

TESOL/AL TIMES

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LANSI 2014-2015

Allie Hope King

The Language and Social Interaction Working Group (LANSI) has had another successful year across its various endeavors. From a fourth meeting of the annual LANSI conference in the fall to the steady growth in participation of the monthly LANSI data sessions, the contributions made to scholarship at Teachers College and to the larger community of discourse analysts in New York City and beyond are impressive.

First, the LANSI data sessions are a central means for collaboration in the group's mission to serve as a forum for discourse analysts. During the monthly sessions, researchers from many local institutions gather to examine audio and video data using the conversation analysis (CA) approach. Notably, the data sessions have grown in the last year to include individuals from other fields who are interested in learning about CA and applying it to their respective areas. Furthermore, this fall, the group had the pleasure of



Dr. Hansun Waring, co-chair (left), and Dr. Hugh Mehan, plenary.

welcoming Dr. Tim McNamara from the University of Melbourne, Australia. Dr. McNamara was at TC for seven weeks in the fall as a visiting scholar in second language assessment. Dr. McNamara asked to join a data session to receive input on his current project, and the group was privileged and honored to oblige.

Another noteworthy event was the fourth annual LANSI meeting, held in October, which convened a diverse and interdisciplinary group. Using the lens of CA and the wider umbrella of discourse analysis, presenters shared research on interaction in a vast array of areas (including neurobiology, medicine, elementary education, mathematics, physics, design and psychotherapy, to name a few). Paper topics varied from
(continued on page 2)

collective translation in a Chinese foreign language class, to the use of request forms in tutoring sessions, to a narrative analysis of ethnographic interviews of “return” migrants from the Greek Diaspora.

Response Evaluation (IRE) structure in teacher-student interaction, discussing both the uses of and alternatives to this ubiquitous pattern. True to LANSI’s mission of collaboration, a chat over coffee

a brilliant discourse analyst. For a detailed account, please visit <http://tesol.columbia.edu/>.

Plans for the fifth annual LANSI meeting, co-chaired by Professor Waring, Elizabeth Reddington, and Nadja Tadic, are underway with two stellar plenary speakers on the program. Dr. Courtney Cazden, a professor of Education at Harvard University, is well-known for her research on linguistic forms and function in classroom discourse, including work in bilingual education. Dr. Frederick Erickson, a professor of Educational Anthropology at the University of California, Los Angeles, has made significant contributions in applied linguistics, particularly in the areas of ethnography, discourse analysis, and sociolinguistics. Conference registration opens on August 1, 2015. For more information about the conference or the monthly data sessions, please visit www.tc.edu/lansi. ♦

“A chat over coffee between Dr. Mehan and Professor Waring’s doctoral students led to an impromptu interview of Dr. Mehan.”

<http://artsandhumanities.pressible.org/ahofc/research-contributing-to-social-change>

The conference’s plenary speakers, Dr. Patricia Duff from the University of British Columbia, and Dr. Hugh “Bud” Mehan from the University of California, San Diego, treated the audience to distinct yet equally remarkable talks on classroom discourse. Dr. Duff, who specializes in language socialization across bilingual and multi-lingual educational settings, presented her research on how high school history education teachers socialized their students into stancetaking discourse. Dr. Mehan shared his research on the Initiation

between Dr. Mehan and Professor Waring’s doctoral students led to correspondence that continued into the spring semester. First, an impromptu interview of Dr. Mehan by the doctoral students (<http://artsandhumanities.pressible.org/ahofc/research-contributing-to-social-change>) during the conference expanded on topics the professor had addressed in his talk. Then, Dr. Mehan joined Dr. Waring’s seminar via Skype in April as a visiting lecturer. This occasion allowed both students and advisor alike to learn more from

