- Chris Rogicki (Fall '07, Spr. '08),
- Sharon Balani (Sum. '08).



CEP Staff from L to R: Monika Ekiert, Phil Choong, Heather Tatton, Bora Sohn, Vicky Chang, Alicia Kim (Stephanie Yang not pictured)

## Dr. Hawkins - Continued

---

### Continued from page 3

systematically to examine their instructional practices. Pearson's role is to support and train the teachers in shaping and examining their instructional work in the teams, and to work with administrators in developing support for these endeavors. Already teams of teacher facilitators in the Los Angeles Unified School District (and elsewhere around the country) have had the opportunity for training that leads them to think about what is required for teachers to productively discuss, plan, deliver and analyze their teaching and student work as it relates to their planning and delivery of instruction. They are really looking at teaching not solely related to test scores for example, but also to understand what kinds of discussions about teaching are happening and what actually happens in the classrooms. This tends to provoke the question of what exactly teaching is, what the role of instruction is, what it looks like, and how teachers' conversation changes over time in relation to that. Behavior over time changes, and they're looking at how this concept ultimately affects students--not only teachers' perceptions of what is going on, but also the students' active engagement in the learning process. What becomes really important is that all the traditional tasks that teachers do (lesson planning, conversations with each other, materials that they use, etc.) in addition to the discussions they have and the classroom discourse that results from that, will be studied. Also really important is the notion of collaboration—that successful teaching is achieved with teachers working together to understand what they are doing and why. Finally, the learning teams go through a cycle that provides for the on-going examination of instruction. As the team of teachers enter into the cycle, they identify an area that they want to work in; they meet together to talk, they do plans, they try parts of them, they discuss what the results were, and they revise it according to what they find. So there is a close-knit group of teachers doing this throughout the year, and learning teams are set up throughout the summer where Pearson brings teams of teachers together to learn how to facilitate productive and systematic examination of practice. Because it is so deeply connected to the work of teachers and students in the classroom, it's so exciting, precisely because it is so attached to real life.

*Upon your exit from TC, what would you like to say to your current students and to the new students entering into our field?*

I have been thinking about this a lot lately. Remember that you are not just teaching a subject, you are teaching people. The work that you are doing is some of the most important work in the world. People can talk about research, and people can talk about practice, they can split it up any way they want, but for me teaching is where the rubber meets the road; it is far more complex than research and far more complex than knowing a list of practices to do. It is where you really are thinking, acting, and interacting with real life on a day-to-day basis and don't miss life. Make sure you don't become too wrapped up in what you were going to do and forget to pay attention to the people that are in front of you. One of your biggest goals should be to carve out time to think about what you are doing, and to seek communal support from fellow practitioners and students that will help you gain those insights. Never lose sight of the fact that what you are doing is enormously complex. And because of the complexity you can't be too well-educated, too well-read, too creative, or too open; it will demand the very best from you. Teaching has immense rewards because you are involved with real work and people. It is an interactive dance that is enormously rewarding and enormously demanding. Look for those congruencies and realize that it is a complex activity and throw yourself into it - be proud of what you are doing because it is really important work.

**TC TESOL / AL TIMES is produced by  
the TC TESOL / AL Programs.**

**Editor:** Heather A. Tatton-Harris  
**Faculty Advisor:** Dr. Howard Williams

# MA TESOL Students Present at JALT

*By Tara Tarpey*

In November 2007, Joachim Castellano, Skye MacLeod, and I, all graduates of the MA-TESOL program, embarked on an adventure in Japan. Months earlier, we had decided to apply to a handful of conferences with the hope of demonstrating a project we had done together in which we incorporated Web 2.0 applications into an Advanced Studies CEP class.

One of the conferences we had applied to was JALT: The Japan Association of Language Teaching Annual Conference, in Tokyo, Japan. When we found out that our presentation was accepted, the three of us, along with our friend Naoko Kiyosawa, decided to take the opportunity and plan a week-long trip that would culminate with the conference. Not only did we want to explore as much of Japan as possible, with Naoko generously being our guide (and translator!), but also, Joachim and Skye, who work for the Teachers College AfterEd Channel ([www.aftered.tv](http://www.aftered.tv)), decided to film a few episodes to be published upon our return. The outcome of our planning was an itinerary that included six cities: Nagano, Osaka, Kyoto, Mt. Koya, Hiroshima, and Tokyo!

