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Interview with Professor Leslie Beebe: Professor, Mentor, Innovator

by Rebekah Johnson

I recently had the distinct pleasure of interviewing Professor Leslie M. Beebe about her experiences at TC and her future plans. We met on a sunny spring day in Professor Beebe’s dining room; and, as she recounted many of the wonderful developments she has witnessed at Teachers College, Professor Beebe expressed warmth and fondness for the TESOL and AL programs she has been so instrumental in nurturing.

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Apple Lecture Sizzles with Wit

by Rogers Walker



Professor Eli Hinkel tells it like it is at the 2009 APPLE Lecture

In the tradition of a well-intentioned, Socratic gadfly, Professor Eli Hinkel goaded her audience with the verve of a seasoned and mirthful skeptic. Using a combination of deadpan stops and jabbing questions, Hinkel spent the duration of the 2009 Apple Lecture poking at the collective assumptions of TESOL and applied linguistics community attendees.

“A great deal of teaching ESL is faith-based. Nobody knows anything. We all have our particular allegiances. Ladies and gentleman, we can argue until the cows come home,” Hinkel claimed.

More than a few earnest language researchers in the room were caught squirming in their seats when Hinkel summarily declared, “Much of the research is faith-based. If you are looking for it and you are conducting an empirical study, you will probably find it. If you are not looking for it, you will not find it.”

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2009 Apple Lecture: Eli Hinkel

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So, does this mean grad students should drop all the dissertations that are in the works?

Of course not, and this was clearly not Hinkel's point.

Hinkel takes a practical approach to second language teaching that eschews ideology and encourages finding the instructional method most appropriate for the learning context. In a word, methodologies and research should not blind instructors to the realities of the instructional situation.

In her post-lecture discussion, Hinkel encouraged graduates of the TESOL and AL programs at Teachers College not to let their education and beliefs get in the way of their teaching.

"There is a certain element of superiority that a lot of Americans bring with them when they teach in an EFL setting... For those of you who are planning to go overseas to teach with your newly minted degrees, please be flexible," implored Dr. Hinkel.

Hinkel's keynote lecture, titled *Integrated and Separated Skills in Language Teaching: A Broad View of Current Trends*, explored the various merits and disadvantages of teaching language skills in integrated and separated manners. According to Hinkel, both approaches have their merits and should be considered based on the learning goals of the target population.

Although she admitted that a separated skills approach, which entails teaching the four language skills independently, has become as *passé* as yesterday's bread in the U.S., she asserted that there remains a time and a place for such an approach. In large classroom settings, such as in China and Japan, local teachers of English often lack the sociolinguistic expertise and management ability to teach all the skills at once.

"In most teaching contexts abroad, using integrated instruction would create a work burden that is not manageable in most situations," explained Hinkel.

However, we shouldn't abandon hope for the goal of teaching students in the most complete way possible.

"It has to be one very sophisticated teacher of language who is able to teach all [skills] together and teach [them] well," said Hinkel.

"That's what you are training for here—this is the ideal that we are all striving for."



Professor Williams shares a moment with Professor Hinkel

Hinkel mentioned that while a communicative and integrated approach to teaching English may suit the needs of an English Language learner studying in the natural, discourse-specific setting of an English-speaking country, this approach may not at all suit the needs of learners studying in non-English-speaking countries.

For instance, in school systems that have the burden of meeting standardized performance requirements in the form of standardized testing, the thoroughness afforded by the separable skills approach can serve the most immediate needs of the students.

"In the countries where exams drive the world of language teaching, skills are only taught to the extent that they are needed for the test," explained Hinkel.

According to Hinkel, the separable-skills approach holds much greater sway outside the frontiers of the U.S. because the approach is easier for less proficient teachers to manage and it allows teachers to instruct particular skills with a depth of focus that is not possible with a more integrated, conversational approach.

Hinkel argued for a pragmatic approach to language instruction that keeps in view the institutional and situational constraints that generally do more to determine the focus and method of instruction than any particular research or pedagogical philosophy.

As she outlined her understanding of the

“It has to be one very sophisticated teacher of language who is able to teach all [skills] together and teach [them] well.”

challenges facing researchers and educators, Hinkel exuded the perspicacity and reserve of a tweed-clad savant who has seen pedagogical trends come and go.

With a booming head of floating orange hair and a vaudevillian style that reflected the wit and understated wisdom of a tenured cross between Woody Allen and Harpo Marx, Professor Hinkel used her pitch-perfect delivery and linguistic tomfoolery to drive home her point.

“In other words,” summarized Hinkel, “your language learning objective *can, will, should, could, might, possibly, probably, and perhaps* will determine the way in which your language learning takes place.”

Interview with Professor Leslie Beebe

(Continued from page 1)



Rebecah Johnson and Leslie Beebe

Professor Beebe is a professor with whom many of us have studied. She is an encouraging mentor and a wonderful advisor,

who challenges us and holds us all to high standards. Most of us know Professor Beebe as an instructor of discourse analysis and pragmatics courses. However, she is equally well known as a smiling face in the hallway of third floor Zankel (Main Hall) and as an advisor whose sage advice has not only guided our research endeavors, but has also provided insight on job searches, the road to publication, and important life decisions.

