



TESOL/AL TIMES

ISSUE 14

SUMMER 2014

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LANSI 2013-2014: A Year in Review

Nadja Tadic

The Language and Social Interaction Working Group (LANSI) has had another exciting and rewarding year. With the group's continued efforts to promote collaboration among discourse analysts, the publication of the first LANSI Volume, and the successful completion of the third and ongoing preparations for the fourth annual LANSI conference, there is much to look back on and look forward to.

Founded by Professor Hansun Zhang Waring with the aim of promoting dialogue and collaboration in the field of

discourse analysis, LANSI has stayed true to its original purpose of bringing researchers of language and social interaction together. The group continues to host its monthly data sessions, which allow expert and aspiring discourse analysts to work together and learn from each other. Graduate students and instructors from various universities in New York and its surrounding areas meet once a month to examine naturally-occurring data: audio- and video-recordings and detailed transcripts of everyday social and institutional interaction. Fresh voices and perspectives are always welcome, and everyone interested in language and social interaction is invited to join the group's future data sessions.
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Left to right: Sandra Thompson, plenary; Hansun Waring, co-chair; Gabriele Kasper, plenary; Sarah Creider, co-chair; Elizabeth Reddington, co-chair; Douglas Macbeth, plenary.

Reflections on Conference Planning : Faking it, Making it, and Learning to Love Your E-mail

Meghan Odsliv Bratkovich

Let me start off by giving you two statistics:
2,743: The number of emails it took to plan the 2014 Applied Linguistics Winter Conference.
496: The number of emails it took to plan my wedding.

Remember that excited feeling that Meg Ryan had in *You've Got Mail* as she eagerly checked her email, hoping that her inbox contained that long-awaited email that she couldn't wait to open? Conference planning doesn't give you a relationship
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LANSI Updates

(Continued from page 1)

The annual LANSI meetings are another venue for discourse analysts to share their ideas, interests, and research. The third annual LANSI conference, co-chaired by Professor Waring and doctoral students Sarah Creider and Elizabeth Reddington, was held in October 2013. Plenary lectures were delivered by Sandra Thompson of the University of California, Santa Barbara, who explored the role of grammar in interaction; Gabriele Kasper of the University

of Hawaii, whose talk illustrated a revival of membership categorization analysis; and Douglas Macbeth of Ohio State University, who reminded us of ethnomethodology, the early, unadulterated approach to analyzing social interaction. Researchers and scholars from around the world presented and discussed analyses of interaction in various everyday and institutional contexts, including educational, medical, legal, and political settings.

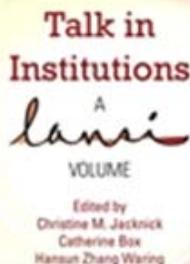
Previous LANSI conferences stimulated similar discussions on current issues in the field, helping researchers develop their ideas into larger projects and articles. Recently, papers that began as presentations at the first two LANSI conferences have

been published in *Talk in Institutions: A LANSI Volume*, edited by TESOL/AL alumna Professor Christine M. Jacknick of the Borough of Manhattan Community College, doctoral student Catherine Box, and Professor Hansun Zhang Waring. As Sandra Thompson of the University of California, Santa Barbara has said, “the [LANSI] volume provides a marvelous picture of the robust findings that are currently emerging from research informed by Conversation Analysis.” It represents a rich sample of research on interaction in a variety of institutional contexts such as jury deliberations, educational settings, medical interaction, and service encounters. To quote Professor Alan Zemel of the University at Albany, the first LANSI volume is “a great collection [and] a fine addition to any LSI scholar’s library,” and we hope that many more will follow.

Preparations for the fourth annual LANSI meeting are already underway. The conference, co-chaired by Professor Waring and doctoral students Elizabeth Reddington and Nancy Boblett, will be held on October 3-4, 2014. LANSI looks forward to welcoming plenary speakers Hugh “Bud” Mehan of the University of California, San Diego, and Patricia A. Duff of the University of British Columbia. Conference registration will open August 1, 2014. For more information on LANSI, including the dates for the monthly data sessions, conference programs and registration, videos of LANSI guest talks, and instructions for joining the listserv, visit www.tc.edu/lansi. You can also follow the Language and Social Interaction Working Group on Facebook to receive updates on the latest LANSI news and events.