ALWC 2015: Reflections on Planning

Matthew “Matty” Espino

On Saturday, March 7, 2015, NYS TESOL held its 36th Annual Applied Linguistics Winter Conference (ALWC) at Teachers College. With a grand total of 324 registered attendees and over 40 presentations, the ALWC saw record-breaking

numbers. The conference theme was *Multiple Perspectives: Integrating Theory and Practice*. From a planner’s point of view, my experience could easily be summed up in one word: surprise. *(continued on page 3)*



If you were to have asked me if I saw myself chairing any conference two years ago, I would have said, simply and concisely, NO. What caused this change of heart? To be honest, I am not sure. Maybe it was partly a desire to get involved in something big, to give back to the community, to build that resume, or just to try something new. My instincts told me this was something I should do, and thus began my journey down the rabbit hole.



Matthew Espino introducing the plenary speaker at ALWC 2015.

My involvement with the conference began in the spring of 2014, when I decided to volunteer for that year's ALWC conference. Meghan, the 2014 conference chair, and her team put on a fantastic event, and I knew that I wanted to get further involved in some way. When applications for 2015 positions came out, in what I could only describe as a sheer act of impulsiveness, I came across the application for

conference chair and wrote my "You should pick me because ..." blurb. The next thing you I knew, the email was sent and there was no turning back.

I consider myself to be a fairly reserved person. While I am not shy, I wouldn't necessarily pick myself as being someone outgoing enough to lead an entire conference team. Lo and behold, I received a congratulatory email during the latter half of June stating I that I would be doing exactly that. Oh goodness, the *pressure*. In that moment, I had to just tell myself that I applied for this position so I'd better step up to it.

Entering the role of chair, the first thing I discovered was that I literally had no idea what I was doing. Scrambling through previous documents, asking questions, and relying on the knowledge of our NYS TESOL liaison, Jeanie Faulkner, I was able to pretty much fake it until the day of the conference. Luckily, my conference team courageously and effectively accomplished all the tasks and endeavors needed of them, which made my job much easier and ultimately brought our conference vision to fruition.

Honestly, the best part of this conference was not so much achieving a record-high number of attendees, securing a fantastic plenary speaker, or being able to execute a vision as an actual event. While those were definite highlights, the absolute best part

of working on this conference was being able to plan with such wonderful, diligent, and supportive colleagues, classmates, and friends. During the conference, I received a lot of acknowledgment for a job well done. With a wide array of seamless presentations and a riveting plenary about service learning in TESOL from Dr. Santoi Wagner to a packed audience, I admit that the conference was quite the success. However, a large part of this success was due to the tremendous work of the conference team and day-of-conference volunteers, not me. It almost seemed unfair to receive recognition. I just wanted to say, "Don't thank me! Thank [insert conference committee member name] instead!" Now that I have time to reflect by writing this article, I feel like I can properly give my gratitude to my team that deserves it.

I would like to give the largest

"Honestly, the best part of this conference was being able to plan with such wonderful, diligent, and supportive colleagues, classmates, and friends."

and sincerest thank you to my planning committee team:

(continued on page 4)

Amanda Meier, Katie Heil, Emily Jones, Qie "Chelsea" Han,

Allie King, Kristin Summers, Carol Burnet, Rachel Gorman, Melissa Smith, Kim Edmunds, and Vanessa Sheu. If you happen to be reading this, please know that you are all rock stars. I am so fortunate, grateful, and humbled to have been able to share and create this experience with you! Also, I have to give a big thanks to our NYS TESOL mentors and guides, Catherine Box and Jeanie Faulkner, for ultimately keeping us sane

throughout the whole insanity of conference planning. In the end, planning a conference was a lot of work than I could have ever imagined. I have never sent so many emails (seriously!), interacted back and forth with so many people, and navigated the complexities of making logistical arrangements that exist within Teachers College. And even though it was a lot of work, it was truly a rewarding experience. I gained so much for

every drop of blood, sweat, and tear (and yes, there were definitely tears). Out of these efforts, a successful conference was created, and I got to work with some of the best people I could have ever asked for. For the conference 2016 ALWC conference team, my advice is to stay strong, persistent, and ultimately, just to go for it. It is truly a unique experience, and I am sure it will be something you will never forget! ♦

Teaching in Haiti

Kaitlin Griswold and Kholood Qumei



Kaitlin Griswold (left) and Kholood Qumei in Port-au-Prince, Haiti.