Professor Beebe has been an integral part of both the TESOL and AL programs here at TC for many years. She was the director of TESOL for 2 years and has been the director of applied linguistics for 11 years. Notably, Professor Beebe was the first woman to become the chair of the Department of Languages and Literature (within which TESOL and AL were housed before the departmental reorganization at TC in the 1990s). The high quality programs we have at TC today, in large part, are a product of Professor Beebe’s influence and leadership in the development of the programs over the years.

Professor Beebe has not only been a cornerstone in the programs at Teachers College, she also has been an active member of national and international organizations in the TESOL and applied linguistics fields. Most notably, Professor Beebe served as president of the American Association for Applied Linguistics (AAAL), one of the most prestigious professional organizations in the field of applied linguistics. She has also worked with the *Journal of Intercultural Pragmatics* as editor of the Forum and as an editorial board member. Professor Beebe is, indeed, a model of service and leadership that we should strive to emulate!

Professor Beebe has been a prolific author of books and articles, as well as being the invited speaker to many conferences around the world. While at TC, she has co-authored three books: *Issues in Second Language Acquisition: Multiple Perspectives* (with others), *English in the Cross-Cultural Era* (with John Fanselow), and *Cross Talk: Understanding Misunderstanding between Japanese and Americans in English* (with Tomoko Takahashi). She is currently working on a fourth, *Rude Awakenings*, a book on rude utterances and

responses to rudeness. Professor Beebe has published many articles in her areas of interest (see the selected list of articles at the end of this article). Students who have taken pragmatics or sociolinguistics courses at TC may recall her article on cross-cultural pragmatic differences, “Do you Have a Bag?” and her oft-cited article on rudeness, “Rude Awakenings.” As Professor Diane Larsen-Freeman pointed out during her video message played at Professor Beebe’s retirement celebration, Professor Beebe was one of the first researchers to make the connection between SLA and cultural competence, an important (and ground-breaking) contribution to the field.

I am personally looking forward to reading more on rudeness as a form of pragmatic competence as Professor Beebe continues her research in this area. It seems to me that New York City is a ripe context for rudeness data!

“The quality of the students has also changed dramatically over the years. It is harder than ever to get into TESOL and Applied Linguistics”

And now, the interview:

Q1: Tell us about your first day at TC.

I arrived at TC at the start of registration for TESOL on the first day of school. The TESOL office was in 46 Horace Mann at that time – where the Community English Program (CEP) is now. There were 125 students camped out on the floor waiting when I arrived, all waiting to see one of two advisors—one of those advisors being me—and the secretary was out sick. I had had no orientation to the program—I thought *I* was getting the orientation that day. But not so. I threw myself into the job, and did it by going to ask the other professor the answers to each question. By the end of the second day of registration, we had seen 200 students. For a student to register, it took an entire day at that time.



Professor Leslie Beebe

There was no pre-registration, and no credit cards were accepted. The students were indignant, not because registration took so long, but because it cost \$119 a credit, and that was absolutely over the top.

Q2: How has the program changed since that first day?

Today we have pre-registration, online registration, credit card payments, an orientation, a one-page schedule of courses, and this year, there will be *nine* advisors.

More importantly, we created TC’s first off-campus program – the MA in TESOL in Japan. The Tokyo MA recently celebrated its 20th anniversary with a huge bash with all Japan alumni invited. We have also instituted a TESOL Certificate here in New York. We now have a similar program in Jordan, as well as our new TCSOL program (Teaching Chinese).

Another major venture was creating the WebJournal in TESOL and Applied Linguistics, the *Teachers College, Columbia University Working Papers in TESOL and Applied Linguistics*—a student-run, refereed journal. One of the reasons why doctoral students were prepared to run a professional journal is that we have created several areas of specialization in TESOL and applied linguistics where a student can take three levels of coursework in testing, discourse analysis, and SLA. They can also specialize in K-12 education, an area we didn’t have years ago. The articulation of courses has allowed doctoral and EdM. students to go deeper into various areas. For instance, we have 7 courses in discourse analysis, created for student to move from the beginning introductory level to advanced levels for doctoral students.

The long existing Community English Program (CEP) has also improved and expanded. A curriculum has been introduced and placement testing is being done at a much more sophisticated level. We have kept the right for teachers to

experiment and for others in the program to observe and do research in the various classes. One of the major expansions is the addition of the Community Language Program (CLP), where master teachers teach *foreign* languages, such as Chinese, Korean, Japanese, and French.

One of my favorite innovations is a lecture and awards program, which we created in the late 1990s: the APPLE (Appplied Linguistics and Language Education) lecture series and the APPLE awards for Best MA Paper in Applied Linguistics as well as TESOL.

The quality of students has also changed dramatically over the years. It is harder than ever to get into TESOL and Applied Linguistics. Once accepted to the program, professors have encouraged involvement in international conferences, publication of research projects, pilot studies for the dissertation proposal, and academic rigor. Professors have also encouraged students to test out theories and hypotheses in the classroom, so a practicum emphasizes more than ever the connection between what has been claimed in the literature and the daily choice of practice by the classroom teacher. Getting jobs and teaching different subjects at various levels is encouraged as well, as it always has been. Our graduates are very experienced in teaching, research and administration and are therefore getting wonderful placements nationally and internationally.

