



TESOL/AL Times

Volume 11—Summer 2011

Highlights

TC alumnus mingles with the monks of Rangoon

Information on the TESOL and AL programs' new website

The APPLE Lecture summary

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2...Interview with most recent tenure track faculty member, Professor Waring

4...The Alumni Update: Recent graduates and letters from alumni

9...Conferences and Talks

The 2010-2011 Year Completed Dissertations

Congratulations to those who completed dissertations this year.

Discursive Practices in Family Discourse: Co-Constructing the Identity of Adult Children

Rebekah Joanne Johnson (Ed.D. in Applied Linguistics)

Examining Second Language Reading Components in Relation to Reading Test Performance for Diagnostic Purposes: A Fusion Model Approach

Ah Young (Alicia) Kim (Ed.D. in Applied Linguistics)

Investigating Raters' Development of Rating Ability on a Second Language Speaking Assessment

Hyun Jung Kim (Ed.D. in Applied Linguistics)

An Exploration into the Writing Ability of Generation 1.5 and International Second Language Writers: A Mixed Methods Approach

Kristen Di Gennaro (Ed.D. in Applied Linguistics)

Special Mention

Congratulations to the award winners below.

This year's APPLE Award was given to three outstanding master's students for M.A. essays: **Rebecca Black** (AL) for *Dementia and Epistemic Authority: A Conversation-Analytic Study*, **Ian Blood** (AL) for *Automated Essay Scoring: A Literature Review*, and **Grace Kong** (TESOL) for *The Roles of Attitude, Motivation, and Identity in Heritage Language Learning among Korean-Americans*.

The Fanselow Award went to **Kristen Lawlor** for her project *The Progressive Era Newspaper Unit*. The project asked students to create newspapers to demonstrate their learning both Social Studies content and the English language of The Progressive Era in American history.

Ian Blood (former M.A. student, now Ed.M. student) and **Fred Tsutagawa** (former Ed.M. student) won the Midwest Association of Language Testers (MwALT) Best Student Paper Award for their paper: *A Grammar and Writing Achievement Test: Assessing Intermediate Students in the Community English Program*.

Kirby Grabowski (Ed.D. graduate and current lecturer) won the 2011 Jacqueline Ross TOEFL Dissertation Award from ETS for her 2009 dissertation: *Investigating the Construct Validity of a Test Designed to Measure Grammatical and Pragmatic Knowledge in the Context of Speaking*.



Professor Waring poses while at the 12th International Pragmatics Conference in Manchester.

Professor Waring: Researcher, Teacher, Mentor

By Catherine Box

As this school year came to a close, I had the opportunity to sit down with Professor Hansun Waring. She is, at once, a new and old face in the TESOL and Applied Linguistics Programs. Professor Waring has finished her first year as an Assistant Professor, specializing in the area of Discourse Analysis. Prior to this position, she served as full-time Lecturer. Throughout her time at TC, she has taught Introduction to Discourse Analysis, Sociolinguistics & Education, Teaching Practica, Pedagogical Grammar, and two courses in her area of expertise, Conversation Analysis. What's more, she is herself a distinguished graduate of our Programs.

HOW DID YOU GET INTO THIS FIELD?

By accident. Or fate. I majored in

English Literature at Beijing University and wrote my thesis on the metaphors and imageries in Charles' Dickens' *Bleak House*, and I even did one year of graduate study in English literature. During that time, I started teaching English to the undergraduates and felt instantly energized by the classroom. I soon decided I couldn't read or write about dead people any more and started to apply for graduate school in the States. TESOL seemed like a natural destination, and University of Central Missouri was the only place I could afford. I finished my M.A. in TESOL there but didn't find the field very interesting or challenging after all—at the time anyway. So I started to apply for Ph.D. programs in anthropology, thinking that would combine my inter-

ests in reading, writing, and learning about real life people and cultures. I got rejected everywhere—except for TESOL at TC, which was my backup. So I came half-heartedly. Leslie Beebe was my advisor, and she had been writing about issues like how people from different cultures would do refusals differently and how these differences would affect language learning. That was, as I soon discovered, the area of cross-cultural pragmatics, and I was drawn to it instantly, in part because Leslie was an electrifying teacher, and in part because that was getting pretty close to at least *my* idea of anthropology. So there, I went from cross-cultural pragmatics to the study of language use more generally. Looking back, I didn't abandon anthropology after all. Everything I now study lies at the intersection of linguistics, sociology, and anthropology.