The first LANSI Volume

“The annual LANSI meetings are another venue for discourse analysts to share their ideas, interests, and research”



Talk in
Institutions
A
lansi
VOLUME
Edited by
Christine M. Jacknick
Catherine Box
Hansun Zhang Waring

Reflections on Conference Planning

(Continued from page 1)

with your inbox *quite* like that, but it's still pretty fun. Planning the ALWC in March was definitely one of my more enjoyable recent experiences that further solidified my love/hate relationship with my email's inbox. Conference planning is amusing, for sure. You realize pretty quickly that you have no idea what you've gotten yourself into, but you manage to figure it out as you go. What's that expression—fake it 'til you make it?

I got the responsibility of chairing the ALWC after I ran into a TC friend, and former ALWC planner, during the first week of classes in September. He was looking for people to plan the next ALWC and approached me. "You should do this," he said, "You could totally handle it!" I discovered that's really code for: you're just crazy enough to actually answer 2,743 emails, but you have above average organizational skills and just enough competence to lead a group of 10 people. Turns out he was pretty accurate.

I didn't exactly do it with the grace or elegance of a seasoned conference planner, but the conference happened without a major hitch, and I came to appreciate all the work and details that go into planning an academic conference.

After we established our planning team, settled on a theme, and issued a call for proposals, we were on our way. It was incredibly rewarding to see the fruit of our labor on Conference Day. The presentations all provided unique aspects and dimensions of our theme, Guiding the Autonomous Mind, and Dr. Jaya Kannan of Sacred Heart University presented a fascinating plenary address titled "The Intentional Learner as Connected Knower" which connected both learner and teacher autonomy.

It was worth it in the end, and I learned some valuable lessons in the process.

I learned how to care about things that I never thought I would ever have to care about. Case in point—Email #1,119, February 2, 2014 which concerned the finer points of the New York City fire code. I also learned how to be a better "bad cop." Being firm while maintaining positive relationships can be a tricky business, but it's necessary when planning a conference. Additionally, I learned the value of creating a planning team with the right people. We were all very different, but we respected each other, challenged each other, and asked for help when we needed it. We weren't all friends when we started, but we were by the end.

If you're ever given the opportunity to serve on a conference planning committee—do it! You'll fake it, you'll make it, and you'll learn a lot. My words of wisdom—be assertive, be patient, delegate, and lastly, above all, learn to love your email.

"My words of wisdom— be assertive, be patient, delegate, and lastly, above all, learn to love your email."



Meghan Odsiv Bratkovich speaking at the ALWC.

CEP/CLP Updates

Doodle! An Interview with Outgoing Nancy Boblett

Lauren Wyner

Nancy Boblett, an Ed.D student in Applied Linguistics with Masters degrees in TESOL and Hispanic Linguistics, lived and taught in Spain for over 30 years. She came to Teachers College in 2010 to pursue her doctorate and, in addition to teaching Classroom Practices and the Integrated Skills Practicum in the TESOL program, has been the Assistant Director of the Community Language Programs (CLP) ever since. She sat down to reflect on the changes in the CLP over the last few years, and to share her experiences and final thoughts in her final semester as Assistant Director.

Lauren: How has the CLP changed since 2010?

Nancy: It was very different because it was always run by two graduate students on a part-time basis. We did the hiring, teacher placement, levels, rooms, classes, all of it for up to 40 teachers doing the Practicum. Now for the first time in CLP history, there are two full-time people who are in charge and they've really tightened things up and given structure to it. It's run much more like a normal school, so that's real practice for the teachers.

Lauren: How has the CLP's reach in the local community shifted?

Nancy: Since this last semester when we advertised in local newspapers, we've had a demographic change with more Spanish speakers from the immediate area. We're more connected to the neighborhood and that's [how it should be].

Lauren: You've really helped teachers, especially novices, with everything from lesson planning to extra observations. How do you feel about that?