Our seven-hour day consisted of moving from one classroom to another, teaching anywhere from 30 to 70 students ranging from seventh grade to *philo* (pre-college). There was no electricity, air conditioning, technology, or running water, and the humidity was merciless as we explained descriptive language, grammar rules, played word games, and sang songs at the top of our lungs, sometimes even standing on tables and chairs to be seen by

all the students. There were, however, plenty of smiling faces that greeted us excitedly as we entered the room, cheering our names and dancing. This was a welcome we had never experienced.

This past April, we joined a teaching team through the Andrew Grene Foundation to help run an English language clinic for five days in Cité Soleil, Port-au-Prince, one of the most impoverished neighborhoods in the city. The foundation was created by Gregory Grene, a current doctoral student in the English Education program at Teachers College. It was established in 2011, the year after Gregory lost his twin brother Andrew, a humanitarian worker with the United Nations, to the devastating earthquake

that took place in January 2010. Being an English teacher himself, he quickly established the foundation and built the Andrew Grene High School. The school now serves over 300 students, providing them with free lunch and an education under the careful and loving guidance of the principal, Monsieur Pierre Ricot.

Our assumptions of despair and desire to leave the country were disproved as the students, staff, and other Haitians we came to meet actively demonstrated their strong love for their country. It is not an exaggeration when we say how proud they were singing their national anthem lined up in the courtyard every morning, despite what we hear and see of Haiti in the news. *(continued on page 6)*

TCSOL Alumni Profiles

The **Teaching Chinese to Speakers of Other Languages** (TCSOL) Program is a teacher training program designed to provide state-of-the-art training to students and professionals interested in learning how to teach Chinese. More information can be found here: <http://www.tc.columbia.edu/tcsol/>.

Recently, this year-long program witnessed the graduation of yet another wonderful cohort, the class of 2015. Let's hear what they have to say about their experience in the program.



"My study in TCSOL provided me with comprehensive knowledge in Chinese linguistics, cutting-edge teaching methods, and better understanding of second language acquisition, pedagogy and assessment. I feel very lucky to have learned from the wonderful instructors in the program, who are proficient in the subject matters, student-centered, and responsible. They broadened my horizons of language teaching."

– *Zhuohao Cheng*

"As a language teacher for years, I always have tons of inquiries from students and their parents. Before I joined the TCSOL program, I used to rely on my experience and intuition. But now, I am a big fan of the task-based language teaching (TBLT) approach with solid knowledge about SLA, and my brain is full of creative activities that I am so ready to engage my students in and make their learning happen implicitly."

– *Summer Liu*



"From the first day I knew we had a diverse community. We are different, and in my opinion, different is good. Everybody has their own strengths. Indeed, some of us are better at Chinese, some are better with English. Some are really good with conceptual knowledge, some are creative with activities and tasks, and some are just natural teachers." – *Fei Deng*

"I would like to warn you that the TCSOL class of 2015 has a serious problem. It is not an intellectual problem. It is not an attitude problem. The class of 2015 has a problem of BEING AWESOME!" – *Stacy Liu*



(continued from page 4)

To say that their resilience was humbling and inspiring is an incredible understatement. We came in eager to educate but wary of falling prey to common preconceptions of foreign teacher expertise. We learned much more about education in Haiti from Gregory, Monsieur Ricot, the Haitian teachers, and the students themselves. Decisions of how to educate were deferred to Monsieur Ricot as the expert. It was not about imposing our pedagogy and content on the students but about listening to them and adapting our lesson plans daily to fit their needs. Every night, we went to sleep wondering

how we could improve the experience of our students. They walked miles to school wearing their freshly starched uniforms and well-polished shoes, what many said was their most prized possession.