YOU'VE BEEN AT TC FOR A WHILE—FIRST AS A STUDENT, NOW AS A PROFESSOR. HOW HAS TC CHANGED OVER THE YEARS?

Our programs have become a lot stronger since the time I was a student at TC. We now have a much stronger faculty, a much livelier academic life, and a much more articulated curriculum. Just look at this past AAAL. It felt like we dominated the conference. We were hardly presenting at local conferences when I was a student, let alone national and international ones.

TELL US ABOUT YOUR RESEARCH INTERESTS. WHAT RESEARCH PROJECTS ARE YOU WORKING ON NOW?

My interests are both basic and applied. I study things like the use of “now” as a discourse marker. Projects like this are grounded in a purely academic interest in producing better descriptions of language use. These descriptions can eventually become useful in creating language teaching materials, but usefulness is not what initially drives the inquiry. A large portion of my research, however, is driven by real-world concerns bound up with my own experiences as a language learner, language teacher, graduate student, writing tutor, and teacher trainer. I have written about interactions in a variety of academic contexts such as the graduate seminar, the writing center, and the language classroom. By describing the practices and competencies involved in these settings, my goal is to (1) facilitate socialization into, and (2) enhance the efficacy

of, these institutional encounters. One of the things I’m currently working on is teachers’ use of yes/no questions in the language classroom, especially those used to do understanding checks such as “Do you have any questions?” One puzzling thing is that students don’t seem to orient to these questions as inviting questions, and that says something about the efficacy of teacher talk.

TELL US ABOUT LANSI.

LANSI stands for Language and Social Interaction Working Group. It’s a research group I created last fall to bring together discourse analysts in the larger metropolitan area of New York. We meet once a month for data sessions, where we sit around and analyze a piece of video or audio data along with a transcript. These sessions are open to doctoral and M.A. students who are interested in discourse analysis. I think of it as a community of practice where professors and students work side by side as col-

leagues towards the common goal of becoming better analysts (by the way, the first LANSI conference is coming up this October). We received a large number of submissions from all over the world and ended up having to reject two-thirds of the proposals. This goes way beyond my original idea for the group to be a center that attracts east coast analysts. Very exciting, and a bit scary.

WHAT'S THE BEST PART ABOUT YOUR JOB?

Teaching. It’s always been teaching, and now the platform to do LANSI and work with doctoral students. I would happily, as my husband always says, do my job without getting paid—if I could ever afford to.



Catherine Box is an Ed.D. student in the Applied Linguistics Program.

More about LANSI

Upcoming Conference

Location: Teachers College, Columbia University, New York

Dates:

October 14-15 2011

Plenary Speakers:

Anita Pomerantz

(University at Albany)

Joan Kelly Hall

(Pennsylvania State University)

Talks

Earlier this year, Elizabeth Stokoe from Loughborough University in the UK gave a talk on methods for analyzing interaction. A video recording of this talk can be found in the resources section of the LANSI website.

Data Sessions

Many LANSI data sessions have already met this academic year, and two more will be meeting before the fall semester begins.

For more information visit:

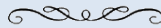
www.tc.edu/lansi/

Recent Graduates

Lindsay Wells
M.A. Applied Linguistics

Plans
Staying in New York for the time being. Long-term plans are uncertain.

Memories
Recording my extended family for a Sociolinguistics paper; figuring out the TC maze; meeting an amazing and diverse group of people; chatting with colleagues in the CEP office.