Nancy: It's great fun. I decided to do this Ed.D at my age because I want to work with teachers coming into the field. If somebody had given me a heads-up on some things, I think it would've helped me. Working with teachers forced me to articulate a lot of things I never had to do before. My teaching is stronger [since I have] worked here, as it makes me question everything- because that's what I'm asking the students to do.

Lauren: How would you like to see the CLP evolve for the benefit of teachers?

Nancy: Starting teaching is always hard. You hold on to that textbook for dear life. I think it would help them to observe more teachers and more often. Student-led workshops would also be great. The CLP has changed a lot, but it's good, and it's time for more people to come in and do what I did. Ultimately, the CLP is a space to say you're not sure, a space to talk about things, to come for support. This idea of the CLP being an experimental space to puzzle things over is really what the place is all about.

“Ultimately, the CLP is a space to say you’re not sure, a space to talk about things, to come for support.”



An Experience in TCSOL

Haimei Sun

Fueled by passion for a lifelong career as a language teacher and researcher, I seize every opportunity to enrich and empower myself to achieve that goal. Attending the *TCSOL (Teaching Chinese to Speakers of Other Languages)* program while pursuing an MA in applied linguistics at TC served that goal seamlessly well, especially at a time when bilingualism or even multilingualism becomes the norm rather than an exception in many societies.

Although I had been exposed to theories of teaching and learning English as a second/foreign language for several years, TCSOL offered me an enlightening perspective on the interconnectivity between SLA theories and Chinese teaching practices. The yearlong program is professionally designed with each semester starting off with three core courses that aim to help teachers build a solid foundation in SLA theories and Chinese linguistics, which are then put into application in the practicum class through microteaching, classroom observations, student teaching, and reflection. It constantly challenged participants to ponder deeply upon how to bridge the gap between theory and classroom teaching practice, design meaningful and authentic tasks, notice and seize teachable moments, teach subtleties of Chinese grammar and expressions, provide effective feedback, and assess student learning outcomes.

My experiences within the TCSOL program became even more invaluable because of its diverse community, with novice and veteran teachers coming from across the world with the shared goal of enhancing their Chinese teaching expertise. I was often amazed at the thought-provoking questions my fellow classmates raised in class and how creative they were in integrating what they had learned into their lesson design, which helped enrich my repertoire of Mandarin teaching skills. They also showcased their talents at the annual signature event, the TCSOL Open House, which was organized entirely by students, with performances by both students and faculty. Although having graduated from the program, my classmates and I are still able to stay in touch and to receive job announcements via the program listserv. I'm very fortunate to be able to work as an assistant for the program now, contributing to its future growth and development.

“TCSOL offered me an enlightening perspective on the interconnectivity between SLA theories and Chinese teaching practices.”



TCSOL Open House

2014 APPLE Lecture with Alister Cumming



Dr. Cumming presenting on second language writing

J. Andras Molnar

On April 11, 2014, the Applied Linguistics & TESOL Program invited Dr. Alister Cumming, a professor at the Centre for Educational Research on Languages and Literacies (CERLL) at the Ontario Institute for Studies in Education, University of Toronto, to speak at our annual APPLE (Applied Linguistics and Language Education) Lecture at Teachers College, Columbia University. Dr. Cumming is the Executive Director of *Language Learning*, a journal he started in the 1990s, as well as chair of the TOEFL Committee of Examiners at Educational Testing Service at Princeton. Dr. Cumming presented on two fascinating subjects over the course of the full day APPLE lecture series.

Dr. Cumming's first lecture, entitled, "Assessing multiple dimensions of adolescent literacies in a multicultural context," focused on his recent publication regarding year-long case studies of 21 adolescents' academic performance in school with the support of tutors in an after-school program in Toronto. Dr. Cumming observed that, "literacy cannot be conceived as just a set of skills on a test," and researched crucial factors that can constrain or promote the development of adolescent literacy such as community support, promotion of proper reading skills, and fostering a proper attitude toward reading.

He concluded that a reassessment of top-down policies that do not always fit community needs in favor of bottom-up (grassroots, community integrated programs) could have more impact on building self-confidence in youth regarding academics.