When we visited the home of one of the students who had won a scholarship to study in France last summer, we were motivated. Complex feelings arose as he opened up his home, still not fully rebuilt since the earthquake. There was pride, humility, pain, and hope - so many powerful and moving emotions beamed from his eyes, and from the eyes of every one

“There was pride, humility, pain, and hope - so many powerful and moving emotions beamed from the eyes of every one of the students and adults we were blessed to come to know over one week.”

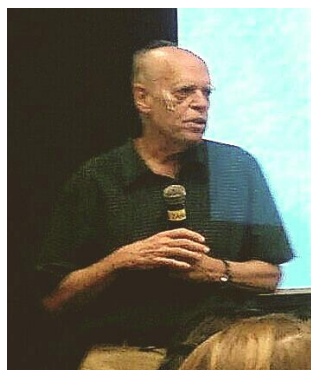
of the students and adults we were blessed to get to come to know over one short week. We genuinely look forward to being a part of the experience again next April. ♦

Kholood Qumei (right) and a student in the English language clinic.



APPLE Lecture: Systems, Situations, Language Learning

Melissa Smith and Vanessa Sheu



Dr. James Paul Gee of Arizona State University speaking at the annual APPLE lecture.

This year, choosing the annual APPLE speaker was done differently than in previous years: the faculty graciously offered the students the opportunity to nominate a speaker. While many names were suggested, there was a clear winner. On February 6, 2015, Dr. James Paul Gee

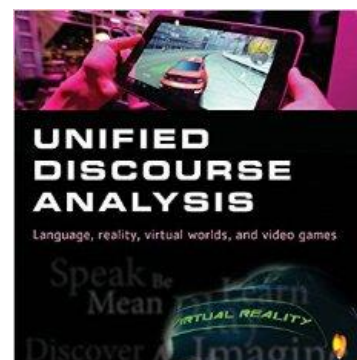
presented this year's APPLE lecture—and he did not disappoint. He dazzled the audience over the course of two lectures, one exclusively for our program, and a second open to the greater Teachers College community.

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In this first afternoon colloquium, "Grammar, Language, and Discourse: A New Situated Approach to Language Teaching", Dr. Gee argued for the fundamental interconnectedness of the seemingly abstract system of language and of the embodied experiences within social situations. He challenged the common conceptualization of language as an abstract set of rules. He also argued that the current dichotomy between systems (language) and situations (society) is incorrect. Instead, educators and language researchers need to study both language and society, as it is the intersection of both which generates meaning. He offered

Through this lens, Dr. Gee argued for an understanding of language learning which would revolve around this primacy of "embodied meaning"—or how we perceive, and learn, from the world viscerally as individuals within a social context. Therefore, language teaching should be situated within real-world questions and issues that matter to students, for the reason that emotionally-charged situations are embedded more deeply into memory. In harnessing an individual's natural cognitive tendencies and visceral experience of meaning, educators can ensure that language features are processed more deeply and learned more successfully.

The bottom-up specialist's expertise derives from



Dr. Gee's recent book on the intersection between reality, virtual worlds, and discourse.



embodying his or her experience and skill rather than invoking external authority. Also, the amateur is driven by his or her natural curiosity to master a skill. These traits and values are actually what teachers should foster in language learners.

All in all, Dr. Gee's discipline-spanning, concept-leaping talk challenged educators to transcend the chicken-and-egg question: "Which comes first: language or experience?" He suggested that an understanding of language learning must be reached as one of embodied meanings and social acts. Therefore, educators must cast off antiquated practices in which learners engage abstractly with forms, and instead develop approaches that offer learners the ability to learn through a series of well-designed experiences.

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"Dr. Gee argued for language learning which would revolve around the primacy of "embodied meaning"—or how we perceive, and learn, from the world viscerally as individuals situated within a social context."

the example of how the action of an individual sitting on a pole for months might be interpreted through different historic discourses. Within the society of the Middle Ages, this action would have been perceived as piety leading to sainthood. Within our society, however, outside of the realm of performance art, this same action could lead to psychiatric intervention. Therefore, all expression, action and language alike, is couched within social discourse and is meaningless in isolation.