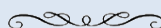


Shannon Bishop
M.A. TESOL General Track

Plans
Currently Director of a Literacy-building Summer Program in Harlem at the Children's Village Polo Grounds. Working with 45 children from 7-12 years and managing 7 interns. From August I will be working as an Educational Consultant in at-risk schools in NYC.

Memories
I really enjoyed Sociolinguistics with Professor Linda Wine! She was inspiring and open to many taboo issues that were raised. We had great classroom discussions about race, class, gender and political standpoints. It was very eye-opening!

I also enjoyed Phonetics with Dr. Williams. The trickiest part about it was coming from a British English education and having to 'relearn' vowel placements in the American context. It definitely improved my slowly forming American accent that I now use when ordering food at a restaurant or speaking on the phone!

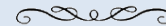


Di Yu
M.A. TESOL General Track

Plans
Doing an Ed.M. in Applied Linguistics here at TC

Memories
The example of "He's been visiting NY a lot lately" in Dr. Williams' Schools of Linguistic Analysis. We laughed so much about all kinds of implicatures people came up with.

The Shelly and Debbie phone conversation that we transcribed in Dr. Waring's CA class. Later, everyone was able to do a perfect impression of the part where Debbie said "What is the Dea:~l." It was so much fun.



Nesrine Basheer
M.A. Applied Linguistics

Plans
Fall 2011 - Ph.D. in second language acquisition at the University of Maryland at College Park.

Memories
TC
Having an 'Aha!' moment in the Assessment class; watching my students having fun while learning Arabic in the CLP; eating fresh salad in the TC cafeteria; recording a Skype chat with my family to collect data for the Conversation Analysis class; being teased by Roy.

NYC
Crossing the Brooklyn bridge for the first time; seeing snow for the first time ever (I'm from Egypt); biking a full loop in Central Park; seeing the Naked Cowboy in Times Square.

Recent Graduates

Soleil Sabalja
M.A.TESOL K-12

Plans

Teaching middle school English at the World Foreign Language Middle School in Shanghai, China

Memories

The friends I made in my program were not only classmates who inspired me and helped me grow academically, but also life long friends I will always have in my life.

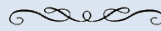
Carol Elk
M.A. TESOL General Track

Plans

I am currently teaching English at the Applied English Center at the University of Kansas.

Memories

Dr. Williams' cooking! The lovely creak of the floors in Zankel Hall; Roy, the most helpful person at TC; the over-enthusiastic air conditioners in the Everett Lounge; being desperate for coffee before class only to find a line out the door in the cafe!



Alumni Letters

TC Alum to Edit NYS TESOL Quarterly

Dear TESOL/AL Times,

I finished my M.A. in 2003 and my Ed.M. in 2005. Right now I am the new editor for the NYS TESOL quarterly newsletter, *Idiom*. This allows me to combine my experience in TESOL with my prior career in journalism. In the years since I graduated from TC, I have been an adjunct at Pace University, CUNY and the American Language program at Columbia. Currently I teach in an Intensive English Program called LINCC at Nassau Community College on Long Island.

Cara Tuzzolino-Werben

M.A. 2003, Ed.M. 2005

Denise, Where have you been?

Dear TESOL/AL Times,

Since my graduation in Spring 2010, many things have happened in my life. I started my Ph.D. in Second Language Acquisition and Teaching at the University of Arizona. I now live in Tucson with my husband Jim and our cat Oscar. It's on the other side of the country, a real adventure for someone who moved from Brazil to New York to learn English just some years ago. Being a Ph.D. student is wonderful and challenging, and I enjoy each day! I miss New York and Teachers College, especially Professor Williams, who had a great impact in my academic life. In his phonology and phonetics class, I realized how amazing and interesting this area is, and now, I want to have interlanguage phonology as my main area of research. I will always have good memories of Teachers College!