Last, but not least, we have more parties and better ones, due in large part to Howard Williams, our chef in residence.

Q3: What are some of the highlights of your career at TC?

For me the real highlights have been building the discourse analysis specialization, and, with others, turning the doctoral seminar into a set of courses that teach methods of doing research, model quality, and allow more advanced students to do a lot of this mentoring. It has been wonderful to watch students graduate and go on to get tenure-line professorial positions in the United States, Canada, China, England, Africa, Korea, England, and elsewhere. I

have also enjoyed growing the program and working with colleagues with the highest of standards and the best interests of students in mind. I am really proud to have been a part of all the improvements and to watch such special students and professors “go for it.” I have found students bolder, more ambitious, more self-confident, and more knowledgeable than ever before.

I have already mentioned most of the things I consider highlights: being honored to give plenary talks around the world and in this country, being president of the American Association for Applied

“I will search for “ruders,” wherever they might be, and every time they “rude me out,” I’ll be thinking, ‘Go ahead. Be rude. Make my day.’”

Linguistics, serving on the *Review of Research in Education* editorial board, serving as editor of the Forum for the *Journal of Intercultural Pragmatics*, teaching one of the top ten small classes at TC, and serving as director of the TESOL and applied linguistics programs, and then as director of applied linguistics for many more years. Other highlights include publishing on cross-cultural, acquisitional, and native language pragmatics, accommodation theory and SLA, variation and style shifting, and rudeness as communicative competence. TC gave me the needed support to help me write (with colleagues) three books, and also to lead us (again with help from colleagues) through the College reorganization in 1996. The greatest highlight of my career has been having so many brilliant and talented students who grace the schools and universities with the “best and the brightest.” I have had the unusual good fortune and the honor to teach here at TC--the number one graduate school of education. Who could be any luckier?

Q4:What advice would you like to give TC TESOL and AL students?)

Be the best that you can be. Whatever your ambitions and dreams, *carpe diem*.

Q5: Is there anything else you would like to say to the TC TESOL-AL Community?

I'll miss you. But, you are still here. And I am still here. And I will definitely see you. No goodbyes allowed!

Q6: What are your plans now, as you transition to a new life?

I'm planning to take some art courses, mostly photography, travel to all the places on my "list" that I've never gotten to (Kenya, China, Machu Picchu, Galapagos...), and continue my research on rudeness. I will search for "ruders," wherever they might be, and every time they "rude me out," I'll be thinking, 'Go ahead. Be rude. Make my day.'

"Be the best that you can be. Whatever your ambitions and dreams, *carpe diem*."

From Tokyo with Love

by Dr. Bill Snyder

Konnichiwa! This is Bill Snyder, writing from Tokyo. And that's still about all the Japanese I know. I arrived here on January 5 to become the interim director of the Teachers College Japan's MA TESOL program. The past three months have been very interesting. Along with getting settled into a new apartment (just after I moved into one in New York), I've had to learn a new academic environment and a lot about program administration.

Moving to a new place where I don't know the language so well (okay, at all) isn't really so hard. Since finishing my PhD in Linguistics at Northwestern in 1995, I've spent most of my time outside the United States – more than four years in Korea, seven years in Turkey, and a half year in Armenia. At TC Japan I've had the advantage of help at the beginning of my time here from

Professor Terry Royce, the outgoing director, and on-going assistance from a very capable bilingual staff.

So far my work here has been focused on administration. I'm working with people in the TESOL/Applied Linguistics program and the TC administration in New York on changing policies and procedures here in order to align the Tokyo program more closely with the one in New York. We're also looking for ways to expand the program options here in Tokyo, trying to include more programs from New York in our offerings here, and hopefully, to provide more opportunities for students from New York to study in Tokyo or with Tokyo students. I'm also coordinating with faculty coming from different programs in New York to teach in Tokyo in the summer. I'm looking forward to getting to meet a number of professors from across TC and hopefully helping to foster some cross-program interaction in my work here.

I'll start teaching here this summer, offering a version of Second Language Acquisition designed to be completed in the four-week Summer A term. I'm also scheduled to teach a Specialized Practicum in reading in the fall. What I'm especially looking forward to with this practicum is the chance to do observations across a variety of Japanese educational contexts and learn more from my students about how they teach English in them.

Now that I'm a bit settled in, having received my work visa and Alien Registration Card, I have the chance to start learning Japanese and getting to know my new city a bit more. And that is always the best part of living abroad.