Lastly, Dr. Gee noted that our current society has changed in terms of how we view expertise. There are multiple types of experts who have emerged in recent times. As credential-bearing teachers certified by a professional institution, we are members of a group of traditional, top-down specialists. However, there is also an emerging "maker movement" of bottom-up specialists, who learn—and gain their expertise—by doing. He challenged us as top-down specialists to be careful not to be dismissive of such "amateurs".

The second lecture, titled “Language, the World, and Video Games: Why and How All Learning is Language Learning”, complemented the first lecture by offering a solution in the form of games: “a series of well-designed experiences”. First, Dr. Gee explained how the cognitive processes of controlled and incentivized

problem-solving to reach a goal mirror similar processes in language learning. In gaming, learners

cannot be given all the tools from the outset, only that which is necessary at exactly the right time; learners’ output must lead to situational success or failure; learners should be given an opportunity to genuinely explore instead of learning the rules for the rules’ sake; learners

should be able to build community with others who are facing the same challenges. The ultimate goal is the mastery of the system represented by the game—or, in the case of language learning, language itself. Games, therefore, are the skillful crafting of graduated situations to stimulate embodied

“In gaming, as in language learning, learners cannot be given all the tools from the outset, only that which is necessary at exactly the right time; learners’ output must lead to situational success or failure; learners must be given an opportunity to explore instead of learning the rules for the rules’ sake; learners must be able to build community with other users of the system.”

meaning in order to facilitate the acquisition of knowledge. These same principles can be applied to language learning. Lastly, Dr. Gee provided concrete examples of real-life games and tools which are currently used in classrooms to individualize the

learning experience. (The evening lecture can be seen here: <http://www.tc.columbia.edu/tesol/index.asp?Id=Additional+Resources&Info=Videos+and+Podcasts>.)

In closing, Dr. Gee’s thought-provoking lectures were both sides of the same coin,

addressing the role of situated meaning in language learning through a theoretical and practical lens. The talks

inspired the audience to see the connections between discourse, grammar, sociolinguistics, and politics, and to take on the challenge of designing language education to harness the structured creativity in gaming and problem-solving. ♦

TESOL/AL Roundtable

Catherine Heil

This past year, the student-run TESOL/AL Roundtable organization made a few key changes that enabled a marked increase in overall participation and allowed the group to explore new directions. Eight officer positions were added, which created leadership opportunities and made it
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A lively and inquisitive atmosphere at the fall Roundtable Research Forum.
Photo Credit: Noriko Kato



Dr. Andrea Tyler from Georgetown University spoke at the Spring Roundtable Research Forum.

Photo Credit: Georgetown University

possible for the organization to plan, publicize, and execute additional events. In total, the Roundtable hosted fourteen events this year: a new student orientation event, three social events, five research group meetings, a prospective student event, a holiday party, and an International Education Week panel.

Additionally, a whole new series of workshops was created to offer a space in which students could share and discuss original research ideas in progress. These workshops, led by Research Chairs Melissa Smith and Kimberly Edmunds, brought together students from all levels of the program. Topics examined throughout the year included formulating research questions, best practices for conducting research, strategies for publication, and writing M.A. projects. These research events were designed to be welcoming and informal, and to encourage students to reflect on their own work and to provide feedback on work done by their peers. The semester's activities culminated with the Roundtable Research Forum, an event showcasing the breadth of excellent student work from our

department. This year, the event was open to the public, and a guest speaker from Georgetown University, Dr. Andrea Tyler, presented her research on cognitive linguistics and phrasal verbs. Dr. Tyler's most recent book, *Cognitive Linguistics and Second*