Denise Osborne

M.A. 2010

Alumni Letters

A Night for Remembering, A Night to Remember

Dear TESOL/AL Times,

On a rain soaked evening in a cramped West Village restaurant, we toast Professor Williams for being a catalyst for an overdue reunion. Since the four of us graduated from the TESOL program in 2005, the hectic schedule of grammar class and being novice teachers has been replaced.

Kimee Davidson continued teaching at a school for pregnant and parenting teens and now works as an ESL teacher and ESL coordinator at Grace H. Dodge CTE High School in the Bronx (Grace Dodge will always be an inspiration in more ways than one). Kimee went back to school a couple years ago to earn her credentials in teacher leadership with a focus on ESL and Bilingual education and recently received a second master's degree in leadership for educational change.

In Manhattan, **Lisa Rotterdam** stuck with middle school—she was always a bit crazy—but left Roberto Clemente for MS 322, Renaissance Leadership Academy where she helps run an innovative

approach she describes as controlled chaos. Sixty students rotate through six stations working with four teachers. Each station is only 20 minutes, keeping the students engaged by moving them along before their interest wanes.

In the borough of Brooklyn, **Laura Berson**

and **Shahzia Pirani-Mellstrom** teach 12th grade English language learners at Brooklyn International High School. They use service-learning as a teaching model to empower students and make learning applicable to life. This led Shahzia to research how service-learning can prepare graduates for college as part of her sabbatical this spring.

Our friendship, Teachers College training, and

passion for education gave us the energy to power through our first semester grammar final at Grant's Tomb during the black-out of 2003. It also helped fuel us to continue striving to improve education for English language learners in New York City.

**Kimee, Lisa, Laura, and Shahzia
Class of 2005**



Four alumnae reunite and reminisce in New York. From left to right: Shahzia, Kimee, Laura, Lisa.

Where they've been and where they're going...

Alumni Letters

Greetings from Burma (Myanmar)!

Dear TESOL/AL Times,

I think the Grateful Dead said it best when they sang "What a long strange trip it's been." Looking back on these past years of teaching in Cameroon, the Bronx, and Burma, I feel very fortunate for the many people and life-changing experiences along the way. In preparing these few lines for the newsletter, I'd like to send my best wishes to the entire TC community!

Matt Tully
M.A. 2005



Matt and wife, Jen, meeting with monks in Mandalay.

New TESOL and Applied Linguistics Website Now Running

<p>Professional Activities</p> <ul style="list-style-type: none"> TC Presenters Conferences Guest Lectures Apple Lectures Brown Bag Lunch Presentations <p>Our Students</p> <ul style="list-style-type: none"> Ed.D. Doctoral Dissertations M.A. Electronic Portfolios Featured Alumni <p>Publications</p> <ul style="list-style-type: none"> The TESOL/AL Times Newsletter 	<p>PROGRAM HOME</p> <p>Welcome Message</p> <p>Welcome to the TESOL (Teaching English to Speakers of Other Languages) and AL (Applied Linguistics) Programs at Teachers College, Columbia University. The TESOL and AL Programs are interested in questions related to the nature of language as a biological, physical, or psychological phenomenon, as well as to questions concerning how language is used by native speakers and language learners as an interactional, social, or cultural phenomenon. The TESOL and AL Programs are also deeply concerned with how first and second languages are learned, taught, and assessed in a wide range of real-world or laboratory contexts.</p> <p>The TESOL Program offers a general Master's Degree (M.A.) in TESOL as well as an M.A. in TESOL with K-12 Certification for teaching in the New York State public schools. It also offers an articulated Master of Education (Ed.M.) and a Doctor of Education (Ed.D.) in TESOL.</p> <p>The AL Program offers an M.A., an Ed.M.,</p> 
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The TESOL and AL Programs have gotten a new website. Visit the website to find archived information about APPLE lectures and talks, subscribe or unsubscribe from mailing lists, and much more.