Our presentation was entitled TESOL 2.0. The most successful part of the curriculum we had designed was a semester-long blogging activity; using Blogger, students had created both an online visual dictionary and an online magazine. Thus, our presentation at JALT detailed the nature of the blogging projects, showed transcripts and a video from the class to demonstrate how the projects encouraged learner autonomy and confidence, and finally shared a step-by-step guide to implementing the projects.

Presenting at the conference was an amazing experience. The conference was held at a youth center in Shibuya, and it was strikingly organized and high-tech. During our time there, we were able to meet many interesting and talented professionals from a variety of countries and in all areas of education. Overall, JALT2007 was an unforgettable conference experience. Arigatou, Japan!

A video about our stay with Buddhist monks on Mt. Koya can be seen at:

<http://aftered.tv/index.php?q=node/73>



*From L to R: Skye MacLeod, Tara Tarpey, Yoko Kinoshita (Japan host and TC MA Grad), Joachim Castellano, and Naoko Kiyosawa*

## Congratulations Doctoral Grads of 2008!

**Kahn, Gabrielle**, “The Social Unfolding of Task, Discourse, and Development in the Second Language Classroom”.  
Major advisor: Dr. Beebe

**Kim, Ji Hyun**, “Focus on Form in Communicative EFL Classrooms: A Study of Learner Recognition of Recasts”.  
Major advisor: Dr. Han.

**Krohn, Nitza**, “The Hebrew Language Needs of Rabbinical Students in the Conservative Movement”.  
Major advisor: Dr. Purpura.

**Kwon, Eun Young (Rose)**, “Cross-Linguistic Influence and ‘Universal’ Development Patterns in Child Second Language Acquisition: A Longitudinal Study”.  
Major advisor: Dr. Han.

**Wiseman, Cynthia**, “Investigating Selected Facets in Measuring Second Language Writing Ability Using Holistic and Analytic Scoring Methods”.  
Major advisor: Dr. Purpura.

# TESOL Certificate Program Goes Global

*By Dr. Linda Wine*

The TC TESOL Certificate Program will go global this year. In addition to our regular summer program in New York, we will be offering a program for 35 Jordanian in-service English teachers at the King's Academy outside Amman. The program has been designed and will be delivered by Teachers College staff. It is sponsored by Her Majesty Queen Rania Al-Abdullah and the Columbia University Middle East Research Center (Amman, Jordan) in partnership with the Queen Rania Teacher Academy the Jordan Education Society, and the Jordanian Ministry of Education. The program is hosted by the King's Academy and supported by the International Academy – Amman. It includes three weeks of coursework in the summer, distance fieldwork/independent study over the fall, and a final three weeks of coursework in January 2009.

This summer, Linda Wine will run the program in Jordan and teach a workshop on intercultural communication; Jim Purpura will teach a workshop on phonetics; Charles Combs will teach a mini-course on Second Language Acquisition, and Barbara Hruska will teach Classroom Practices, as well as the Practicum; and we are especially pleased that Afaf Khoshman, a graduate of last year's program, will join us as a T.A. (see Afaf discussing her experience with us last summer by clicking on the link near her picture on our home page ([www.tc.edu/tesolcertificate](http://www.tc.edu/tesolcertificate))). Over the fall, Barbara Hruska will continue to coach the students through a number of assignments, including an on-line discussion board. The line-up for January classes includes a return engagement for Barbara Hruska to conclude her Classroom Practices/Practicum course and Carolin Fuchs teaching CALL. We are also trying to entice Howard Williams (always a favorite with Certificate Program students) to take his new Pedagogical Linguistics course on the road.