Language Learning: Theoretical Basics and

Experimental Evidence, highlights ways in which cognitive linguistics can be used to facilitate classroom language teaching. The lecture was well-attended and followed by a lively discussion; as cognitive linguistics is a field typically unexplored in TC classes, students were eager to engage in new subject matter. Following Dr. Tyler's talk, students presented on a wide range of topics. Andrea Durkis offered a Conversation Analysis (CA) account of a segment of child speech, and Rongchan Lin evaluated the analytic scoring for the writing section of a placement test. Both Matty Espino and Melissa Smith discussed topics related to technology; Matty examined literature regarding the use of Augmented Reality (AR) tools in the classroom, and Melissa raised questions about the efficacy of digitalized games as

tools for language learning. Amanda Meier presented original research on reading strategies and learner inferencing. All in all, the talks were indicative of the breadth and quality of research conducted by students in our

"A whole new series of workshops was created for students to share and discuss original research ideas in progress."

program. Next year's officers, led by co-chairs Soo-Hyoung Joo and Michelle Son, are enthusiastic about continuing the momentum. We wish the new officers all the best in the upcoming year, and look forward to hearing more about their events! Lastly, we would like to thank Dr. Williams and Dr. Han for their ongoing support, which enables the Roundtable to continue to change and grow each year. More information about the organization may be found on the Roundtable website at <http://tesolaroundtable.weebly.com>, or on our Facebook group, "TESOL/AL Roundtable." ♦



Social Chair Eunji Kim (second from left), Publicity Chair Jean Park (third from left), Dr. Howard Williams (center), and some of the attendees of the Holiday Party.

The Second Annual BBE/AL & TESOL Symposium

Emily Jones



Dr. Patricia Martínez-Álvarez, BBE Program Coordinator, welcomes attendees and opens the symposium.

The 2nd Annual BBE/AL/TESOL Student Symposium took place at Teachers College on Friday, May 1st, 2015. This year's theme, "Language Instruction & Learning: Field Applications," was picked by the planning committee to reflect the desire to bridge the gap that oftentimes exists between educational research and the practice of teaching. Karen Kao, BBE M.A. student and symposium coordinator, further explained

the benefits of the two programs working together.

"The intent for the symposium was to create a forum for the BBE & AL/TESOL programs to collaborate and build mutual understanding by working closely together," said Kao. "I think the symposium was not only a chance for students to share their academic pursuits, but a chance to gain insight into the shared commonalities and strengths within the BBE & AL/TESOL departments."

This year also opened up presentation opportunities to members outside of the TC network; students from other New York City area BBE and TESOL programs were invited to submit proposals and attend the symposium. Presentations and panels from TC, NYU and Hunter students included original research in areas such as identity in bilingual classrooms, Chinese pedagogy, ESL classroom discourse, and using

cognitive linguistics in ESL classrooms.

"I hope people not only learned from the wide range of topics presented, but saw the passion and dedication each presenter embodied. The presenters bring their enthusiasm and passion to their research and to their students," Kao said.

Although the presentations covered a wide variety of topics within Bilingual Education and Applied Linguistics, Kao hopes that attendees were able to come away with "a mutual respect for the level of dedication it takes to make a great educator."

Many sincere thanks go out to the students who presented at the symposium, as well as the volunteers who helped plan and run the event. It is hoped that next year the symposium will continue to grow and develop as the BBE and AL/TESOL programs continue to work together in the common interest of our students. ♦



Joshua Hurd (TC-TESOL) presents on the mental lexica in bi- and multilinguals and the pedagogical implications it raises in vocabulary acquisition.



Tian Liao, Lei Shao, Yi Li, Xiaoying Zhou, and Shouqian Shi from Hunter College's Teaching Chinese Program present multiple studies on strategies for teaching Mandarin tones, gain tutorial settings.



John Bell (TC-TESOL, K-12), Emily Elkind (TC-TESOL, K-12), Milagros Rodriguez (TC-BBE), and Rebekah Eunyoung Kang (TC-BBE) introduce their study "Overcoming Misconceptions: Aligning Goals and Practices of ESL and Bilingual Bicultural Education."