Visit us at www.tc.edu/tesolal/

Alumni Letters

Two Letters from Cambridge University Press

Dear TESOL/AL Times,

I relished the discussions at TC that started in the classroom and continued outside of class. Thinking and talking about language learning and teaching became very important to me. I've also always loved books, so it felt natural that I pursue a career in ESL/ELT publishing. Now I'm proud to say that those discussions about language are part of my everyday life.

I've been at Cambridge University Press for almost four years, developing student books for English for Academic Purposes programs. I use what I learned at TC constantly, always reaching for the worn textbooks from my grad school days, recreating the discussions, and keeping them current. That is, to me, the most valuable gain from TC: entry into the language teaching and learning conversation, and the challenge to keep it going.

Caitlin Mara

M.A. 2008

Dear TESOL/AL Times,

Five years ago, I printed a job description for Development Editor at Cambridge University Press from the internet and kept it with my teaching notes. It was my dream job and I would look at it from time to time, especially when I'd had a difficult day in the classroom. Last December I got that job, and it has been fantastic.

Going from classroom teaching to publishing means a total career change, and although I had to spend two and a half years in non-ESL publishing to get back to the ESL world, it was well worth it. I now spend my days conceptualizing products' functionalities, creating training materials to educate authors and editors about the differences between print and digital content creation, managing projects and the people who work on them, and working in a content authoring system.

Although developing digital products for the ESL market may seem like a far cry from ESL teaching, I use what I learned at Teacher's College and through my teaching experience every day. Concepts I learned in Dr. Williams' discourse analysis class served me well when I was teaching another editor how to edit reading passages. I use the information about writing valid items, which I learned in Testing and Assessment, pretty much every day. I draw on both what I learned in Syntax and Pedagogical Grammar often.

My philosophy about training print editors to write for digital platforms comes straight from the core of my teaching practice, which was always that good teaching means starting with what people know and then spring boarding off that knowledge. Of course, there is a lot in publishing that you can only learn by doing, which is why the "apprenticeship" model still thrives here. However, it's been interesting to add new knowledge to the old.

Megan Stotts

M.A. 2010



Megan (left) and Caitlin (right) at Cambridge University Press.

Conferences and Talks

The 2010-2011 academic year was a very busy year for conferences and talks for the TESOL and Applied Linguistics Programs.

In early October, The Applied Linguistics Program sponsored the first **Teachers College, Columbia University Roundtable in Second Language Studies (TCCRISLS)**, which addressed issues related to the acquisition of Chinese as a second language (page 11).

Later that month, Dr. Carolin Fuchs, Lecturer in TESOL/AL, co-organized and co-hosted the **XVIIth Annual Meeting of the Sociocultural Theory and Second Language Learning Research Working Group** in conjunction with Columbia University's Department of Latin American and Iberian Cultures, Barnard College's Department of Spanish and Latin American Cultures, and the Center for Multiple Languages and Literacies. The meeting brought

together distinguished scholars for three days of theory, data analysis, and pedagogical application sessions and discussions inspired by principles based on the Sociocultural Theory of Mind and their applications to second language learning.

In February, students in the TESOL and Applied Linguistics Programs organized the **32nd Annual NYS TESOL Applied Linguistics SIG Conference**, which was co-sponsored by New York State TESOL and Teachers College (page 13).

The annual **APPLE Lecture** was given by Professor Thomas Cobb from the University of Quebec at Montreal. Professor Cobb spoke on using technology to assist in language learning (page 10).

Finally, the **Language and Social Interaction Working Group (LANSI)**, hosted Elizabeth Stokoe from Loughborough University in the UK. She spoke on methods for analyzing interaction.