For the second lecture, Dr. Cumming presented on, "Studies of second language writing in Canada: Three generations," introducing an overview of influential Canadian scholars in language studies research. Tracking changes in the field from the 1980s until today, Dr. Cumming presented a fascinating look into how research has evolved as well as the current state of research in Canada. The rich breadth of topics presented allowed for an excellent survey of knowledge regarding research into second language writing.

The wealth of knowledge presented by Dr. Cumming provided a fresh insight into the field of second language writing for language educators and researchers to be considered for future study. The full lecture is available at the following link: <http://youtu.be/AdkvHiUpnAA>.



Taking a break during the APPLE Lecture series

TESOL/AL Roundtable

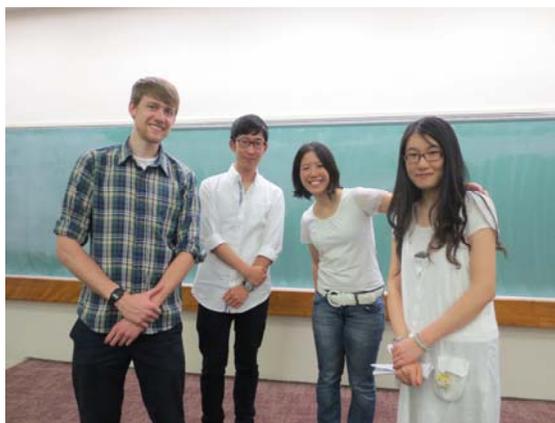
Tristan Thorne

The 2013-2014 academic year proved to be another success for the TESOL/AL Roundtable, which endeavors to provide a casual space for dialogue and presentations related to TESOL and AL, in addition to strengthening the community within our department. Two engaging research forums and one informal event were organized by board members James Byun, Haimei Sun, Sachiko Aoki, and myself, along with the supportive guidance of faculty advisor Dr. Howard Williams.

The fall forum featured Dr. Williams presenting on abstract writing to a packed audience of recently admitted and continuing students. Fascinating and insightful research-oriented topics led by students in our programs followed, including Saerhim Oh discussing the rater training effect of the writing section of the CEP placement test and Rongchan Lin using discourse analysis to examine the functions of names in political discourse. A total of four students presented, and thoughtful discussion was had at the end of the forum.

The spring forum venue allowed for a smaller and more intimate showcasing of student research. Four more students shared their work, including a presentation on the effects of visual input on the scoring of a speaking achievement test by Jorge Beltran and encouraging peer-to-peer interaction using technology by Brian Carroll.

A final, year-end picnic in Fort Tryon Park and visit to the Cloisters was organized by next year's new Roundtable leadership. The former officers are proud to pass on Roundtable responsibilities to such an enthusiastic and dynamic assemblage of individuals led by Katie Heil and Melissa Smith. We look forward to hearing about the exciting events they plan in the future, and wish them all the best. We would also like to thank Dr. Williams for his ongoing support, and Dr. Zhaohong Han for her vital suggestions and advice. Finally, we wish to express our gratitude for those faculty members and students who participated in our events and helped make them as successful as they were.



The 2013-2014 Roundtable leadership



Brian Carroll discussing technology in the classroom



Enjoying the year-end picnic at Fort Tryon Park

The First BBE/AL/TESOL Student Symposium

Jamie Kim

On Friday, May 2, the Bilingual Bicultural Education (BBE) program and the TESOL/Applied Linguistics (TESOL/AL) program held their first symposium at which M.A. and Ed.M. students from both programs presented their work to the audience.

While the TESOL/AL program has always been nested in the Department of Arts and Humanities, the BBE program moved from the Department of International and Transcultural Studies to the Department of Arts and Humanities just two years ago.

Although the two programs certainly share some commonalities, such as exploring language teaching and learning, they also have significant differences, which further highlight the significance of the first BBE and TESOL/AL Symposium. One main difference is that while the TESOL/AL program is interested in questions related to the nature of language and how language is used by its speakers, the BBE program focuses more on promoting multilingualism worldwide through the use of more than one language in instruction, according to Professor Patricia Martínez-Álvarez from the BBE program.