Dr. Bill Snyder at TC's Tokyo campus

Round Table Update

by Justin R. Kaley

And now, a message from the Roundtable... What a year! During the 2008-2009 academic year, the TESOL/AL Roundtable saw a tremendous boost in events and participation. Under the auspices of the fearless Roundtable officer team, Jill Laing, Bob Bathrick, LaNysha Adams, Lan Ngo, Steven Mercier, and myself, the fall 2008 semester kicked off with a bang at our first event: the bi-annual *Roundtable Book Swap Social*. In October, LaNysha moderated the popular *Research Connections with the International Exchange Institute*, an event attended by the president of IEI, Alfred V. Griffin as well as a host of professors, faculty and students from both within and outside of the department. In November, the Roundtable hosted two excellent events that provided members of the department an opportunity to hear about and discuss cutting edge research from the field. Bob Bathrick moderated a talk given by doctoral student Rebekah Johnson and Professor Hansun Waring on conversation and discourse analysis. Shortly after, Jill Laing organized a popular discussion on the effects of orthography in the development of L2 phonology, presented by visiting Brazilian scholar Rosane Silveira and the department's own Professor Howard Williams. In February, Lan Ngo was awarded a student senate grant to host the first ever Roundtable K-12 event entitled, *Teachers Unite: Working Together to Take Action in Education*. The goal of *Teachers Unite* was to enhance communication and strengthen relationships across departments in the various fields of K-12 education. In March, the Roundtable got involved with its largest undertaking of the year when it teamed up with New York State TESOL to co-host the incredibly successful, thirtieth Applied Linguistics Winter Conference at TC. The daylong conference had more than 30 presenters and poster sessions, a publishers' exhibit, more than 25 volunteers and nearly 200 attendees. It was a great day, chock-full of engaging talks, interesting research and innovative ideas from around the world. The conference also raised more than \$4,000 to support the NYS TESOL organization. Finally,



TESOL grad Bob Bathrick considers a point

Jill Laing organized the last talk of the year on Brazilian Portuguese Phonetics in addition to an information session about the summer TESOL certificate program at TC. The talks were given by MA candidate Denise Osborne and Professor Linda Wine respectively.

The Roundtable is pleased to announce that in April, the organization held its annual election, and the former officers have passed the torch on to next year's leadership team. The Roundtable will now be represented by Chrissy Berry, Denise Osborne, Robyn Emerman, Nursen Eren, Tara McHugh and Laura Kieffer. The former Roundtable officers are excited by the enthusiasm and creativity brought to the "Table" by this new group, and we look forward to hearing about the future plans and events they have for the organization. The Roundtable officers would like to send out a special "Thank You" to our amazing faculty advisor, Professor Waring, for her tireless support of the Roundtable as well as all of the presenters, professors, faculty, and fellow classmates for their devotion to the success of the organization. Lastly, we would like to wish the graduates the best of luck in their endeavors, the future Roundtable officers good ability this upcoming year and everyone a safe and happy summer. Please keep in touch!

Warmest regards,
Justin R. Kaley

The Road to Publication

by Denise Osborne



AL student Denise Osborne presents her research

Must publishing an article or giving a public presentation remain a distant dream for us master's students? Not at all! When I first thought about sending an article for publication, I had finished my first semester at Teachers College as a master's candidate and had no experience with publishing. But, let's go back a little bit!

Everything started in Phonetics and Phonology, taught by Professor Williams and the project that we did at the end of the fall 2007 semester. I wanted to improve my project and develop it into a publishable article. Professor Williams introduced me to Professor Rosane Silveira, a visiting scholar from Brazil, whose academic focus is phonology (lucky me!). She read my paper and gave me excellent advice about how to develop it further. I sent the article to an international journal and, to my great happiness, it was accepted. However, the editors asked me to make lots of corrections and improvements. They checked everything from the format of the article to the content and choice of words. For instance, I had not noticed that I had repeated the phrase "this study" too many times in the paper's introduction. Again, I had to work on the paper. This part was really important for me because I learned a lot while following the editors' recommendations.

This year, I had the privilege to present the article at the TESOL/AL Round Table, and to participate in the 30th Applied Linguistics Winter Conference poster session. It was a lot of work, but it was worth it. However, I know that I could never have accomplished it on my own. I thank Professor

Williams, who gave us the opportunity to do some research, and Professor Rosane Silveira, who so generously helped me in the process.

Note. The article, entitled *Systematic Differences in Consonant Sounds Between the Interlanguage Phonology of a Brazilian Portuguese Learner of English and Standard American English*, is already in press. It will be published by *Revista Ilha do Desterro: A Journal of English Language, Literatures in English and Cultural Studies*, ISSN - 0101-4846, Florianópolis, Brasil. Number 55, 2008. You can read it at <http://www.periodicos.ufsc.br/index.php/desterro>

Award Winners Celebrate at End-of-year Party

Professor Williams' culinary delights weren't the only thing worth bantering about at this year's end-of-the-year TESOL and AL party. Attendees took a pause from the table full of gourmet treats to acknowledge the annual award winners of the TESOL/AL APPLE Award and the Fanelow Award.

At the end-of-the-year party, Professor Williams announced the following winners of the APPLE Award:

- Kathy Bluestone (MA-TESOL) for her paper titled *Acculturation, Interpersonal Networks, and the Learner's Sense of Self: The Effects of Social Relationships on Second Language Learning*.
- Sarah Creider (MA-AL) for her paper titled, *Frames, Footing, and Teacher-Initiated Questions: An Analysis of a Beginning French Class for Adults*

Professor Hruska presented this year's Fanelow award to MA student Stephanie Yang for her lesson, *An Oral History Curriculum for the ESL Classroom: Intermediate Grades 5-8*.