COLUMBIA UNIVERSITY



Certificate Program in Teaching Chinese to Speakers of Other Languages accepting applications

The Certificate Program in Teaching Chinese to Speakers of Other Languages, co-sponsored by (1) the [TESOL and Applied Linguistics Programs](#) at Teachers College, Columbia University, (2) the [Chinese Language Program](#) in the Department of East Asian Languages and Cultures at Columbia University, and (3) [Asia for Educators](#) at Columbia University, provides state-of-the-art training in Chinese pedagogy. Developed and taught by a world-class team of experts, the program offers a cutting-edge curriculum that sets trainees on a fast and efficient track to gain knowledge and skills necessary for operating effectively in the current and future classrooms in various contexts. The program spans 12 week(end)s over one academic year (Fall and Spring semesters) and is ideal for both pre-service teachers and in-service teachers who look to develop or enhance their ability to teach through an accelerated program.

We are currently accepting applications for the 2011-2012 session (Fall 2011-Spring 2012). Spaces are limited. Read more about the program at www.tc.columbia.edu/tcsol/.



Conferences and Talks



Professor Thomas Cobb (center), with his wife Professor Marlise Horst (left), and M.A. student Kakhramon Gafurov (right).

Tesol and Applied Linguistics Programs Host APPLE Events

By Catherine Box and Sarah Creider

On Friday, February 11th, the TESOL and Applied Linguistics programs were proud to host the annual Applied Linguistics & Language Education (APPLE) lecture events. Funded through a generous donation by Language Innovations, Inc., the APPLE lectures were created by Professor Emeritus Leslie Beebe, who wanted to give students in the Applied Linguistics and TESOL programs the chance to hear from noted researchers in their fields.

This year, Professor Thomas Cobb from the University of Québec at Montréal, was invited to speak. Professor Cobb teaches and researches topics related to

the use of computers in language teaching and learning. His website, [The Compleat Lexical Tutor](#), is a record of past and current projects and contains many helpful tools for teaching and learning vocabulary. The site is visited by two thousand teachers and learners per day.

The Compleat Lexical Tutor is a record of past and current projects and contains many helpful tools for teaching and learning vocabulary.

Professor Cobb first spoke at an afternoon colloquium open only to students and faculty in the Applied Linguistics and TESOL programs. The subject of the colloquium, entitled "Frequency 2.0," piqued the interest of those using corpora of written or spoken language to facilitate their work. Professor Cobb addressed the ways in which frequency analysis can be

used to determine what aspects of a language (particularly in terms of vocabulary) are most effective for students to learn. Professor Cobb then presented the evening APPLE lecture, open to the public, in Millbank Chapel. He described the nexus and evolution of the Compleat Lexical Tutor, or as he termed it, "how the language teachers of the world build a data-driven web-based learning tool." More information about Professor Cobb's work can be found in the upcoming issue of [Working Papers in TESOL and Applied Linguistics](#).

The APPLE events concluded with a wine and cheese reception, where current students, program alumni, faculty, and visitors enjoyed the chance to speak on a more casual basis with Professor Cobb, as well as catch up with each other. The program looks forward to continuing to host this intellectual feast in years to come!



Catherine Box and Sarah Creider are both Ed.D. students in the Applied Linguistics Program. They are both also program assistants for the Applied Linguistics and TESOL Programs.

(This article originally appeared May 13th, 2011 on the Teachers College Arts & Humanities blog at : artsandhumanities.pressible.org/careyzamariego/tesol-apple-events/)

From "Cognition" to the Second Language Acquisition of Chinese —TCCRISLS

By Adrienne Wai Man Lew

The title slide of Professor Nick Ellis's plenary session for Teachers College, Columbia University Roundtable in Second Language Studies (TCCRISLS) reads:

Second Language Cognition cognition

[ad. L. cognitio a getting to know]

Is there a better way to characterize Teachers College's efforts to fill in gaps that would ultimately connect insights from the last 20 years of second language acquisition research on languages other than Chinese and the fast-growing needs of day-to-day classroom learning of Chinese as a second or foreign language?

It all began with Professor ZhaoHong Han's vision for her field of expertise, SLA, and the burning need for state-of-the-art professional development that she noticed in her capacity as founder and co-director of our department's Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL). Professor Han is a firm believer in the practical value that research in instructed SLA has in informing, facilitating, and guiding the teaching and learning of second languages in a classroom setting.