The idea of the very first collaborative symposium emerged from the goal of promoting interaction between the BBE and TESOL/AL programs. Natalia Saez, coordinator of the symposium and Ed.D. student in Applied Linguistics, said, “The first BBE and TESOL/AL Master’s Student Symposium aims at gathering M.A. and Ed.M. students to share research work, theoretical and empirical,” she said, “so that students and faculty can deepen their awareness of what types of inquiries, insights, and studies are being developed in both programs, with the ultimate goal of building a communication bridge between them.”



Jorge Beltrán presenting his research

“While this kind of intellectual collaboration was very difficult before due to our location in two different departments,” said Martínez-Álvarez, “being in the same department [now] facilitates our programs working together in specific projects such as this symposium. Hence, this symposium is a first step toward coming together as part of the same department and having our students benefit from learning about each other’s fields.”

Professor Zhaohong Han from the TESOL/AL program also expressed the same sentiment toward the symposium. “I hope this symposium will usher in a new era for the relationship between the two programs. And from here out I’m really hoping to see greater interaction, greater crossover, and more collaboration on multiple levels,” said Han. Fifteen students from the BBE and TESOL/AL programs presented their work at the symposium. The following is a list of students’ presentation titles:

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The First BBE/AL/TESOL Student Symposium

(Continued from page 8)

Haimei Sun: “Paired and Group Oral Assessment”

Jorge Beltran: “The Effects of Visual Input on the Scoring of a Speaking Achievement Test”

Elizabeth Ma: “Talk like Rainbow: Analyzing Teacher Talk in a Bilingual Classroom with the Prism Model”

Qie (Chelsea) Han: “Form, Meaning and Gender Bias in Dichotomous Grammar Items: A Many-Facet Rasch Analysis of a Grammar Placement Test”

Hui Wen Lin: “Developing a Cross-cultural Teacher-Student Relationship: A Case Study of the Interactions between an African American Student and a Taiwanese Native”

Lauren Carpenter: Balancing Levels of Teacher Assistance in Accordance with the Zone of Proximal Development”

Lauren Wyner: “Second Language Pragmatic Competence: Individual Differences in ESL and EFL Environments”

Eliza Clark: “Stories from the Periphery: Bilingual/Bicultural Identity between the Desk and the Rug”

Julie Kozikova: “The Effect of Language on Thought and Its Implications for Second Language Acquisition”

Christine Haralambou: “A Pre-Service Teacher’s Inquiry: Science Education and an Emergent Bilingual Student”

Emily Cruz: “Songwriting and Recording in the Foreign Language Immersion Classroom”

Sachiko Aoki: “Potential of Voice Recording Tools in Language Instruction”

Kristen Minno: “Revealing their Voices: How Technology and Parallel Texts Support Emergent Bilinguals”

Tristan Thorne: “Name Use Strategies and Beliefs of East Asian Adults”

Liz Vassallo: “Bilingual in a Monolingual Context: One Student’s Perception of the Role Bilingualism Plays in Her Identity”

“What was most stimulating for me was the interaction that took place after each presentation,” said Martínez-Álvarez. “The questions from the audience sparked truly natural exchanges full of curiosity and interest in the work of presenters. Also, the event was extremely well attended by members of both learning communities. There were professors, and students at the master and doctoral levels in the audience. This diversity of scholars contributed to make this event as rich and exciting as it was.”

Both the BBE and TESOL/AL programs hope that this will be the first of many collaborative events to come, and they expect that the symposium will become a “tradition” not only for Teachers College students but also for other graduate students in the region.

“As time goes by,” said Han, “we may even reach out to the greater New York area to bring graduate students together and make this really a graduate student symposium.”



Julie Kozikova discussing language and thought.