The Peanut Gallery

Linus Grabowski



Elyse Kathleen Harris 1

Elyse Kathleen Harris 2



Valentina Bianca di Gennaro



Zoe Mei Waring 1



David Haram Lee



Sammy Box



Zoe Mei Waring 2

TESOL/AL EdD DISSERTATIONS COMPLETED, 2008-9:

Name, title (advisor)

Yoko Saito Ameriks,
"Investigating Validity across Two
Test Forms of the Examination for
the Certificate of Proficiency in
English (ECPE): A Multi-Group
Structural Equation Modeling
Approach" (Purpura)

Erman Boztepe, "Discourse
Analysis of Language Choice and
Code-Switching: Classroom
Strategies" (Beebe)

Kirby Cook Grabowski,
"Investigating the Construct
Validity of a Test Designed to
Measure Grammatical and
Pragmatic Knowledge in the
Context of Speaking" (Purpura)

Christine Epting Jacknick, "A
Conversation-Analytic Account of
Student-Initiated Participation in
an ESL Classroom" (Beebe)

Ji-Young Jung, "Discourse
Markers in Contrast: 'But',
'Actually', and 'Well' in Native-
Nonnative English Conversations
between Friends" (Beebe)

Hyunjoo Kim, "Investigating the
Effects of Context and Task Type
on Second-language Speaking
Ability" (Han)

Yen-Fen Liao, "A Construct
Validation of the GEPT Reading
and Listening Sections: Re-
examining the Models of L2
Reading and Listening Abilities
and their Relations to Lexico-
Grammatical Knowledge"

Name	Degree	Plans	Memories
LaNysha Adams	MA TESOL (general track)	National Research Coordinator at the Restaurant Opportunities Centers United, adjunct professor at Brooklyn College, and consultant on a project formalizing an ESL program for restaurant workers across the country (www.rocunited.org)	I will miss Dr. Linda Wine's laugh, Moodle from Professor Fuchs, Purpura's egging on for the development of TESOL/AL Roundtable and Phil and Monika from the CEP. Assessment! My team of volunteers and co-organizers for the 30th Winter Applied Linguistics Conference will never be forgotten!
Steven Mercier	MA TESOL (general track)	Teaching at the university level in East Asia	I will remember building a community with my fellow Roundtable officers and analyzing olive oil ads according to relational proposition theory in Professor Williams' textuality class
Lan Ngo	MA TESOL (K-12)	High school ESL teacher at a school about 50 miles north of NYC	I will savour all that I learned from the program, my time with others in the TESOL/AL programs, and everything about <i>The Mighty Methoders</i> .
Julianne Reynolds	MA TESOL (general track)	I've accepted a fellowship through the English Language Fellow Program (ELF) to teach English in Gorontalo, Indonesia for the 2009-2010 academic year. I'll be teaching at Universitas Negeri Gorontalo where my job will involve teaching regular English classes and TOEFL prep classes, doing some teacher training, being involved with the English Club and advising the Fulbright ETA (English Teaching Assistant) there. Here's a link for more info on the program for all future ELF's (elves?) or interested parties: http://elf.georgetown.edu/	I will remember CEP field trips and end of semester parties, Professor Williams' food at the TESOL/AL parties, trying to figure out how on earth to draw grammar trees, group study sessions for phonetics and phonology, my AWESOME sociolinguistics presentation group, Tuesday Rain, Andy - my partner in crime for Classroom Practices, SLA and Assessment, TESOL Denver with Yasuko, karaoke nights, learning about Korean and Japanese food, Jane's wedding, the search for the perfect New York cupcake, etc. It's been great! Keep in touch.
Robert Bathrick	MA TESOL (General Track)	I'm moving back to SF on June 14. My intention is to look for work at the community college level in and around San Francisco.	I think the best moments were with other students. I will remember the looks of recognition when teachers were droning on, or doing things that we hope we don't, or will not do, when we are teaching our own classes. I will mostly remember sharing information with classmates and telling stories from our own experiences.
Rogers Walker	MA Applied Linguistics	Working as ESL instructor for adults in NYC and continuing to look for a position as a writer/editor in the field of education.	I will always remember professor Williams playing the Abbott and Costello sketch "Who's on First" in our Phonetics and Phonology course. I will also remember and be thankful for the cool research projects I got to work on as a research assistant. And, of course, it's impossible to forget the late-night conversations I had with floor-mates in Whittier.

Program Updates

Teachers College Alumni lead the way at LaGuardia Community College

CLP / CEP Update

The Community English Program (CEP) continues to grow and has served a record number of students in the past year. In fact, the need has been so great that a waiting list for ESL classes recently had to be implemented. The CEP served over 450 students in the fall semester and about 400 students in the spring semester.

In the Community English Program, our master teachers have continued to provide guidance and assistance to our teachers-in-training. This past year, the following have served as Master Teachers: Ruhma Choudhury, Drew Fagan, Chris Rogicki, Adrienne Lew, and Julie Jung.

The Community Language Program is still offering foreign language classes. This past year, we have had very successful Chinese and French classes. Our Chinese teachers were TESOL / AL students Tzu-Yun Vivian Huang, Yuan Wang, and Yi-Chen Chiang. The French teacher has been Catherine Box. All these teachers have been instrumental in developing our foreign language curricula.

“Language is the problem we’re all dissolved in—great for solving problems after it creates them.”