As a leading SLA researcher herself, she sees endless possibilities for many of the current advances in L2 pedagogy to shed new light on the process of L2 acquisition of Chinese for both instructors and learners. Focus on form and task-based language teaching are but two examples with potentially great applicability to the Chinese classroom. What was needed was a focal point at which TCSOL practitioners, SLA researchers, educational publishers, and others who share a common interest in enriching the repertoire for Chinese language instruction could come together, and more importantly, *get to know* what they could learn from and share with one oth-

er.

It was against this background that members of our doctoral seminar in SLA got involved in essentially every aspect of the preparation process for the conference. Specifically, Yayun Anny Sun, K. Philip Choong, Shaoyan Qi, and Hye Won Shin formed the core of the organizing committee, taking on the responsibilities as the conference co-chairs.

"One challenge was that while we are doctoral students specializing in SLA, not every one of us was quite as knowledgeable as far as the field of TCSOL is concerned," explained conference co-chair, Anny Sun. "Organizing the conference was therefore a opportunity for us to *get to know* the latest developments and the most acute needs in the field of TCSOL."

The fact that the conference as a whole was well attended by close to 200 TCSOL practitioners, instructed SLA researchers, and graduate students from the US, the UK, Japan, South Korea, Taiwan, Singapore, and Mainland China, somehow re-



Professor Nick Ellis giving plenary talk

affirmed the relevance to the Chinese language classroom of the overall program design. Participants were guaranteed particularly to *get to know* the crucial links between SLA theory and Chinese language pedagogy at three levels: *the macro level, the micro level, and the interface level.*

The two plenary sessions were the highlights of the conference. Professor Nick Ellis from the University of Michigan presented the audience with a comprehensive overview of the most important findings regarding L2 cognition over the past 20 years. Professor Boping Yuan, from the University of Cambridge, demonstrated how SLA research methodology from the generative tradition could be applied to analyzing problematic structures for L2 learners of Chinese, while cautioning the audience not to underestimate the complexity of the issue at hand.

A total of 97 proposals were accepted for paper and poster sessions. The accepted proposals covered a diverse range of empirical interests, including repeated reading and vocabulary acquisition, the roles and functions of L2 input and output, and the role of linguistic relativity in the acquisition of motion verbs among L2 learners of Chinese.

The two-day pre-conference workshop on task-based language teaching, led by Professor Han and conference co-chair Philip Choong, was well-received by the participants. The workshop demonstrated how theoretical concepts and constructs in

SLA such as the Cognition Hypothesis, and task complexity could instruct the design of learning tasks of lessons for any L2 class. The participants found that observing examples from current TCSOL teachers and having the opportunity to design learning tasks with their specific groups of learners in mind was critical in helping them link theory to pedagogy.

During the conference, participants were not only able to *get to know* fellow colleagues from around the world formally during the plenary sessions, paper and poster sessions, and book exhibits, but also informally during the coffee breaks and reception dinners. After all, we were aware that many great ideas and theories in history have been inspired by light refreshments and a casual exchange of ideas over a cup of coffee.

In retrospect, this experience reassured us of our ability to accomplish a great deal—provided that we have the right vision, and the determination to succeed. As such, even the extremely bad weather and chaos in public transportation on the morning of the first day of the conference could not stop us from ensuring that participants could attend.



Adrienne Wai Man Lew is an Ed.D. student in Applied Linguistics. She is also the managing editor of the TC Working Papers in TESOL and Applied Linguistics.

Special Thanks

We would like to take this opportunity to express our deepest appreciation to the co-sponsors below for their tremendous support and assistance in making the TCCRISLS conference not only possible, but also a success.