Alumni Updates

Lei Zhang

MA Applied
Linguistics, 2011

After graduating from TC in 2010, I went back to teach at Xi'an Jiaotong University in China for two years. I was very lucky to have opportunities to apply what I had learned at TC through participating in teaching reforming projects and SLA related research projects. The challenges I have encountered in those years inspired me to advance my study to a higher level. In 2012, I was admitted to The Chinese University of Hong Kong as an MPhil student. While focusing on corpus-based research in applied linguistics, I was also engaged in teaching and research duties that offered me valuable experience in a very different academic context. In the meantime, I was recruited as a translator for Collins Large English-Chinese Dictionary project. Besides that, I was selected as a team member for the internet-based College English Test (Band 6) experiment in China, responsible for designing reading comprehension question items. That was where the skills and experience I accumulated from my assessment course at TC were well recognized. I have also been active in attend-



ing international conferences on applied linguistics, presenting papers and communicating with world-renowned scholars.

The past few years have been busy and fruitful for me. This summer, I will start my PhD journey at the University of Hong Kong. Though life will be tough in the following years, the solid knowledge in applied linguistics, teaching and research skills, and confidence I have gained from TC have prepared me to face any challenges that may stand in my way.

Ye Han

MA TESOL General
Track, 2011

Plans:

It is the end of my second year in the PhD program in English language education at the University of Hong Kong. Having passed the qualification exam last winter, I am currently collecting data in preparation for my doctoral thesis, which focuses on non-English major college students' engagement with written corrective feedback in mainland China. I will also visit Institute of Education, the University of London, as a special research student in June.

Memories:

Attending the TESOL MA program at TC was truly a life-changing experience for me. I really appreciate that the curriculum has both pedagogical and theoretical training, which leads to more possibilities and options in career development as a teacher-



researcher. Particularly, the theoretical knowledge accumulated in lectures and the learning-by-doing experience of undertaking small-scale research studies ignited my interest in becoming a researcher and prepared me well in pursuing this interest in the long run. I am also grateful for the effective and engaging teaching practice of all professors. They always inspired me when I taught English in China. Also engraved in my memory are amazing friends that I made in the program, as well as the joy that we shared and the challenges that we tackled together.

Recent Graduate Updates

Amy Proulx
MA TESOL K-12

Plans

Since the summer of 2013, I have been working at DREAM Charter School, a charter elementary/middle school in East Harlem as their ESL Coordinator. I am thrilled to continue supporting ELLs in the classroom and to develop DREAM's ESL Program for the coming 2014-15 school year.

Memories

I am asked whether or not I was satisfied with my graduate experience at Teachers College. I purposefully chose TC for its TESOL/AL Program, and its focus on educational theory to complement my previous teaching experience. Looking back, I gained exactly what I sought, but I left with so much more: invaluable experience and lasting friendships. What I will miss most is the genuine collaboration within my cohort and the expertise of and insight from fellow colleagues and professors.

**Hazelin Hei
Laam Ngan**
MA AL

Plans

I have been working as a Chinese/English medical interpreter at local hospitals in New York City for the past five years. While it has not been easy working full-time while taking graduate-level classes, I am grateful to have learned a lot about how various languages work and have gotten the chance to educate patients and physicians I crossed paths with in the field. I hope to continue practicing my language skills, coupled with my understanding in second language(s), in order to better serve those who are suffering physically and emotionally in our local community.

Memories

I will never forget how my heart leaped with joy when I understood grammar points I never quite grasped before - after spending an hour asking literally a ton of questions in Dr. Lindhardsen's office; I will always remember how unsure of myself I felt and questioned my own intellectual capacity whenever I tackled Dr. Williams' homework assignments from Text and Textuality as well as Phonetics and Phonology; I cannot help but reminisce how my mind's eyes were opened when Dr. Wine prompted us to reflect on our own reasons for code-switching; and among many other moments, I certainly recall breathing deep sighs of relief when I finally submitted the 81-page second language assessment final project! I do not necessarily miss having to rush to class from work every time, or staying up all night finishing assignments and then going straight to work the following morning... but I certainly miss learning from the TESOL/AL world-class faculty and my dear smart, diligent cohorts already!

Recent Graduate Updates

Sachiko Aoki
MA TESOL General

Plans

Part-time ESL (EAP) instructor and Japanese Teaching Associate.

Memories

One of my fondest memories at TC is staring at Dr. Williams' back. Well, I feel so grateful for having learned with the best and greatest colleagues and professors. I will miss my sweetest CEP students, and I will definitely remember all the sarcastic laughter that my colleagues and I shared while working on our rigorous team projects and genuine laughter after finding the results of the MA project in the mailbox!