--Josh Ritter, *singer song-writer*

by Rogers Walker



LaGuardia students participate in a lesson

Innovation is the name of the game for Teachers College alumni working in the English Language Center (TELC) of LaGuardia Community College in Long Island City.

“We are constantly rethinking what we are doing to make the experience of teaching and learning in the program more successful for everyone,” said Elizabeth Iannotti, assistant director of TELC and a 2002 graduate of the MA in TESOL program at TC.

After doffing their caps and gowns, many alumni of the TESOL and applied linguistics programs at TC make their way across the river to work in TELC of LaGuardia Community College in Long Island City. TC alumni currently make up a large constituent of the more than 80 classroom instructors and administrators at the college.

As one of the largest ESL programs in New York City, the English Language Center serves around 7,000 students a year who hail from more than 70 countries. The center offers both day and night courses for a heterogeneous group of students with learning goals ranging from basic survival English to *TOEFL* preparation.

Heather Barikmo, who graduated with an MA in applied linguistics from TC in 2007, said the experience of teaching at TELC has made her much more aware of the real-life needs and challenges

that face English language learners in New York City.

Speaking of the students at the center Barikmo said, “Many people juggle multiple jobs, many people support their families both here and in their home countries, and many people struggle with admission to our university system.”

TC alumni working at TELC mentioned that their time at TC helped them develop both a theoretical as well as a practical foundation for addressing some of these tough issues in cross-cultural adult education.

When asked what special qualities TC grads bring to the center, Iannotti revealed a guarded partiality for the cutting-edge approach that TC alumni bring to the classroom and work environment.

“TC grads really have a sense of current methodologies... They seem to be in touch with new ideas, take risks, and are in touch with the new ideas in the TESOL field,” Said Iannotti.

Iannotti was keen to point out the role that innovation and creativeness plays not only in the classroom, but in the teachers’ lounge as well. At the English Language Center it seems that the teachers’ lounge can be a forum for exploring new approaches to teaching.

“TC grads are really interested and willing to try new things and also collaborative and willing to work with other faculty to share what they know,” Iannotti continued.

Iannotti said that the research skills she learned as a grad student at TC have helped her in her dual role as a teacher and administrator. Instead of basing program decisions and curriculum changes solely on anecdotal evidence, Iannotti said she has been able to use her research skills to make sound and informed inferences based on empirical evidence.

Among the memories that TELC instructors have of their time spent at TC one particular experience seems to keep re-surfacing: the rigor and quirkiness of Professor Howard Willams’ linguistic insights.

Barikmo said she regularly revisits the “nuts and bolts” she learned in *pedagogical English grammar* and *phonetics and phonology*. In her current role as instructional technology coordinator at TELC, Barikmo says she has become an Internet

Technologies “jack-of-all-trades” and routinely uses technology to facilitate students’ acquisition of the fundamentals of the English language.

According to Iannotti, Barikmo “has her finger on the pulse of technology” in the classroom.

Barikmo, it seems, clearly represents the ever-evolving approach to cross-cultural education that is a formative aspect of the TESOL and applied linguistics programs at TC She has her feet firmly planted in the tried-and-true traditions of effective instruction, while concurrently maintaining an ear to the ground for future trends.

Barikmo emphasized that the student-centered focus of teacher preparation at TC has helped define her current teaching practices at T.ELC

“I’m always looking for ways for students to guide their own learning. I am adamant about authenticity of materials and task in my language teaching, and my approach to web-based language learning is informed by that,” Barikmo said.

“I speak two languages, Body and English.”

-Mae West

“Language is a cracked kettle on which we beat out tunes for bears to dance to, while all the time we long to move the stars to pity.”

**--Gustave Flaubert,
Madame Bovary**

The Certificate Program in Teaching Chinese to Speakers of Other Languages

(T C S O L)

by Vicky Chang



In order to meet the rapid growth of Chinese Language learning and the demand for Chinese teachers in the United States, especially in New York City, Teachers College, Columbia University, is now offering a brand new program — the Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL). Co-sponsored by the TESOL and applied linguistics programs at Teachers College, Columbia University, and the Chinese language program in the Department of East Asian Languages and Cultures and Asia for Educators at Columbia University; TCSOL not only provides state-of-the-art training in Chinese pedagogy for pre-service teachers, but also provides professional development for in-service teachers to assist them with honing their teaching abilities. The program focuses primarily on training teachers to apply task-based instruction in their classes.

Throughout this past academic year, students in the program have received training in all aspects of Chinese language teaching. Core courses of the

program include a teaching Practicum, Second Language Acquisition, Pedagogical theory, Assessment, and Educational Linguistics, all of which are taught by Professor Han of Teachers College and Prof Liu from the East Asian Department of Columbia University. In addition to these courses, Professor Purpura, of TC, has contributed a Second Language Assessment workshop and Professor Waring, of TC, has presented a cultural awareness workshop for students in the program. The TCSOL program also connects the teaching of Chinese with technological innovations and gives students an overview of the current Chinese Language education situation by inviting guest speakers from all over the world.