- Office of the Provost and Dean of the College, Teachers College, Columbia University
- Weatherhead East Asian Institute, Columbia University
- The Chinese Language Program, Department of East Asian Languages and Cultures, Columbia University
- Consulate-General of the People's Republic of China, New York
- Taipei Economic and Cultural Office in New York



Conference organizers during raffle (left to right): Farah Akbar, Fred Tsutagawa, Jeanie Faulkner, Yoonah Seong, Larissa Majlessi, Ian Blood (partial)

TESOL and AL Students Organize NYS TESOL Winter Conference

By Fred Tsutagawa

The 32nd Annual New York State TESOL Applied Linguistics Winter Conference (ALWC) was held once again at Teachers College, Columbia University, on Saturday, February 12th, 2011. Co-sponsored by NYS TESOL's Applied Linguistics Special Interest Group, the Teachers College TESOL/AL Roundtable, and the TESOL & Applied Linguistics Programs here at Teachers College, Columbia University, it was the most successful ALWC to date, with a record 227 attendees gathering to collaborate and share current research and pedagogy across a diverse range of issues relevant to the field of applied linguistics.

Adopting the theme *Applied Linguistics in the 21st Century*:

Sharing insights and looking ahead, the conference also accepted a record number of presentations (43), workshops (8) and poster presentations (8). While the majority of presenters came from states in the eastern part of the United States, others made the international journey to New York City from universities in Canada, Iran, Israel, Japan and Jordan. Tremendous gratitude goes out to all who took the time, energy, and expense to come share their work at our conference—you are truly the backbone of every professional conference!

This year's keynote speaker was our very own James E. Purpura, Associate Professor of Linguistics and Education and Coordinator of the TESOL and Ap-

plied Linguistics Programs here at Teachers College, Columbia University. A leading authority in second language assessment, he spoke on the importance of synthesizing classroom assessments with the broader notion of learning in EFL/ESL classroom contexts. In what was a truly insightful plenary address, he advocated for the use of a diverse range of assessment measures throughout the various stages of the learning process in order to promote information processing and help guide L2 instructors in better identifying whether learning deficiencies are the result of gaps in knowledge, ability or skill in students' language learning. Practical classroom assessments therefore have the tremen-

Conferences and Talks

Sang Moon Park, Sara Woodson, Satoka Nagano, Ting Zhang, and Yeling Li.

In addition, special thanks must also go to Professor James E. Purpura for volunteering as our plenary speaker, all of our wonderful publishers/sponsors, and Jeanie Faulkner of NYS TESOL for all of her assistance and guidance in conference organizing.

The 2011 ALWC Conference Co-Chairs were Farah Akbar, Ian Blood, Larissa Majlessi, Yoonah Seong, and Fred Tsutagawa. It was truly a great job by all, and we can't wait to do it again next year!



Fred Tsutagawa recently graduated from the Ed.M. Program in the Applied Linguistics. He is currently an English instructor at Seikei University in Japan.

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M.A. students Abigail Bruhlmann (left) and Kira Smirnov (right) volunteering at NYS TESOL conference.

dous potential of greatly invigorating and guiding classroom instruction, a sentiment many conference attendees shared during the lunch break that followed. The day concluded with a festive wine & cheese reception and raffle.

The conference could not have been successful without the assistance and hard work of sev-

eral individuals working behind the scenes.

First, we would like to thank all of our many volunteers who helped set up all of the rooms at TC as well as perform all of the day-of duties required to make the event such a smooth-running affair: Abigail Bruhlmann, Aki Takahashi, Anny Chen, Catherine Box, Chikako Takahashi, Denise Feighery, Emi Janae Bushman, Eunice Jo, Grace Choi, Hanyu Xiao, Huma Kidwai, Jane Jun, Jiaqi Li, Julia Soare, Kahramon Gafur, Kira Smirnov, Lan Ngo, Lianna Gomori, Lindsay Wells, Lisa Rivera, Lydia Y. H. Tseng, Mamiko Miyamoto, Mandy Shen, Mark Kelly, Melda Akansel, Michel Sennon, Nesrine Basheer, Payman Vafae, Pratiksha Vansia, Reese Heitner, Sabine Zander, Sae (Saerome) Park,