Mark S. David
MA AL

Plans

I'm currently a federal government civil servant for the Department of Defense. Though much of my work is classified information, I can tell you that the things I've learned at TC are being put to good use on almost a daily basis in my new career. TC has prepared me not only to carry out my duties proficiently, but also given me the work ethic to push myself beyond what is minimally required to get the job done. This attitude, cultivated at TC, I believe sets me apart from my peers at my duty station and has given me the confidence to achieve my mission objectives with technical proficiency, tactical precision, and excellence in all that I do. I am forever grateful for the lessons learned both inside and outside the classroom at TC.

Memories

First and foremost is Dr. Waring's, "Why here? Why now?" I know I wasn't her best student in Discourse Analysis, but I'm supremely confident that I was her most influenced student because I ask these same questions every day in the data that comes across my desk at work. Next is Dr. Han's tough love. Again, not the best in her TBLT class but deeply influenced by her commitment to push her students above and beyond the call of duty. Dr. Purpura's L2 Assessment class was a class where I finally did "A" quality work but that's only because my assessment partner was/is an "A" quality person. I learned a lot from him and miss bothering him in the library to go eat at Mill on Broadway and 112th St. on Friday nights! Finally, working for Chris and Nancy in the CEP as a Master Teacher was crazy busy but some of the best memories I have of TC! I can't leave without special mention to my buds in Whittier Hall and Team Jookja! Can't wait for our next conference! Last but not least, I must go back to the beginning that started at TC Japan. Though this campus no longer exists, my memories of my group (23), friends and colleagues, Dr. Fanselow, Dr. Snyder, Dr. Sekiya, and Dr. Ishihara will remain with me always.

Recent Graduate Updates

**Amanda
McKenna**
MA TESOL K-12

Plans

This summer I am headed to the campus of UCLA where I will be working as the Health and Wellness Coordinator for Summer Discovery, an academic camp that caters to high school students from all over the world and provides classes including TOEFL prep. Then, this fall I will begin my first full time teaching position with the NYC Department of Education teaching ESL history to mixed classes of ninth and 10th grade students at Brooklyn International High School. BIHS is part of the New York Performance Standards Consortium and has a 100% English language learner population comprised of students who have been living in the United States for four years or less. As the school where I did both observations and student teaching during my TESOL K-12 program, I am especially excited to work with the incredible team of teachers at BIHS (many of whom hold degrees from TC), and to continue watching and participating in the academic and social growth of the students I worked with over the course of the last two years.

Memories

Participating in the Fall into Music Program during the 2013 fall semester and getting to perform with various professors and students from TC, all of whom had taken 8 weeks of music lessons in an instrument they'd never played before or hadn't played since childhood. I took voice lessons with a first year music education student. It was such an awesome experience seeing current and future educators embarking on a journey of being unknowing students. The final recital was one of the most encouraging and positive experiences I had during my time at TC and an important reminder of what it is like to be asked to share your learning with others while you're still a novice!



Award Winners

Congratulations to these award winners for their exemplary work:

APPLE Award (Outstanding MA Projects)

Sachiko Aoki (TESOL), “Potential of Voice Recording Tools in Language Instruction”

Meghan Odsliv Bratkovich (AL), “Assessment and feedback: Examining the relationship between self-assessment and blind peer- and teacher-assessment in TOEFL writing”

Haimei Sun (AL), “Paired and Group Oral Assessment”

Lauren Wyner (TESOL), “Second Language Pragmatic Competence: Individual Differences in ESL and EFL Environments”

John F. Fanselow Award (Outstanding teacher work)

Amanda McKenna (TESOL K-12), “Building Bullying and Anti-Bullying Awareness: A Fifth Grade English Language Arts ESL Social Justice Mini-Unit”

Completed Dissertation

Congratulations to Dr. K. Philip Choong for completing his dissertation entitled “The Effects of Task Complexity on Written Production in L2 English.” He is currently the Director of ESL at Pace University’s New York City campus and manages graduate writing placement.