During this past year, TCSOL has gone through many transformational experiences. On May 2, 2009, the first class of students graduated. Through networking with other language institutes and schools, more than half of the program graduates were employed immediately upon graduation. In fact, you might even run into a couple of the recent TCSOL graduates in the Community Language Program starting this summer. Furthermore, the program has already doubled in size, and has received over 40 applications for the upcoming session (fall 2009 spring 2010). The TCSOL program is currently looking towards the future with the aim of continually improving the understanding and abilities of Chinese language educators.

For more information about the TCSOL program, please visit our website at: <http://www.tc.columbia.edu/tcsol/> or contact Vicky via e-mail: tsol@tc.columbia.edu

**“Those who know nothing of
foreign languages know
nothing of their own.”**

**--Johann Wolfgang von
Goethe**

TESOL Certificate Program News

by Sarah Creider

2008 was an exciting year for the TESOL Certificate Program. Over the summer, 38 students participated in the New York Program under the capable leadership of Monika Ekiert, while program director Linda Wine was getting the new Teachers College Columbia University TESOL Certificate Program in Jordan off the ground.



Dr. Carolin Fuchs (top right) and her Classroom Practices/Practicum class, Summer 2008

The Jordan program was jointly sponsored by Teachers College, the Columbia University Middle East Research Center (CUMERC), the Queen Rania Al Abdullah Teacher Academy (QRTA) and the Jordanian Ministry of Education (MOE). It was a continuation of Teachers College's work with Jordan that was begun in 2007 when eleven Jordanian K-12 English teachers came to New York to participate in the TESOL Certificate Program. This time, 35 K-12 teachers from throughout Jordan studied with the program full-time in Amman for a total of six weeks in July, August, and January, as well as on-line throughout the Fall and Spring.

The Jordan Program included Barbara Hruska for Classroom Practices and Practicum, Jim Purpura for Pedagogical Phonetics and Assessment, Carolin Fuchs for Computer Enhanced Language Learning, Charles Combs for Second Language Acquisition, Tim Hall for Pedagogical Grammar and Linda Wine for Intercultural Communication. For many of the Jordanian teachers, it was their first



Dr. Jim Purpura with Jordanian student Sawsan Al-Jamal

opportunity working in an all-English environment with native speakers of English. At times, this proved challenging—both linguistically and culturally—for students and staff. However, as Linda has pointed out, “Programs such as ours in Jordan allow both sides to get to know one another and begin to see beyond the stereotypes with which many of us enter such relationships. In spite of the challenges, it was immensely rewarding for all.” Among the many activities Barbara Hruska modeled with the Jordanian teachers was that of pattern poems. One of the poems (by Mohammad Suliman, a high school teacher) appears below.



In front of the City Hall in Korea

In addition to our international work with Jordan, we were also invited by the Gyeonggi

English Village (GEV)

in South Korea to do a needs analysis for in-service English teacher education in the province. Under the leadership of Jim Purpura and with the support of the TESOL Certificate Program, Jee Wha Dakin and Donna Brinton traveled to Korea to perform the analysis.

Here in New York, we have received a record number of applicants for the Summer 2009 session. Linda will be running the program, assisted by coordinator Sarah Creider. Summer instructors include Kirby Grabowski and Drew Fagan for Classroom Practices and the Practicum (and Kirby for Assessment), Howard Williams for Pedagogical Linguistics, Sunhee Song for SLA, Hansun Waring for Intercultural Communication, Carolin Fuchs for CALL, and Michael Perrone for a workshop on preparing students for the TOEFL and other standardized tests. Student teaching mentors will include Monika Ekiert, Phil Kung-Wan Choong, Ruhma Choudhury, Sarah Creider, and Drew Fagan. Plans are also underway to expand our career counseling activities, and to hold the first-ever TESOL Certificate Program Book Fair in August, to which TC students and alumni will be invited. Keep your eye out for the invitation over the TC TESOL-AL listserv, as well as for announcements about our new, redesigned webpage and for our first online newsletter!

An increasing number of TESOL Certificate Program students are now going on to our M.A. program in TESOL. The present crop includes Maria Fisher, Jane Jun, Lisa Lee, Patty Lowy, and Trevor Safford. We would like to congratulate these students on their acceptance to TC and the fine work they are now doing in the M.A. program. They truly are a testament to their Certificate Program roots. We would also like to take this opportunity to thank those who work tirelessly behind the scenes to make our program such a success. These people include Sarah Creider, Yasuko Morisaki, and Jill Laing. Also, kudos to Sarah, Yasuko and Jill on completing their M.A. degrees this year. Sarah will be staying on with the program as she completes her doctorate, but Yasuko and Jill are moving on and will be sorely missed.

All prospects for 2009 are excellent. For more information on the TESOL Certificate Program, click here: www.tc.edu/tesolcertificate. For a *TC Today* article on TC TESOL's international work, including our Certificate Program, go to the following link: <http://www.tc.edu/news/publist.htm?pub=7&issue=240>.

I am from

Poem by Jordanian English Teacher,
Mohammad Suliman, Jordan, January 2009

I am from there

Where people die every day
Where people have no peace
Where people have nothing to eat

I am from there

Where people go to heaven
Where people don't need to eat
Where people don't use electricity

I am from here

Where people support there
Where people suffer for their pain
Where people think about there

I am from here

Where king Abdullah the II is
Where we live as a family
Where we feel about each other

I am from here and there

Where people are one unity
Where families share others
Where children live hard

I am from a big family

Where brotherhood was born
Where childhood grows
Where every one has to survive

I am from Jordan and Gaza.