Alumni Updates

➤ Eun Sung Park (Ed.D. in Applied Linguistics, 2007)



After graduating from TC, I taught in the M.A.TESL/TFL Program at the Monterey Institute of International Studies before relocating to Seoul, Korea to join the English Department at Sogang University, where I have been teaching and researching for the past six years. The courses that I typically teach include Second Language Acquisition and Practices and Principles of Language Learning and Teaching for students pursuing English teacher certification. I have also served as Director of the Graduate Program in Linguistics and TESOL, and more recently, Director of General Education English Program, which oversees the undergraduate EFL courses offered by the university. The latter position afforded me the opportunity to recruit English instructors for our undergraduate General English Program. We have been very fortunate to have several wonderful TC graduates come and teach in our program – Anna (Youngna) Kim, Jessica Horstmann, Lisa Lee, and Haein Lauren Park, to name a few.

My primary research interests are in the areas of learner-generated noticing (Park, 2011, in *Language Learning*), novice learners' default input processing strategies (Park, 2013 in *Applied Linguistics*; Park, 2014 in *First Exposure to a Second Language: Learners' Initial Input Processing*), and input enhancement (Park & Nassif, 2014 in *Language Awareness*). My most recent interests focus on written corrective feedback and English education for North Korean defectors. I have been actively presenting on North Korean defectors' struggle with English in South Korea at several conferences during the past two years. I have been regularly attending Asia TEFL, for which I serve as the co-editor (with Bernard Spolsky) of Asia TEFL Book Series.

I am currently on sabbatical at the Department of Second Language Studies, University of Hawai'i, enjoying the beautiful weather and nature, and more importantly, learning to live with the 'Aloha' spirit. It is a rare opportunity for me to experience such a slow pace of life – a stark contrast to life in New York and Seoul ☺. If anyone plans to head to Hawai'i this summer, or to Korea sometime in the future, give me a shout. I would love to meet up and touch base with TC folks. Aloha!

➤ Charo Uceda (M.A. in Applied Linguistics, 2008)

In early 1988, my father, sister and I, founded Uceda English Institute--a private, adult ESL school. Our original business model was based on the concept of the decentralization of education, thus offering access to language practice and acquisition to thousands of immigrants throughout New York, New Jersey, Florida and Nevada. In 1989 I started writing the Charo Uceda English Series, a set of basic, intermediate and low-advanced ESL textbooks, used until 2010. The organization experienced steady growth and expansion, under the ownership and management of several members of the family. By the mid-nineties, we were granted license to serve international students with F1 status, while in late 2013, Uceda secured national accreditation.

In 2006, I entered into an academic agreement with a Peruvian university establishing Uceda Institute's EFL program at its facilities and training and certifying graduate students in basic knowledge of English. In 2009, I accepted the invitation to be president of the board of a distance education organization operating in Peru since 1972, the one founded by my father, Juan J. Uceda. Also, in 2009, Teachers College invited me to form part of the President's Advisory Council, an honor that I readily accepted.

I am a proud TC alumna with a M.A. in Applied Linguistics (2008) and a M.A. in Educational Technologies from Harvard University, Extension School, (2012). While I may have had innate entrepreneurship abilities, I recognize that entering into a rigorous course of study at TC equipped me with necessary knowledge and insight to develop vision and academic acumen. I believe education is transformational. Thank you TC!

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➤ **Yasmin Motasim** (M.A. in Applied Linguistics, 2011)



After graduating from Teachers College in 2011, I was hired as an ESL lecturer at Southern Utah University. In addition to teaching integrated skills courses, I have had the chance to teach an ESL endorsement course to preservice K- 12 teachers. I was also involved in the creation of the curriculum and assessment guide for the ESL program at SUU. I am currently chairing and co-chairing the assessment and curriculum committees in the program. In addition, I have been part of the CEA accreditation task force at SUU. I have helped in collecting assessment data and revamping the diagnostic test used for different levels. I also conduct and facilitate monthly professional development workshops on a variety of topics like language teaching methodologies, lesson planning, assessment, rubric development, technology, and cultural aspects of ESL.