While Linda is in Jordan, Monika Ekiert will run the program in New York. Linda and Monika are being ably assisted by two outstanding TESOL MA candidates, Yasuko Morisaki and Marie-Claire Chaudoir. Summer instructors include Carolin Fuchs and Drew Fagan for Classroom Practices/Practicum; Monika Ekiert, Phil Choong, and Rose Kwon as student teaching mentors; Ji Hyun Kim for Second Language Acquisition; Hansun Waring for Intercultural Communication; Kirby Grabowski for Assessment; Carolin Fuchs for CALL; Michael Perrone for Preparing Students for Standardized Tests like the TOEFL ©; and Kristen di Gennaro for Teaching Global Business English.

As the TESOL Certificate Program matures, more and more students who begin in the program go on at TC for a TESOL MA. We would like to take this opportunity to thank two of those students who have repeatedly made themselves available for all kinds of TESOL Certificate Program functions – Maria Fisher (Summer 2006) and Patty Lowy (Summer 2007). Linda would also like to thank all the TESOL Certificate Program students who field inquiries from prospective students and show up to brag about the program at each Open House. And a special thanks to all the alumni who agreed to be video-taped for our website: Maria Fisher, Jane Jun, Judy Heins, Nicole Whitsett, Patty Lowy, and Jon Mindel. They are a very attractive, articulate bunch. Judge for yourself by clicking on the link to their videos on our homepage: ([www.tc.edu/tesolcertificate](http://www.tc.edu/tesolcertificate)) and then please help us by spreading the word.



*Summer 2008  
TESOL Certificate  
Program Students  
and Staff including:  
Marie-Claire  
Chaudoir, Phil  
Choong, Kristen di  
Gennaro, Monika  
Ekiert, Drew Fagan,  
Carolin Fuchs,  
Kirby Grabowski, Ji  
Hyun Kim, Rose  
Kwon, Michael  
Perrone, Hansun  
Waring, Howard  
Williams, and Linda  
Wine*

## Upcoming Conferences

Mark your calendars for the following upcoming conferences. Watch for current TC students as well as alumni who will be speaking at these events:

Conference	Location	Date	Website
Second Language Acquisition and Research (SLRF)	Manoa, Hawaii	Oct. 17-19, 2008	<a href="http://www.nflrc.hawaii.edu/slrf08/">www.nflrc.hawaii.edu/slrf08/</a>
East Coast Organization of Language Testers (ECOLT)	Washington DC	Nov. 7-8, 2008	<a href="http://www.cal.org/ecolt">www.cal.org/ecolt</a>
NYS TESOL – “Understanding Language, Cognition, and Language Learners”	Buffalo, NY	Nov. 14-15, 2008	<a href="http://www.nystesol.org/annualconf.html">www.nystesol.org/annualconf.html</a>
Language Testing & Research Colloquium (LTRC)	Denver, CO	Mar. 18-20, 2009	<a href="http://www.cal.org/ltrc2009/">http://www.cal.org/ltrc2009/</a>
American Association for Applied Linguistics (AAAL)	Denver, CO	Mar. 21-24, 2009	<a href="http://www.aal.org/aaal2009">www.aal.org/aaal2009</a>
TESOL – “Uncharted Mountains, Forging New Pathways”	Denver, CO	Mar. 25-28, 2009	<a href="http://www.tesol.org/s_tesol/convention2009/">www.tesol.org/s_tesol/convention2009/</a>
Task Based Language Teaching (TBLT) International Conference	Lancaster, England	Sept. 13-16, 2009	<a href="http://www.lancs.ac.uk/fass/events/tblt2009/">www.lancs.ac.uk/fass/events/tblt2009/</a>

## Keep up with the TESOL/AL Web Journal


Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics

---

Home
About the Web Journal
Editorial Board
Submission Guidelines
Archives
Resources
Announcements
TESOL/AL
TC



Home > [Working Papers in TESOL & Applied Linguistics](#)

### Working Papers in TESOL & Applied Linguistics

---

This web journal is dedicated to publishing research in the fields of TESOL and Applied Linguistics. We encourage readers to sign up for the publishing notification service for this journal. This [registration](#) will result in the reader receiving the Table of Contents by email for each new issue of the journal.

ISSN 1936-7384

[OPEN JOURNAL SYSTEMS](#)

[Journal Help](#)

**USER**

Username

Password

Remember me

<http://www.tc.columbia.edu/tesolalwebjournal>