Alumni News



Andy Schouten

After graduating from the TESOL general track in February 2009, I headed off to Japan for a professorship position at Kanda University in Chiba, Japan. I am currently teaching classes in the International Communication department. The semester just started at the beginning of April, and so far so good. In addition to teaching, I'll also be doing research focused mainly on developing and analyzing the university's English proficiency test.

“Slang is a language that rolls up its sleeves, spits on its hands, and goes to work”

-- Carl Sandburg, poet



Bora Sohn

I just came back from the annual International Reading Association (IRA) conference in Minneapolis, Minnesota, and the workshops and sessions reminded me much of my academic years at TC. It now has been a year since I graduated, but I still reminisce about what an exceptional experience I had at TC with wonderful faculty and friends whom I still keep in touch with.

Right after graduation in 2008, I returned to Seoul, Korea and started to work at a publishing company called E-public. In my first two months at E-public, I worked on a reading book series. The four level series *Reading Juice for Kids* is intended to help elementary school students learn English and, at the same time, to expose them to level-appropriate expository texts in science and social studies. It was a rewarding experience to see the published books displayed in bookstores and to see people flipping through the pages.

My second project at E-public involved constructing an online-based English test website (www.entertest.co.kr). I specifically took charge of administering the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) content. It was not an easy project since I had taken only one assessment class while at TC. However, I was able to recall numerous materials from the assessment class that helped me successfully carry out my job.

Currently, I am happily working on another children book series *Speaking Juice*, which will be published in June, 2009. I am excited to implement some of the things I learned in my discourse classes while working on this project. This book series will provide different subjects and situations in which English learners need the skill to deliver their speech in a logical and appropriate manner.

I feel enormously fortunate to have had the TC experience as part of my life and to be able to actually apply what I learned at TC in my daily work activities. I'm also very grateful for the career opportunities that TC has brought me and I sincerely hope the same for other TC graduates.

Shizuka Miyata-Dawson

I graduated from the master's program in applied linguistics in 2001 and was honored to receive the 2001 Apple Award for AL. After graduation I taught at my high school alma mater, Kanto International High School, in Japan. The following year I accepted a position at the Tokyo University School of Education junior high and high school lab school. In 2008 I accompanied my husband, Walter Dawson PhD '05, to Seoul, South Korea, where he accepted a teaching position in Comparative Education at Hanyang University. Since moving to Seoul I have started work as a part-time lecturer at Incheon University (near the airport of the same name) teaching Japanese language classes and Japanese language teaching methods. I am currently enjoying renewing my interest in Japanese teaching after working as a Japanese Teaching Associate at the Japanese Language Department at Columbia during my studies at TC. I have resisted the temptation to study my six-year-old son Dean-Hiromasa, who is becoming trilingual with budding language skills in Korean.



Kate Daniels

I am the founder of The Women's International Perspective, a global source for women's perspectives reporting news, world opinion, and commentary. The WIP launched on International Women's Day in March of 2007 and since then we have published stories by over 150 women writers in 33 countries. English is a foreign language for many of our writers so my training in applied linguistics has been essential. Beginning in 2010 we will offer our website in multiple languages. We hope to achieve this by working with students at the Monterey Institute of International Studies. The WIP strives to bring together divergent cultures, opinions, and ideas in solution-based dialog. I hope my former TC classmates and all alums will visit www.thewip.net and join the conversation!

**"The limits of my language
mean the limits of my world"**

--Ludwig Wittgenstein

**"Language is the dress of
thought."**

--Samuel Johnson

TC Hosts AL Conference



Where can great minds meet to discuss thought-provoking questions and groundbreaking research in language acquisition? Where else but the New York State TESOL Annual Winter Applied Linguistics Conference? This year's conference was hosted at Teachers College in conjunction with the TESOL/AL Roundtable on Saturday, March 7, 2009. In response to current trends in the field, the conference theme was *Second/Foreign Language Research: Information Technology, Inquiry & Interaction*.

A record 194 participants attended the event. Many TC affiliates as well as presenters from as far away as Turkey and Brazil presented their research and shared their insights with attendees. Presenters discussed both theoretical and practical aspects of applied linguistics, while focusing on the overall issue of technology in language learning. Other topics included second language acquisition and issues related to the field of TESOL K-12 education.

The plenary speaker was Professor John Liontas of State University of New York at Fredonia. His presentation addressed various areas of research, including the meaning of linguistics and the role of technology in research and practice

Conference participants also attended a poster session, which featured research on topics such as the phonology of Brazilian Portuguese and the use of color cues to assist language learning. Top publishers in the field, including Heinle ESL Publishers and Pearson Longman, also hosted a publishers' fair.

Ideas and wine flowed freely at the conference-concluding reception, where participants eagerly mingled and recapped the events of the day. The sound of applied linguistics jargon peppered the lively discussions.

Special thanks to the conference organizers for a job well done: LaNysha Adams, Ya-Ting Chang, Marie-Claire Chaudoir, L. Jeanie Faulkner, Justin Kaley, and Lan Ngo.

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