➤ **Michael Vlahovic** (M.A. in Applied Linguistics, 2012)

After finishing the M.A. program in Applied Linguistics in 2012, I began work at a company in Connecticut that manages employee relocations for its client companies. One of the services that the company offered was language and cultural training to relocated employees and their families. I was hired to recruit language trainers throughout North and South America and monitor their language training programs. My background in ESL and Applied Linguistics proved useful, as I needed to quickly determine how to best meet the needs of our students, who ranged from senior executives of major multinationals to non-working spouses of computer programmers in Silicon Valley.

Although the work was interesting, I decided to leave after a year to stay home with my 6-month-old son. That was two years ago. We now live in Astoria, Queens, and I'm returning to teaching, but in foreign language, which is where my heart has always been. I'm currently enrolled in a New York State teacher certification program that will allow me to start teaching high school French in the fall. I'm looking forward to getting back into the classroom. I'm also studying Mandarin in Xi'an, China this summer as a recipient of the State Department-sponsored Critical Language Scholarship.



➤ **Marta Baffy** (M.A. in Applied Linguistics, 2008)

Since graduating from TC in 2008 with an M.A. in Applied Linguistics, I've continued to study and teach. During my time at TC, I decided that I wanted to get a law degree to help immigrant populations in a different (legal) capacity, so I went to law school at the Benjamin N. Cardozo School of Law in New York City. Soon after starting the program, I realized that I missed teaching ESL immensely—I had taught for four years by the time I started my law degree—so I continued to teach ESL on the side. After a year or two of law school and a couple of legal internships, I knew that legal practice wasn't for me. So, after obtaining my law degree I decided to pursue a PhD in linguistics, and I am currently in my fourth year, studying sociolinguistics at Georgetown.

Not two weeks after arriving at Georgetown, I made an important connection with a member of the law faculty who also happens to be a linguist. He directs a two-year program at Georgetown Law in which the first year prepares international lawyers (who already have law degrees from their home institutions) for postgraduate law study in the second year. This degree is called a "Master of Laws" (LL.M.) and it typically takes one year, so this extra "prep" year at Georgetown is very unique. A couple of years ago this professor hired me to teach in the first year of the program, first as an adjunct, and now as an "ESL Fellow." Not wasting an opportunity, I decided to do my dissertation work on the cohort of students we taught this past year. Very broadly speaking, my dissertation focuses on how our students, in the first year of this program, are socialized to the practices, identities, and ideologies associated with membership in the US law school community. I am having so much fun teaching and researching, and I never forget that my interest in this kind of work all started at TC—in Professor Waring's Conversation Analysis class, to be exact!



Award Winners

Congratulations to these award winners for their exemplary work:

➤ **APPLE Award** (Outstanding M.A. Projects)

Amanda Meier (TESOL) “L2 Incidental Vocabulary Acquisition Through Extensive Listening”

Katherine Kang (AL) “Peer Interaction: A Compromise or a Necessity?”

➤ **John F. Fanselow Award** (Outstanding Teacher Work)

Corinne Gibbon (K-12) “Aztec Narratives: Reframing the Age of Exploration with Fifth-Grade ELLs”

Meghan Fahey (K-12) “Teaching Modern-Day Slavery”

Miscellaneous Notes

- ◆ Dr. Vivian Lindhardsen has replaced Chris Theodoropoulos as Director of the Community Language and TESOL Certificate Programs.
- ◆ Dr. Hoa Nguyen has replaced Dr. Vivian Lindhardsen as TESOL Lecturer.
- ◆ Dr. Luciana deOliveira left TC at the end of the fall semester and has taken a position at the University of Miami.
- ◆ Dr. Beth Clark-Gareca has joined the TESOL program as our resident K-12 specialist.



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